# sarthak
## EDUCATIONAL TRUST
*Empowering the differently abled*

# ENABLING ECONOMIC EMPOWERMENT & INDEPENDENCE OF PERSONS WITH DISABILITY

*Tracing the need for
& Sarthak's contribution
to Vocational Skilling of PwDs*

# CONTENTS

# 1. LIST OF ABBREVIATIONS

**AICTE**       All India Council for Technical Education

**BPO**         Business Process Outsourcing

**CII**         Confederation of Indian Industry

**CRM**         Customer Relations Manager

**CSO**         Civil Society Organisation

**CSR**         Corporate Social Responsibility

**DDU-GKY**     Deen Dayal Upadhyaya Grameen Kaushalya Yojana

**GDP**         Gross Domestic Product

**GeM**         Government e-Marketplace

**HI**          Hearing Impairment

**HoH**         Hard of Hearing

**ICF**         International Classification of Functioning, Disability, and Health

**ICT**         Information Communication Technology

**IDEA**        India Disability Empowerment Alliance

**ILO**         International Labour Organisation

**IT**          Information Technology

**ITeS**        Information Technology-enabled Services

**ITI**         Industrial Training Institute

**JEED**        Japan Organisation for the Employment of the Elderly, Persons with Disabilities and Jobseekers

**JEET**      Jobs, Entrepreneurship and Empowerment Training

**LMS**       Learning Management System

**MHRD**      Ministry of Human Resource Development

**MSDE**      Ministry of Skill Development and Entrepreneurship

**MSJE**      Ministry of Social Justice and Empowerment

**NAAI**      National Abilympics Association of India

**NCERT**     National Council of Educational Research and Training

**NCSCDA**    National Career Service Centres for Differently Abled

**NEP**       National Education Policy

**NGO**       Non-Governmental Organisation

**NIEPMD**    National Institute for Empowerment of Persons with Multiple Disabilities

**NSDC**      National Skill Development Corporation

**PKMVY**     Pradhan Mantri Kaushal Vikas Yojana

**PPP**       Public-Private Partnership

**PwD(s)**    Person(s) with Disability

**RPwD Act**  Rights of Persons with Disability Act

**SCPwD**     Skill Council for Persons with Disability

**SDG**       Sustainable Development Goal

**SSC**       Sector Skill Council

**UN**        United Nations

**UNICEF**    United Nations International Children's Emergency Fund

**VI**        Visual Impairment

**WHO**       World Health Organisation

# 2. LIST OF FIGURES

# 3. EXECUTIVE SUMMARY

Over the years, the definition of disability has evolved. The older medical model, which focused on diagnosis and treatment, is being replaced by the social model. According to this model, disability is seen as created by society and is the result of social stigma, discrimination and inaccessibility. Addressing disability, therefore, requires social, economic and political empowerment for Persons with Disability (PwDs). This empowerment is often linked with education, employment, employability and entrepreneurship. Vocational training plays a crucial role in enabling this.

*Vocational training is defined as "education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market". For PwDs, vocational training interventions are crucial to ensuring that all members of the disability community have access to economic independence.*

Vocational training is defined as "education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market".[1] For PwDs, vocational training interventions are crucial to ensuring that all members of the disability community have access to economic independence. This report focuses on work of Sarthak Educational Trust in skilling and training PwDs in order to enable this independence, through placement support, campus connections, training for Abilympics winners as well as the Jobs, Entrepreneurship and Empowerment Training (JEET). These interventions have become particularly important in light of recent policy developments. The National Education Policy 2020 envisions the mainstreaming of vocational skilling in Indian educational institutions, aiming to provide at least 50% of students with exposure to vocational training by 2025.[2] According to the National Skill Development Corporation, 150 million people in India stand to benefit from innovative business models and access to financial resources.[3] Given that PwDs constitute 2.21% of the national population according to the 2011 census, these policies reflect the importance of vocational skilling and training for PwDs as well.

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[1]Source: CEDEFOP 2008, Europe, TVETipedia Glossary, UNESCO & International Centre for Technical and Vocational Education and Training. Available at: https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/filt=all/id=550

[2]Source: National Education Policy 2020, page 43

[3]Source: Overview, National Skill Development Corporation

When focusing on vocational skilling, the PwD community have specific requirements. Many of these require physical accessibility to workplaces. However, this has been addressed in some part by the rise of work from home opportunities following the COVID-19 pandemic. Apart from physical infrastructure, PwDs require placement support to ensure that the skilling and training programs lead to economic independence.

Apart from detailing Sarthak's interventions in the vocational skilling and allied spaces, this report also suggests ways forward for Sarthak as an organisation and the disability sector as a whole to enable the training, employment and economic independence of PwDs. Stressing on the need for collaboration and partnership, the report illustrates the roles of the private sector, government as well as NGOs. This focus on collaboration is reflected in Sarthak's own model, also presented in detail through this report. By delving in depth into the nature and need for these interventions, this report seeks to act as both a blueprint and a roadmap for future interventions focused on vocational skilling for PwDs.

## FUNDERS' SPEAK

*In India, Sarthak not only trains youth with disabilities but also prepares them to pursue careers with confidence and self-esteem. Hailing from diverse backgrounds, our beneficiaries battle with different physical disabilities – Visual Impairment (VI), Hearing Impairment (HI) and Orthopedic Impairment (OI). Most of these youth are motivated to find their feet, only looking for a little support due to their special needs. With the help of the training provided by Sarthak, most of them are financially independent; some are even working with international brands such as Amazon and Flipkart.*

*We launched our LEAP Inclusion Program with Sarthak in 2015. Hard work, persistence and commitment have made this project a huge success. In spite of multiple challenges, these youth put endless efforts to reach levels many of us can't even imagine.*

*Christine Hodgson (Group Head, CSR & Capgemini Group Executive Committee Member)*
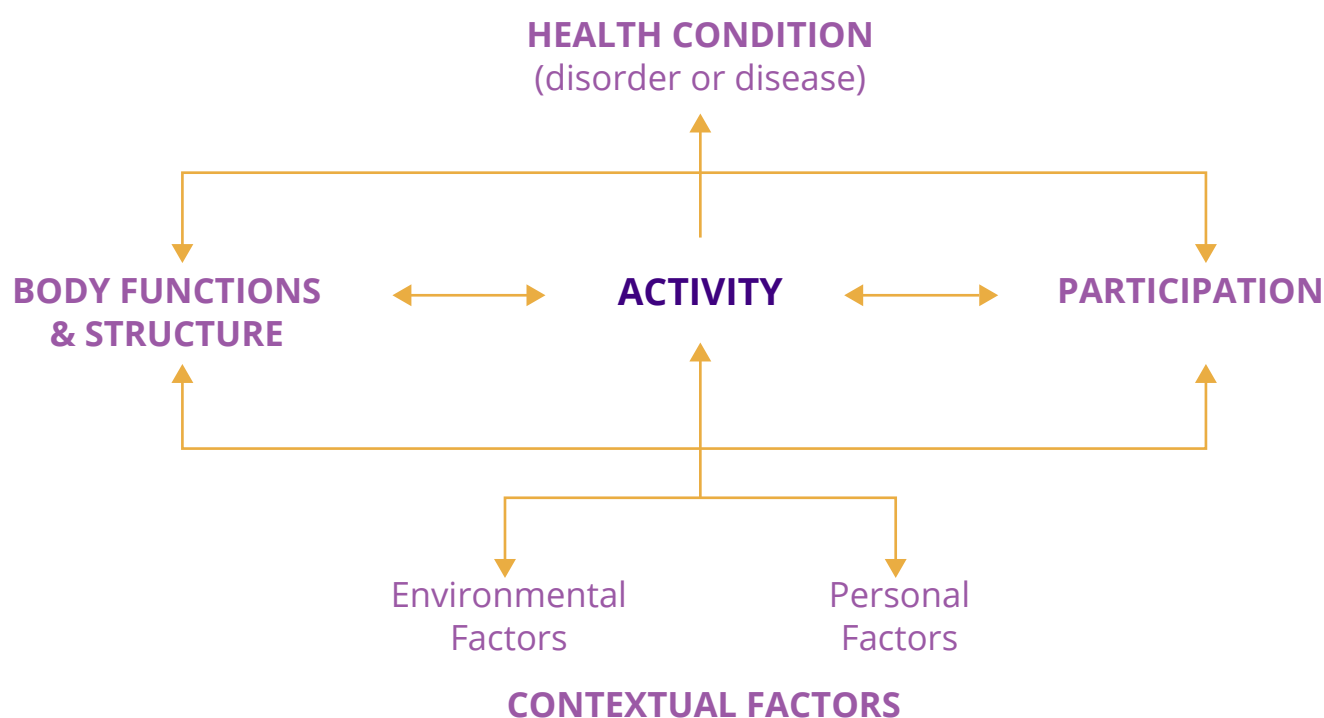
# 4. LAYING THE CONTEXT

## 4.1 DEFINING DISABILITY

Disability is a complex and dynamic phenomenon. It is hard to find a standardised definition that is satisfactory and all-encompassing.

According to The International Classification of Functioning, Disability, and Health (ICF), there are two models to understand disability – the medical model and the social model. The medical model limitedly understands disability "as a feature of the person, directly caused by disease, trauma or other health conditions, which requires medical care provided in the form of individual treatment by professionals."[4] In this model, medical intervention or treatment is sought to 'correct' the 'problem' of disability. The social model sees "disability as a socially created problem and not an attribute of an individual."[5] Within this model, responses for addressing disability focus greatly on social, political and economic inclusion. However, neither of these models adequately capture the complexity of disability. To address this, ICF has developed a biopsychosocial model that integrates biological, individual and social perspectives on disability. In this model, disability is an outcome of the interaction between health conditions and contextual factors.

**HEALTH CONDITION**
(disorder or disease)

**BODY FUNCTIONS & STRUCTURE**    **ACTIVITY**    **PARTICIPATION**

Environmental Factors          Personal Factors
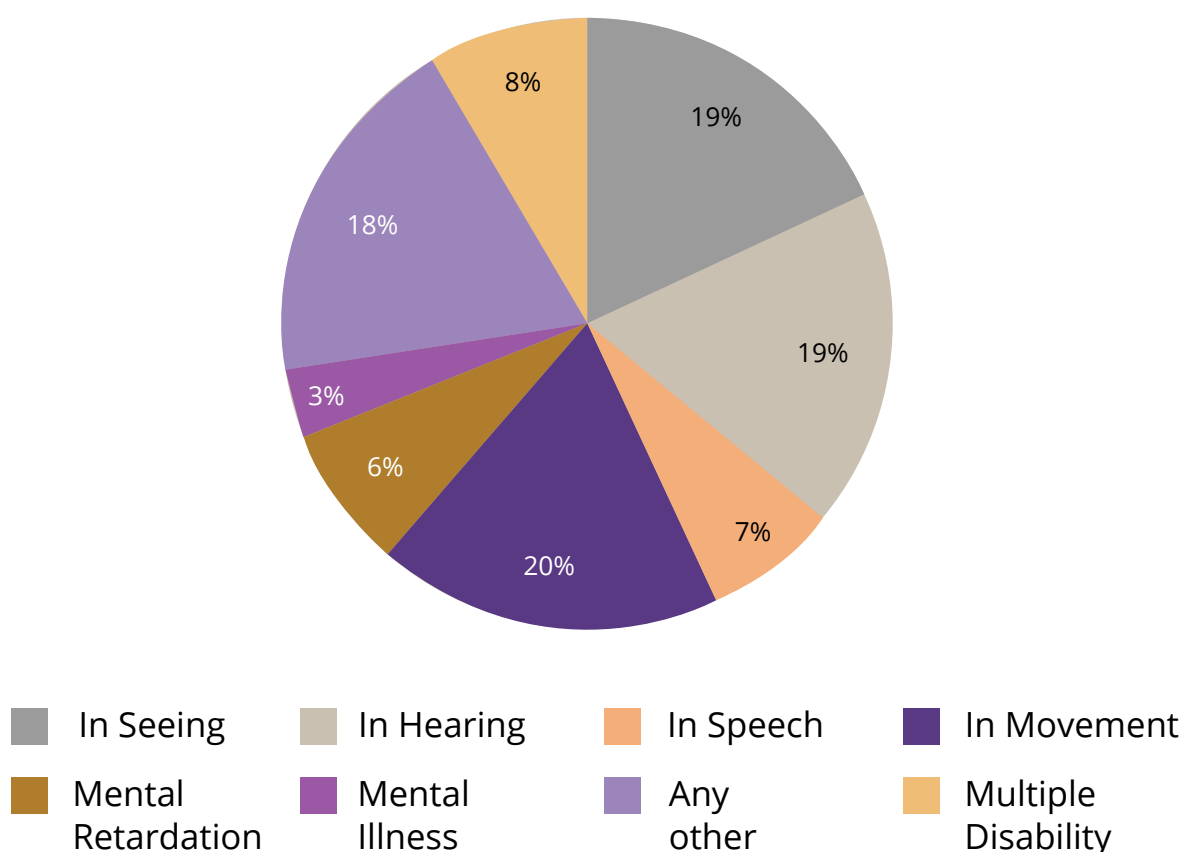
**CONTEXTUAL FACTORS**

*Fig 1: Biophysical Model of Disability*

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[4]Source: Towards a Common Language for Functioning, Disability and Health, ICF, WHO (2002). Geneva

[5]Source: Towards a Common Language for Functioning, Disability and Health, ICF, WHO (2002). Geneva

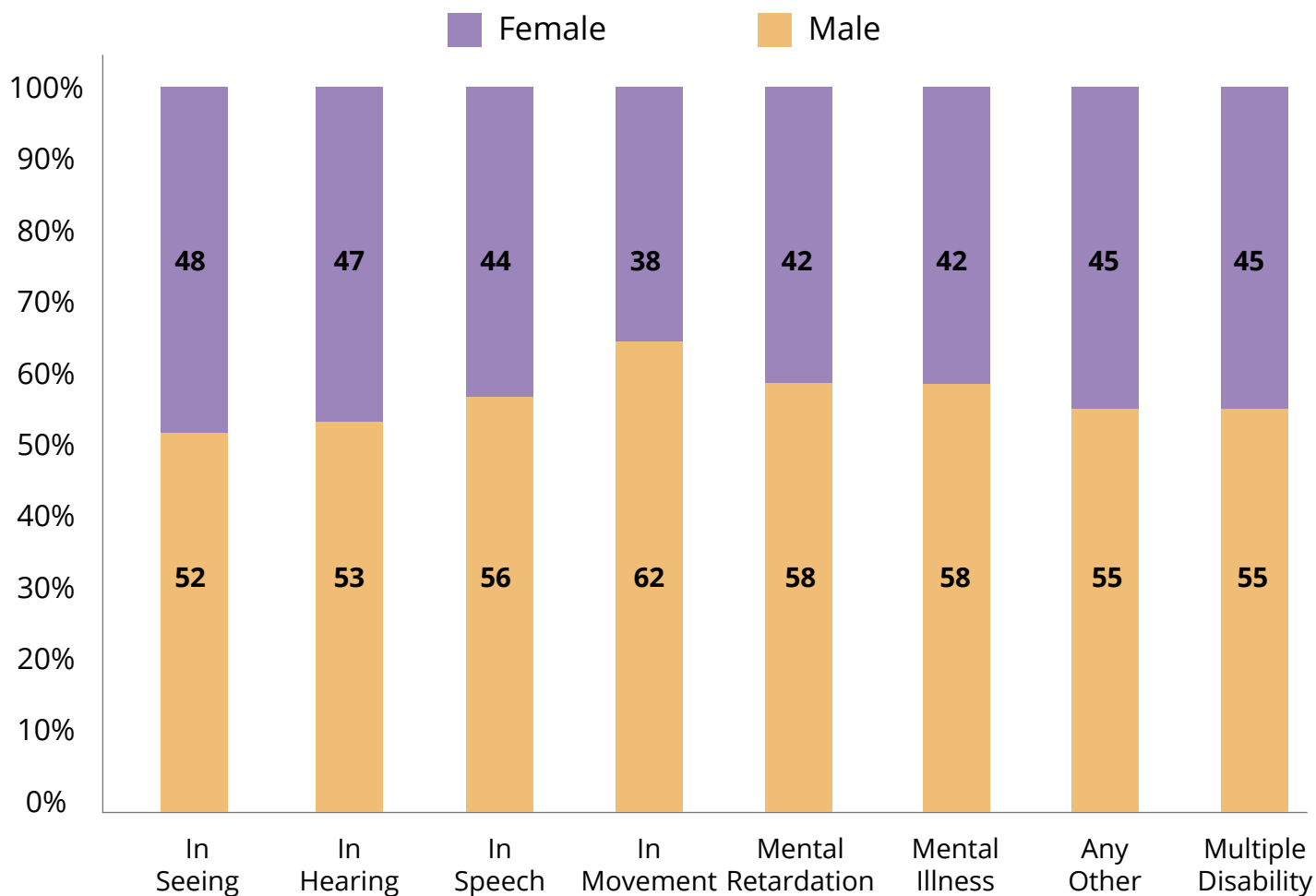## 4.2 THE INDIAN & INTERNATIONAL CONTEXT OF DISABILITY

A Person with Disability is defined as "(a) person suffering from not less than forty percent of any disability as certified by a medical authority, due to any of the above-mentioned conditions."[6] As per the Census 2011, there are 2.68 crore PwDs in India, accounting for 2.21% of the total population. It must be noted, however, that the 2011 census recognises seven disability categories as listed in the PwD Act of 2005. With the RPwD Act of 2016, twenty-one disability categories have been recognised. Hence, a significant increase in numbers of PwDs can be expected in the next census. In the 2011 census, the data further details the size of the population as well as distribution across gender, age, and location. From this, it is evident that the community of PwDs in India are characterised by high illiteracy and unemployment. This proves the need for active efforts towards their economic and educational rehabilitation.[7]



Legend:
- In Seeing
- In Hearing
- In Speech
- In Movement
- Mental Retardation
- Mental Illness
- Any other
- Multiple Disability

*Fig 2: PwD population by type of disability*

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[6]Source: Rights of Persons with Disabilities Act, 2016, Vikaspedia

[7]Figures 2 to 5 are sourced from Disabled Persons of India: A Statistical Profile, 2016.
Published by MOSPI, GoI. While Sarthak uses the language of 'Intellectual Disability,' Figures 2 to 5 are reproductions of the source and hence use the language of 'Mental Retardation'.

**Female** **Male**

| | In Seeing | In Hearing | In Speech | In Movement | Mental Retardation | Mental Illness | Any Other | Multiple Disability |
|---|---|---|---|---|---|---|---|---|
| Female | 48 | 47 | 44 | 38 | 42 | 42 | 45 | 45 |
| Male | 52 | 53 | 56 | 62 | 58 | 58 | 55 | 55 |

*Fig 3: Distribution by sex (%) of type of disability in India*



**Non-worker** **Worker**

| | TOTAL Persons | TOTAL Male | TOTAL Female | RURAL Persons | RURAL Male | RURAL Female | URBAN Persons | URBAN Male | URBAN Female |
|---|---|---|---|---|---|---|---|---|---|
| Non-worker | 64 | 53 | 77 | 62 | 53 | 75 | 66 | 53 | 84 |
| Worker | 36 | 47 | 23 | 38 | 47 | 25 | 34 | 47 | 16 |
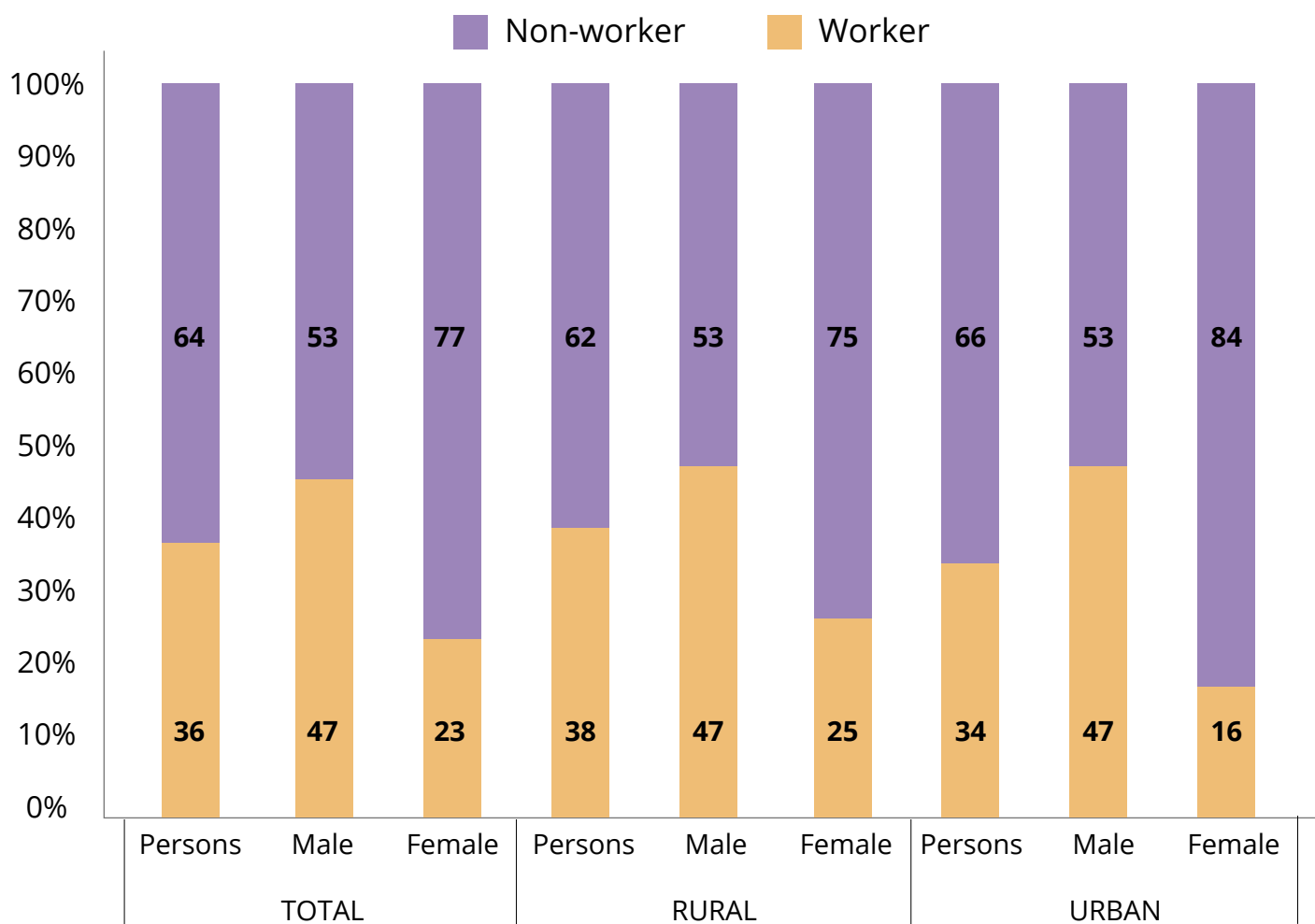
*Fig 4: Distribution of PwD (%) by work status in India*

| Population, India 2011 | | | Disabled Persons, India 2011 | | |
|---|---|---|---|---|---|
| Persons | Males | Females | Persons | Males | Females |
| 121.08 Cr | 62.32 Cr | 58.76 Cr | 2.68 Cr | 1.5 Cr | 1.18 Cr |

*Fig 5: Total PwD population in India*

## Understanding the data

According to the 2011 census, 45% of the PwD population has sensory disabilities (seeing, hearing and speech). In every category, there are more men with disability than women. The starkest variation is in disability in movement (62% men and 38% women) while sight-related disabilities were the most balanced (52% men and 48% women). When it comes to employment, there was a significant difference between men and women across both rural and urban environments. Interestingly, there were more rural women with disability employed (26%) than urban women (16%).

The National Policy for Person with Disabilities 2006 aims to create an environment that provides PwDs equal opportunities for protection of their rights and full participation in society. Rehabilitation strategies and measures are one of the primary foci of the policy. These are further categorised as:

- Physical rehabilitation, which includes early detection and intervention, counselling & medical interventions, provision of aids & appliances, as well as the development of rehabilitation professionals

- Educational rehabilitation, including vocational education

- Economic rehabilitation for a dignified life in society

Drawing from the NCERT Position Paper on Children with Special Needs 2006 which recommended the inclusion of vocational education in mainstream education, the National Education Policy (NEP) 2020 looks to provide barrier-free school environments for all children. The Policy "recognises the need for creating enabling mechanisms for providing Children with Special Needs, the same opportunities of obtaining a quality education."[8] For this, it recommends accessible buildings and facilities in schools and the availability of trained special educators. Further, the NEP recommends mainstreaming of vocational training and pre-vocational skills as part of a holistic and integrated education.

[8]Source: National Education Policy, 2020. Page 25.

Apart from these laws and policies, India also has multiple institutions and schemes dedicated to making vocational training accessible to all. These institutions and schemes work at both the national as well as state levels. Some of the key governmental interventions are:

- **National Skill Development Corporation (NSDC):** It was set up in 2008 under a PPP model aimed at promoting skill development, The model seeks to catalyse the creation of large, high quality, for-profit vocational institutions.[9]

- **Sector Skill Councils (SSCs):** Created through the National Policy on Skill Development and Entrepreneurship 2015, these councils are platforms that bring together representatives from industry and academia. NSDC initially incubates SSCs in order to facilitate their growth and self-sustainability.[10]

- **Skill Council for Person with Disabilities (SCPwD):** Founded in 2015, this organisation is promoted by the Confederation of Indian Industry (CII) and is under the aegis of the Ministry of Skill Development and Entrepreneurship as well as the Ministry of Social Justice and Empowerment. It focuses on providing meaningful, industry relevant, skill-based training to PwDs to help them contribute to India's growing economy.[11]

- **National Action Plan for Skill Training of PwDs:** This seeks to provide a framework for PwDs to improve vocational training and employment opportunities in order to attain independence. The Plan focuses on using IT for content, training delivery and connecting with potential employers.[12]

- **Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):** The DDU-GKY mandates a 3% reservation for PwDs in the state-level youth employment scheme. Further, States must ensure that 5% of the beneficiaries at the state level are from among persons with benchmark disabilities with priority to women.[13]

- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** The flagship scheme of the Ministry of Skill Development and Entrepreneurship, PMKVY is implemented through the National Skill Development Corporation to enable Indian youth to pursue industry-relevant training and secure sustainable livelihoods.[14]

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[9]Source: About Us, NSDC India

[10]Source: Sector Skill Councils, NSDC India

[11]Source: Official Website, SCPwD

[12]Source: National Action Plan for Skill Training of Persons with Disabilities Launched, Press Information Bureau, Govt. of India

[13]Person with Disability is understood as a person with long-term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others. Those with benchmark disabilities are those with not less than 40% of a specific disability. Source:DDU-GKY

[14]Source: Official Website, PMKVY

- **Vocational training courses offered by National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD):** NIEPMD was established in 2005 by the Government of India to serve as a national resource centre for the empowerment of persons with multiple disabilities. The organisation provides needs-based comprehensive rehabilitation by facilitating inclusion, ensuring empowerment and undertaking field-based research and development.[15]

- **National Career Service Centres for Differently Abled (NCSCDA) & Composite Regional Centres (CRC) for Persons with Disability:** Supervised by the Ministry of Labour & Employment, there are 24 NCSCDAs across the country operating to provide rehabilitation to PwDs through vocational training. The Ministry of Social Justice & Empowerment has also set up CRCs in various states to address preventive and promotional aspects of rehabilitation. This includes education, health, employment and vocational training.[16]

- **National Rural Livelihood Mission & National Urban Livelihood Mission:** These missions aim to alleviate poverty and create sustainable livelihoods.[17]

In 2016, India enacted the Rights of Persons with Disabilities (RPwD) Act to further cater to the needs of the PwD community. The Act recognises 21 disabilities (Figure 6)[18]

## PHYSICAL DISABILITY

| **Locomotor Disability** | **Visual Impairment** | **Hearing Impairment** | **Speech & Language Disability** |
|---|---|---|---|
| Leprosy Cured Person | Blindness | Deaf | Laryngectomy |
| Cerebral Palsy | Low Vision | Hard of Hearing | Aphasia |
| Dwarfism | | | |
| Muscular Dystrophy | | | |
| Acid Attack Victims | | | |

## INTELLECTUAL DISABILITY

**Specific Learning Disabilities**          **Autism Spectrum Disorder**

## MENTAL BEHAVIOUR (MENTAL ILLNESS)

**Disability caused due to Chronic Neurological Conditions such as**          **Blood Disorder**

Multiple Sclerosis          Haemophilia
Parkinson's Disease          Thalassemia
                             Sickle Cell Disease

## MULTIPLE DISABILITIES

*Fig 6: Disabilities recognised by RPwD Act, 2016*

[15]Source: Offcial Website, NIEPMD

[16]Source: NCSCDA, Ministry of Labour & Employment, Govt. of India / Composite Regional Centre for Skill Development, Rehabilitation & Employment of Persons with Disabilities, Vikaspedia.in

[17]Source: Overview, Deendayal Antyodaya Yojana - NRLM

[18]Source: Rights of Persons with Disabilities Act, 2016, Vikaspedia

This legislation is also in keeping with the UN Convention on Rights of Persons with Disabilities, an international standard that India is bound to abide by as a signatory. The Convention on the Rights of Persons with Disabilities demands movement away from understanding PwD concerns as issues of medicine, charity or dependency.[19] It argues for the need to see the inclusion of PwDs as a human rights issue.

The Sustainable Development Goals (SDGs) provide a second international framework by which to understand the need for inclusion of PwDs. The SDGs provide targets for the development sector nationally and internationally. Many of these goals reinforce the need for inclusion of PwDs and the creation of equal opportunities. The increased attention on inclusive employment practices for PwDs has been a direct result of these international goals.

*Sarthak's interventions focus on three key SDGs*
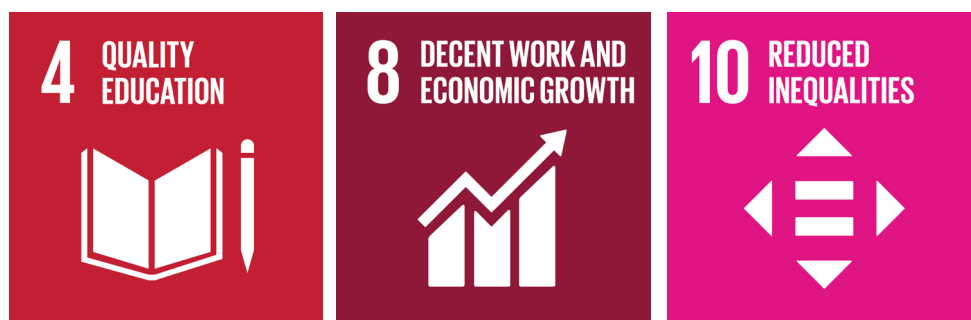


*Fig 7: Sarthak's work & SDGs*

Multiple global studies have contributed to the discussion around inclusion and disability by mapping the relationship between disability and other vulnerabilities such as unemployment and poverty. The United Nations Flagship Report on Disability and Development 2018 notes that the employment rates among PwDs is persistently lower across geographies. For instance, globally, the employment to population ratio for PwDs (aged 15 years and above) is 36%. The same for persons without disabilities (aged 15 years and above) is 60%.[20]

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[19]Source: Why is the Convention on the Rights of Persons with Disabilities important? WHO, 2020

[20]Source: UN Flagship Report on Disability and Development 2018

PwDs often receive lower levels of education, have access to poorer employment prospects and earn less than their non-disabled peers. Lower levels of education are often due to the expectation of poorer employment prospects. These employment prospects are dependent on the workplace, its accessibility, the attitudes of management towards inclusion and differential wage-rates due to notions of labour productivity. Therefore, disability often results in lowering standards of living and increased chances of poverty.[21]

In this context of multiple vulnerabilities, it is essential to create opportunities of education and employment for PwDs. It is through education and employment that the goals of inclusion and empowerment can be achieved. Vocational skilling is a crucial strategy to achieving this goal of economic independence and ultimately, empowerment.

By focusing on practical and often less expensive forms of learning, vocational training provides opportunities focused on the specific needs of both PwDs and the market. The marginalisation as well as poor education and employment markers, as previously seen, reiterates the need for specialised training for the disability community. This specialised vocational training allows for both the economic rehabilitation and social empowerment of PwDs. In the document titled "Towards a Rights-Based Perspective on Disability," the UN notes that:[22]

Paragraph 132 of the World Programme of Action concerning Disabled Persons consists of a list of services to be provided by Governments to ensure equal opportunities for PwDs to gainful employment. Such services should include vocational assessment and guidance, vocational training, placements and follow-up.[23]

*Through its mobile app, CapSarathi, Sarthak works to make government services and resources accessible to all PwDs. Further, through its 23 centres, Sarthak provides skilling as well as placement support, enabling equal opportunities for the disability community. The disability community is further benefited by RozgarSarathi, Sarthak's job portal. The organisation's dedicated e-LMS system, Gyan Sarathi, is due to launch in 2022.*

[21]Mitra, Sophie, Aleksandra Posarac and Brandon C. Vick. "Disability and Poverty in Developing Countries: A Multidimensional Study." World Development 41 (2013): 1-18.

[22]The following sections are excerpted from: Towards a Rights-Based Perspective on Disability, Available at: https://www.un.org/esa/socdev/enable/comp400.htm. The spelling conventions in this section are consistent with the original source.

[23]Vocational assessment and guidance refers to identifying potential and appropriate sectoral opportunities for PwDs. Vocational training, as previously defined on page 7, refers to making skilling opportunities available for PwDs. Through the process of placements, potential employers or work opportunities are identified. Follow-up involves regular bi-annual or annual checks with trainees to understand and monitor their progress, and offer assistance in improving employability and/or employment opportunities.

- Paragraph 4 (1) of the Recommendation concerning Vocational Guidance and Vocational Training in the Development of Human Resources (ILO Recommendation No. 150) provides that "Members should adopt and develop comprehensive and coordinated policies and programmes of vocational guidance and vocational training, closely linked with employment, in particular through public employment services."

*Sarthak's sustainable employment program includes placement support at the end of the training period. Further, the organisation has a stringent post-placement follow-up process to handhold both the employee with disability as well as the employer. Through the Campus Connect program, Sarthak also encourages inclusive hiring policies among corporate employers.*

- Paragraph 5 (1) provides that Member States should establish and develop open, flexible and complementary systems of general, technical and vocational education, educational and vocational guidance and vocational training, whether these activities take place within the formal education system or outside.

*Sarthak supports skilling and training both within and outside of formal educational environments. This is enabled through the organisation's early intervention, vocational skilling and Campus Connect Programs as well as sustainable employment interventions.*

- Paragraph 5 (2) ensures that all have access to vocational guidance and vocational training.

- Paragraph 7 (1) provides that Members should aim to provide appropriate programmes for all handicapped and disabled persons.

- Particular attention is paid to PwDs in Chapter VII: Whenever they can benefit from it, disabled persons should have access to vocational guidance and vocational training programmes provided for the general population. Otherwise, specially adjusted programmes should be provided.

# 4.3 VOCATIONAL SKILLING AS INTERVENTION

Vocational skilling is born from the realisation that mainstream schooling often limitedly addresses the needs of PwDs. This often results in increased drop-out rates and/or limited literacy among PwDs. Poor education then restricts their employment opportunities and livelihoods. Further, vocational training offered by special educators and people trained in engaging with PwDs tend to offer programs that are more sensitive and empathetic to the needs of PwDs. Thus, the objectives of vocational skilling programs are:

● Employability enhancement (through skill development) and sustainable employment (employment generation) of Persons with Disabilities

● Demand creation of skilled workforce of Persons with Disability in various industries by way of carrying job mapping drives and making the candidates competent and skilled to perform the job

● Creation of financially independent lives for youth with disabilities through vocational skill building and placement support creation

In order to address these objectives, vocational training initiatives often adopt one of six models.[24]
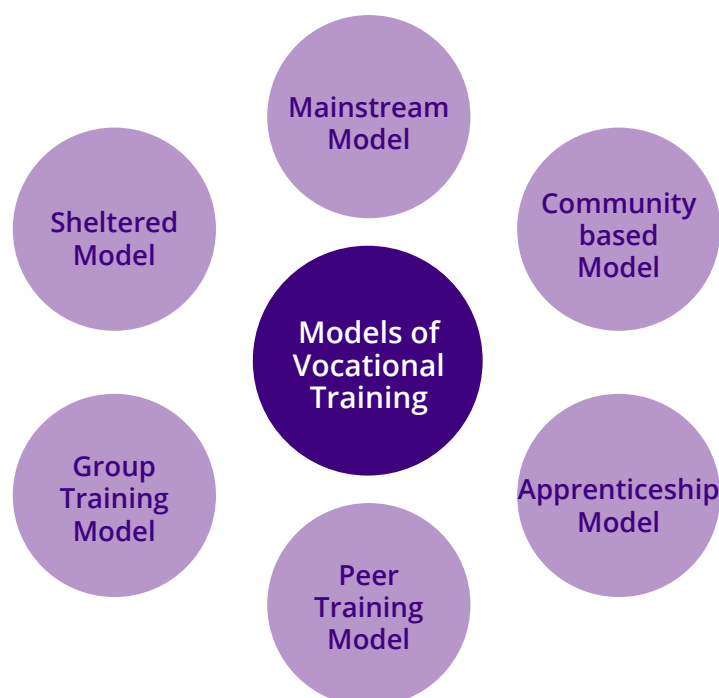


*Fig 8: Models of Vocational Training*

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[24]Source: Prasai, Manish. "Relevant Vocational Trainings for Persons with Disabilities in Nepal." Available at:
https://rcrdnepa.files.wordpress.com/2011/07/relevant-vocational-trainings-for-persons-with-disabilities-in-nepal.pdf

**Mainstream Model:** The most popular model of vocational training, this model provides high quality training with certification for the trainees. In order to mainstream disability, the physical infrastructures, rules and regulations, systems, curricula and evaluation processes of such training centres are made disability-friendly. Most vocational training centres run by the government or NGOs follow this model. A classic example would be the certification provided by National Skill Development Corporation (NSDC).

**Community-Based Model:** Run as part of community-based rehabilitation programs, vocational training is offered as a means of economic empowerment for PwDs. In this approach, PwDs are given different types of vocational training based on the needs of the local market. They are also supported technically and financially for self-employment or placement. An example of this would be vocational training components introduced by NGOs working for rural development as a means of addressing market-based needs of the local community. Self-Help Groups, though not limited to the disability sector, would reflect this approach.

**Apprenticeship Model:** In this approach, trainees gain skills in a particular subject by working with experienced and skilled persons in specialised workshops or workplaces. This can be organised in an informal way. Such an approach is useful for PwDs who face barriers in accessing formal training. The apprenticeship model is one that is adopted by the National Apprenticeship Promotion Scheme, whereby the Ministry of Skill Development and Entrepreneurship enables on-the-job training for individuals who studied in ITIs, have completed PMKVY courses and/or possess the minimum required qualification for specific trades. This Scheme is an overarching policy that does not cater specifically to the PwD community.[25]

**Peer Training Model:** In this model, the trainers and the trainees come from the same background, living conditions and/or same disability categories. This helps in developing a close relationship between the trainers and the trainees. Bengaluru-based organisation AMBA uses adaptive teaching methodologies, information technology and peer-to-peer training under supervision to economically empower adults with intellectual disabilities. Their operating model thus is based on adults with intellectual disability learning, working with and contributing to their peer community.[26]

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[25]Source: Guidelines for implementation of National Apprenticeship Promotion Scheme.
(Available at:http://www.apprenticeship.gov.in/Material/NAPS_Guidelines.pdf)

[26]Source: The Complete AMBA Process, AMBA For Life

**Group Training Model:** In this approach, people who are part of the same group are trained together. The group offers its services as a unit. This helps save time and minimise costs, since members of the same group are trained together. Atmavishwas, a Goa-based NGO, used to train PwDs in baking by adopting this approach. The model sought to market the baked goods once the individuals achieve a certain level of competence.[27]

**Sheltered Model:** In this more traditional model, PwDs are members of a certain shelter, receive training there, and their work is marketed and paid for by the shelter. This model is often expensive and cannot cover the wider population of PwDs. Tamil Nadu-based organisation, Sristi Foundation, adopts this strategy. The organisation teaches organic farming to young men with intellectual disability. While the immediate goal is self-sustainability, the organisation intends to sell excess produce in the future.[28]

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[27]Source: Atmavishwas - The Vocational Centre, Facebook page

[28]Source: Sristi Farm, Sristi Village Website

# GLOBAL BEST PRACTICE: VOCATIONAL TRAINING FOR PwDs

## MAJIDAH, EGYPT

Majidah.org seeks to connect employers, PwDs and training institutions. The service matches opportunities to relevant candidates as well as identifies skill gaps to match with training programs as appropriate. This offering represents the first digital network that connects young adults with disability with the stakeholders in the larger training and employment ecosystem while also giving them access to online training material that is essential for their employment and integration into working ecosystems.

The need for a service like Majidah was identified seeing the fragmentation and lack of a unified database catering to the employment needs of Persons with Disability. This resulted in PwDs seeking jobs not knowing how to go about the process but also negatively impacted organisations willing to adopt more inclusive hiring practices as they did not have an efficient means of reaching potential employees with disabilities.

**In the first year of their operations, Majidah built a network of 15,000 PwDs, 200 employers, 500 job vacancies, 120 training providers and 470 training opportunities. The team is actively seeking to grow these numbers through onground activities, digital marketing, events and media coverage.**

## LAN ESKOLA, SPAIN

Lan Eskola aims to reduce the training gap between the PwD community and those without disability by overcoming the barriers that PwDs face in accessing technical knowledge and quality employment. These efforts of improving access to employment is preceded by a focus on adapted training, where PwDs are taught to develop autonomy and improve employability. These trainings focus on a combination of technical skills as well as social and labour skills. The trainings encompass classes in the organisation's special employment centres, real-life employment locations, public administration and international arenas. The team also focuses explicitly on issues of gender equality amongst PwDs and in the workplace.

The focus on training for employment readiness has helped Lan Eskola achieve a 44% rate of hiring. Since 2016, close to 200 PwDs have completed training and received accredited qualification, 160+ have completed internships nationally and internationally, and 75 have obtained a job.

## ABILITY ENHANCEMENT MULTIMEDIA PROJECT (AEMP), INDIA

AEMP works towards empowering PwDs to be employable and efficient resources in response to current market needs. The organisation offers a range of pre-vocational, vocational and skill building educational programs through the use of art, multimedia and technology. The focus, thus, is jointly on thinking skills as well as creativity, and caters to work opportunities specifically in the entertainment industry through the establishment of multimedia workstations within special school campuses to cater to outsourced needs from the sector.

The organisation offers a range of interventions to meet its final goal including but not limited to home-based solutions, interactive worksheets, video tutorials, collective teaching learning methods, tutorials for parents and virtual workshops. All interventions incorporate testing of the individual's creative quotient, accessible inclusive training for all stakeholders, individualised training and pedagogical solutions, and continuous mentoring.

**AEMP has touched the lives of more than 5000 PwDs, primarily those with intellectual or developmental disabilities. The organisation has partnered with 120 institutions, trained more than 100 professionals, educated about 1500 parents, educators and rehabilitation workers, and has expanded to seven new cities and three new countries. Today, the organisation has a menu of over 15 new programs that they offer.**

## SKILLS TRAINING FOR ADVANCING RESOURCES (STAR), BANGLADESH

STAR provides a 6-month-long apprenticeship-based skills training with job placement in the informal economy for disadvantaged youth, 5% of whom are PwDs. This is designed for adolescents aged between 14 and 18 years who have been out of school for at least one year.

The learners become work-ready in six months through a combination of theoretical and on-the-job training where they receive occupation specific technical and vocational training as well as soft skills training which includes essential life skills and social awareness issues. After the six months, learners are expected to start working. Another month of follow up and routine visits are done to make sure that learners have adapted well to their new workplace. A full cycle of the program takes ten months.

This unique model is developed jointly with ILO, UNICEF, and Department of Non-Formal Education of the Bangladesh government, and follows the National Technical and Vocational Quality Framework.

**STAR is being implemented in 46 districts across Bangladesh. A total of 5489 PwDs have received skills training and out of them, 5129 have been placed with a decent job where 1988 male, 3131 women, and 10 transgender individuals are included. The project has recorded a 62% reduction in child marriage among the practice's graduates and a six-fold increase in their household income following employment of graduates with and without disability.**

## VIRTUALAHAN, PHILIPPINES

Virtualahan eliminates employment barriers for PwDs through virtual education, remote work, life-coaching, and community building using cost-effective and transferrable social technology. This is through:

- Five weeks of online training in data and automation, digital marketing, website development & design, and customer service. The training caters to different disabilities and follows universal design

- Two weeks of tailored job coaching and three weeks of apprenticeship where PwDs are mentored by industry experts to find competitive employment

- Weekly life-coaching through well-being sessions led by in-house psychologists to restore dignity and facilitate healing

- Partnerships with employment organisations to augment their technology, process, culture, and infrastructure

**Over 400 PwDs have graduated with a 78% employment rate earning an average income that is 40-60% higher than the minimum wage. In 2019, 92% of graduates credited the training for helping them accept their disability, 78% had increased self-confidence and 84% had learnt to become self-sufficient.**

## TRAIN FOR WORK, CHILE

The program aims to promote the inclusion of PwDs in the labour market. The training process allows the participants to obtain technical knowledge, practical skills in a trade, and the development of personal skills for the world of work. A specialised model, the intervention is based on the individual reality of each person with the supported employment model and a competencies approach according to the demands of the labour market. The program collaborates with the Inclusive Companies Network, the SOFOFA Disability Committee, and local and national governments to place students of the program.

**About 56% of those who participated in the program join to the workforce within 12 months after graduation, with 69.3% occupation in the same segment.**

## SPECIALISED TRAINING AND DISABILITY RESOURCE CENTRE, SRI LANKA

The Specialised Training & Disability Resource Centre trains PwDs in strengthening their employability skills. Apart from catering to a multi-disability audience, the Centre also plays an active role in advocacy and lobbying for the rights of PwDs. While the organisation works with PwDs in the skilling space, they also work simultaneously with employers to create equal opportunity employment opportunities by enabling inclusive spaces and offering disability sensitisation workshops.

All courses offered by the Centre are accredited by the Tertiary & Vocational Education Commission of Sri Lanka. Material is prepared in Braille, large print, audio as well as accessible e-content in Sinhala, Tamil as well as English. Access audits and external consultancies help the organisation renew their commitment to creating barrier-free environments, web accessibility, and reasonable accomodations.

**Founded in 1999, the organisation has trained over 200 PwDs in over 20 courses. Of the beneficiaries, 60% have gotten employed while the rest are either studying or seeking jobs. The public sector accounts for the majority of employment opportunities (53%).**

## TADEO, FRANCE

Tadeo was created to bridge the communication gap between the deaf/hard of hearing (HoH) community and those without disability in all professional contexts including telephone calls, meetings, video calls and conference calls. By providing support in recruitment, autonomy, evolution and maintenance of mainstream employment opportunities for deaf people, the organisation helps create accessible employment environments for the deaf/HoH community.

The platform combines human and technological innovation, through instantaneous, real-time and distance services. Users sign up with an annual subscription that gives them access to unlimited use, given them individual autonomy over their communication.

**Since 2007, Tadeo has been a market leader, growing to a team size of over 100 employees. The organisation caters to nearly 400 public customers including government ministries, local authorities as well as private corporations.**

# INDIAN BEST PRACTICE: VOCATIONAL TRAINING FOR PwDs

## DIRECTORATE OF SKILL DEVELOPMENT, MADHYA PRADESH

In 2016, the state government of Madhya Pradesh (started training PwD students at its Industrial Training Institutes (ITIs). The government has reserved 2940 seats across 221 Government ITIs for students with disabilty. The Directorate of Skill Development collaborated with the state's Department of Social Justice and Welfare to fulfill the requirement of sign language instructors and training officers for blind students. Sixteen interpreters were specifically hired to address the needs of deaf students. The training officers for the different trades were trained by a private NGO, Aarushi. In addition, the participating students also receive a stipend, post-training support and a laptop only for blind students.

Source: Skilling for Employability: Best Practices, Skill India (NITI Aayog)

## TAMANA, NEW DELHI

Tamana Skill Development Centre – Nai Disha was conceived with the intention of equipping young adults with necessary skills necessary to adapt appropriately to the needs of adulthood. The specific sector training skills that it offers are:

- Textiles Printing
- Office Skill Management
- Paper Unit
- Clay Modelling
- Baking

Source: Skilling for Employability: Best Practices, Skill India (NITI Aayog)

## SAMARTHANAM

Samarthanam Livelihood Resource Centres (LRCs) are present across 13 major cities of India, imparting livelihood training to youth with disabilities. The Skilling Program facilitates basic skill-based livelihood training for youth to broaden their employment opportunities. The first LRC was established by Samarthanam in 1999.

These LRCs offer industry-specific market-driven training in different sectors like hospitality, retail, garments, IT & ITeS, entrepreneurship and business management skills as well as training in BPO and call centre operations. Training categories include telecalling, communication skills, accent training, customer service, soft skills, client relations and conflict management. The training curriculum has been developed in consultation with industry experts to meet market demands. The training, food and accommodation is provided free of cost. So far, the Centres have trained almost 16,000 youth with 64% placements across sectors.

Source: Samarthanam Livelihood Resource Centre Website

## NATIONAL ASSOCIATION FOR THE BLIND

NAB-IDBI Polytechnic at Ambernath, Thane was set up in 1985 with the intent of providing on-the-job advanced training in engineering and mass production techniques to visually challenged youth. The courses offered are:

- **General Machine Operators Course:** During the training students are given intensive practice on lathe, shaping, milling and drilling machines as well as power and hand presses. They are also taught to operate plastic moulding machines and handle assembly jobs.

- **Computer Training:** The Polytechnic also manages the Computer Training Centre set up by NAB (India) with private financial assistance. It is hoped that the training imparted at the centre will open new employment avenues for educated persons with blindness.

Source: NAB India Website

# 5. SARTHAK & VOCATIONAL SKILLING

*Sarthak Educational Trust is an NGO established in 2008 working towards the empowerment of PwDs. It was founded by Dr. Jitender Aggarwal, a dentist by profession, who lost his central vision due to a genetic disorder called macular degeneration. This combination of personal loss as well as empathy for fellow PwDs encouraged him to start an organisation dedicated towards the empowerment of PwDs. The journey of Sarthak began with a batch of eight blind students in Delhi. Today, the organisation has 23 skill building centres across India. As on July 23 2022, the organisation has trained 37,619 PwDs and placed over 25,554 individuals since inception. In addition, the team has benefited 2670 children with disabilities through early intervention initiatives as well as another 500 children through inclusive education programs.*

## GLOBAL BEST PRACTICES

**Linkages between vocational training institutes and industry** to ensure understanding of market needs and access to employment. This also allows for active relationship building between training institutes and industry representatives, allowing for clear channels of communication and feedback.

**Pre- and post-training activities** including soft skills training and career guidance to ensure best fit between employee and role. This is becoming particularly relevant given the increasing importance of 21st century skills such as leadership and teamwork.

**Effective and well-trained teachers** to enable efficient knowledge transfer, specifically accounting for the needs of PwD students.

Source: Based on Learning for Jobs, published by OECD, 2010; International Best Practices: Upgrading of trading & industrial skills: What do international good and best practices tell us, published by LKDF-UNIDO, 2016, and Good Practice in Technical and Vocational Education and Training, published by Asian Dvelopment Bank, 2009

# BEST PRACTICES AT SARTHAK

*Participatory decision making* to ensure buy-in from all stakeholders

*Practical learning through Skills Labs* in sectors such as retail, hospitality and IT to enable hands-on learning

*Industry exposure* to sites such as hotels, restaurants, retail stores, BPOs and e-commerce units as well as guest lectures to get familiarised with work environments and real-life situations

*Stakeholder involvement* by including parents and prospective employers in workshops, guest lectures, etc

*Continuous engagement* as ensured by one-on-one handholding after completion of three-month training

*Flipped classroom model* that facilitates discussion based sessions for increased interaction, peer-to-peer learning and confidence

Sarthak's first centre dedicated to vocational skilling was opened in Delhi in 2012. Soon after, centres were launched in Chandigarh and Gurgaon. By 2015, Sarthak had opened centres in Lucknow, Jaipur and Ludhiana with the support of National Skill Development Corporation. A year later, with the support of Capgemini, centres were launched in Hyderabad, Mumbai and Pune. Over the next few years, vocational skilling centres opened in Ambala, Kolkata and Bhopal, with another in East Delhi. This growth was made possible by the support of corporates such as Team Computers, Tech Mahindra Foundation, HDB Financials and Mahindra Finance.

Through these centres, the Sarthak team delivers its unique vocational training intervention approach, drawing from the best practices from around the world and advantages of various vocational skilling models.

- The approach actively involves not just the PwD community but also parents and prospective employers to ensure multi-stakeholder buy-in.

- The organisation also undertakes intensive mobilisation that involves PwD outreach and counselling in order to enable enrolment in training programs. This outreach activity is based on secondary data from governmental and NGO sources, community visits and camps.

- Sarthak offers Skills Labs to provide sector specific training. The sectors catered to are Retail, IT/ITeS, Hospitality, E-Commerce and Marketing.

- The organisation also undertakes site visits to hotels, restaurants, retail stores, and so on to ensure that participants gain exposure and witness work environments first-hand.

- Through the flipped classroom model as well as constant interaction even after the training program, Sarthak ensures that participants benefit from continuous engagement and interaction.

- Sarthak undertakes candidate mapping and baseline assessment for every participant to ensure that each person's training suits their individual interests and skills. This recognition of heterogeneity and focus on participatory decision-making is a distinguishing factor of Sarthak's vocational training services.

- By incorporating regular feedback from both participants and recruiters, Sarthak ensures that all trainings and content is in keeping with the needs of the market. Thus, the program design has an in-built mechanism to ensure relevance.

- With the outbreak of COVID-19, a key area of innovation at Sarthak has been the adoption of online training. The adoption of internet-based methodologies allowed PwDs to benefit from continued training even during lockdowns. Further, the content of the trainings was revised to reflect the expectations of a post-pandemic economy. focusing on internet-based skills and work-from-home opportunities. Coupled with Sarthak's adoption of an e-Learning Management System, these trainings reflect the fast-changing needs of the market.

## BENEFICIARY VOICES

*Chintu is a typical worker at a high-end retail store. Vibrant, well dressed and forever supporting customers to get the right sizes, he bustles about all day at work. The one difference is that he is 100% hearing impaired. A few years ago, committed to doing his best for Chintu, his older brother brought him to Hyderabad from his village. Chintu continued his education and soon came to know about Sarthak. The Sarthak team counselled him and his family, and worked with him to prepare for employment and financial independence. He was delighted to undergo practical training sessions in the retail lab and participate in exposure visits. His personality opened up and he was better prepared for employment. When he was interviewed to be a Fashion Consultant at a retail store, he aced it and now earns a handsome salary.*
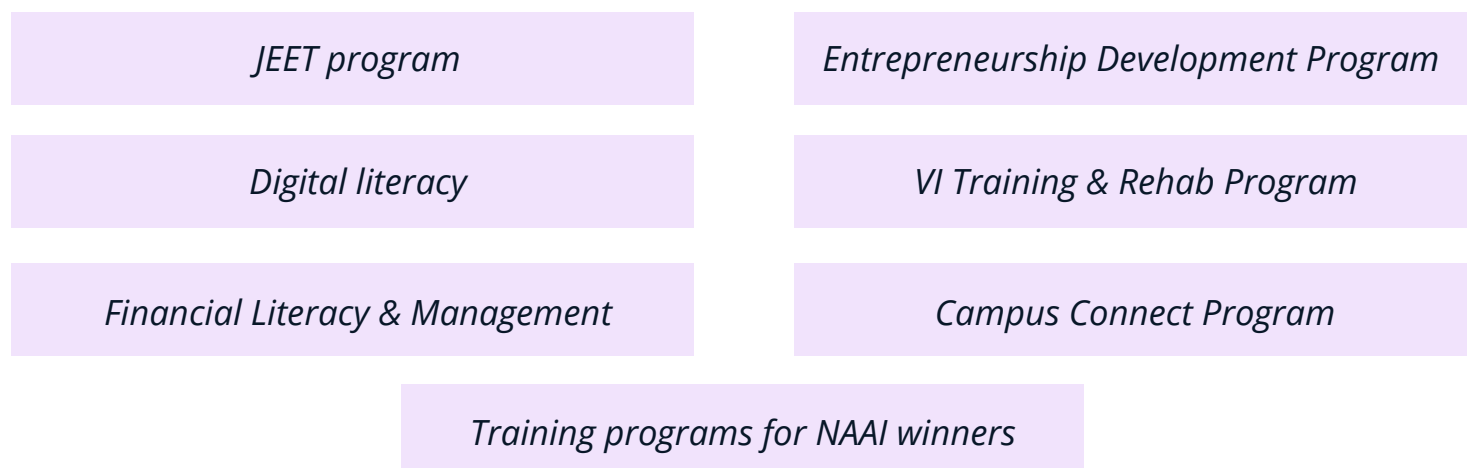
## 5.1 VOCATIONAL SKILLING INITIATIVES

In order to consistently implement this multi-pronged model, Sarthak's vocational training intervention hosts a variety of programs. Each of these serve unique functions, coming together to form a holistic vocational training intervention suited to the needs of both the PwDs community as well as the industry. For a detailed understanding of the overall process, refer Annexure A.

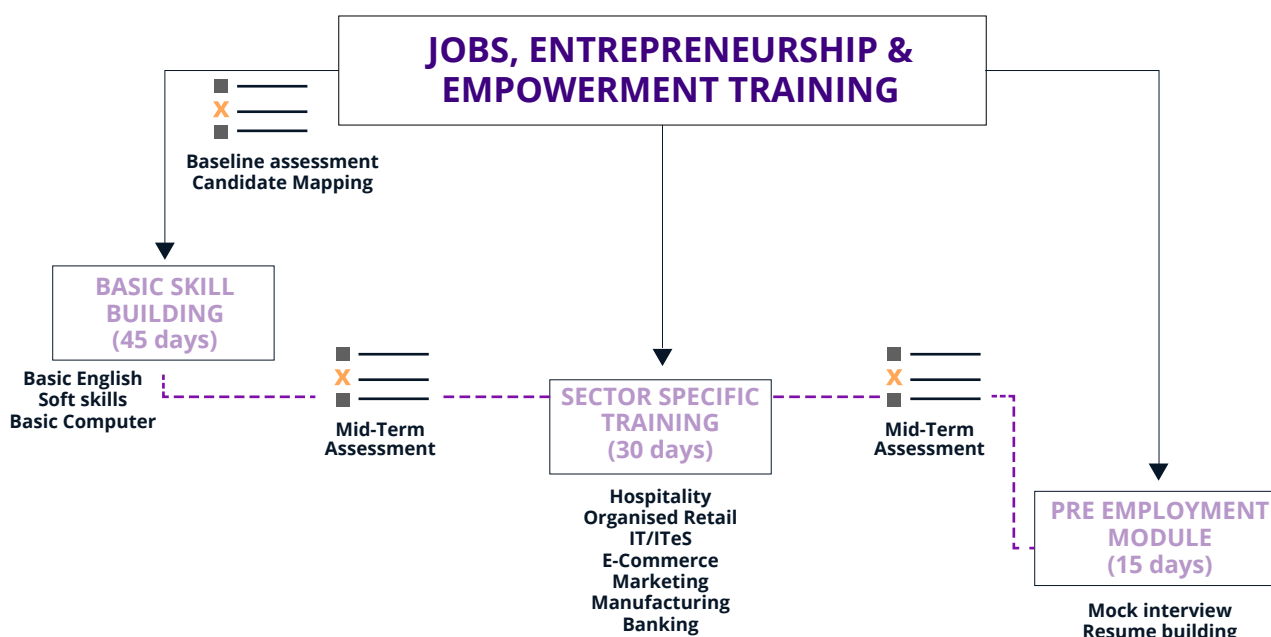| JEET program | Entrepreneurship Development Program |
| --- | --- |
| Digital literacy | VI Training & Rehab Program |
| Financial Literacy & Management | Campus Connect Program |
| Training programs for NAAI winners | |

*Fig 9: Sarthak's initiatives for vocational training*

### 5.1.1 JOBS, ENTREPRENEURSHIP AND EMPOWERMENT TRAINING (JEET)

Sarthak's Job, Entrepreneurship and Empowerment Training (JEET) program aims at developing skills through an intensive training program for PwDs between 18 and 35 years old. The goal is to create well-qualified, skilled candidates and thereby, increase their chances of sustained employment. Through the three-month program, PwDs receive training in sectors including retail, IT/ITeS, hospitality, e-commerce, and marketing. The program also incorporates regular assessments and mapping of candidate performances to help trainers track the needs of the participants.

The JEET program has been funded by partners including NSDC, The Hans Foundation, Power Links Transmission, Mahindra & Mahindra Financial Services, Cognizant Foundation, HSBC, HT Parekh Foundation, Credit Suisse Securities India, Capgemini, HDB Financials and Team Computers. In 2021, over 5000 students enrolled in the program and 1300 students have gotten placed for employment.



**JOBS, ENTREPRENEURSHIP & EMPOWERMENT TRAINING**

Baseline assessment
Candidate Mapping

**BASIC SKILL BUILDING (45 days)**

Basic English
Soft skills
Basic Computer

Mid-Term Assessment

**SECTOR SPECIFIC TRAINING (30 days)**

Hospitality
Organised Retail
IT/ITeS
E-Commerce
Marketing
Manufacturing
Banking

Mid-Term Assessment

**PRE EMPLOYMENT MODULE (15 days)**

Mock interview
Resume building

*Fig 10: Program Design of JEET*

Following the baseline assessment and candidate mapping, participants in JEET begin with the 45-day basic skill building module, where they learn basic English, soft skills and basic computer skills. This is followed by the mid-term assessment. After this assessment, participants undergo a 30-day sector specific training, specifically created to cater to the needs of individual sectors. The program offers skills labs, exposure visits, guest lectures by subject experts and industry representatives as well as alumni interactions. The sectors and modules of training are as follows:

- In the IT/ITeS sector, there is CRM Domestic Voice and Non-Voice training, data entry operator training and web developer training.

- The e-commerce module trains individuals for roles such as warehouse associate, warehouse picker or courier delivery executive.

- Organised retail offers training on customer sales, store operations or as a cashier.

- The hospitality module trains participants to be food and beverage stewards, housekeeping attendants, room attendants or delivery boys.

- The marketing sector training includes both tele-marketing and digital marketing.

- The manufacturing sector training focuses on the role of the machine operator.

- The banking module trains participants to be tellers, accountants or assistants particularly using Tally.

Following the soft skills and sector-specific modules, candidates undergo pre-employment training. In this training, PwDs engage in resume-building workshops and mock interviews. In addition to these sessions, every Saturday, there are parents' workshops, guest lectures, motivational sessions and exposure visits. These sessions are specifically designed to involve parents and share details of their children's progress. They also provide opportunities for trainees to engage with members of industry, academia as well as the Sarthak alumni community.

With the onset of the COVID-19 pandemic, Sarthak shifted the JEET initiative online. All screenings, trainings, practical sessions, assessments and employment support were conducted online. The curriculum was revised to include trades and job roles that emerged as work-from-home opportunities and focused specifically on increasing digital literacy. A flipped classroom model was adopted to enhance learning and reading material as well as relevant audio-visual material were shared before the sessions to enable interactive learning. Safety and health of PwDs were prioritised, attempting to ensure that opportunities and livelihoods are not lost to the pandemic. While these proactive measures helped ensure continuity of learning in the pandemic, reaching out to PwDs and ensuring engagement online proved challenging. Sarthak responded to this challenge by adopting a hybrid appoach, conducting classes both online and at centres after the lockdown lifted. The team is currently building a dedicated e-LMS to address the needs of the PwD community.

## BENEFICIARY VOICES

*Born deaf to a mother who worked as a domestic help, Rupesh was keen to contribute to the family. He came to know about the training and placement program for PwDs by Sarthak from a friend and decided to visit the centre. The infrastructure caught his fancy but what took the cake was that the training was free of cost. Additional responsibilities of managing the Discipline Committee, Revision Committee and so on infused him with more confidence and made him realise his potential. Rupesh got his first chance to attend an interview at a leading retail store at Vile Parle, Mumbai. Casting a positive impression over the interview panel, he was selected as a Customer Service Executive. A story of success for Sarthak and confidence for Rupesh!*

# IT/ITeS

## CRM DOMESTIC VOICE

Orientation of CRM profile

Environment & culture of CRM workplace

Roles & responsibilities of CRM person

Equipment & technology required for CRM

Introducing oneself & explaining purpose of call

Understanding style adaption to meet customer preference

Applying questioning techniques to identify customer needs & usage

Facilitating product purchase

Handling customer queries

Addressing customer concerns

Etiquette of call closure

Meeting customer expectations

## WEB DEVELOPER

Concepts of designing

HTML

Bootstrap

CSS

Javascript

j Query

PHP

Emotional Intelligence

*All Web Developer curriculum involves multi-part modules*

## CRM DOMESTIC NON-VOICE

Greeting customers & verifying details

Recording & catalysing queries using query management tool

Referring queries outside area of competence to appropriate individual(s)

Accessing organisational knowledge base for solutions

Obtaining confirmation from customers on resolution of query

Complying with relevant standards, policies & guidelines

Utilising time effectively & resources efficiently

Working in line with organisational policies & procedures

Obtaining guidance from appropriate people as necessary

Complying with organisational health, safety & security policies

Identifying & reporting hazards that threaten safety

Recommending means to improve health, safety & security

## DATA ENTRY OPERATOR

Meeting workplace requirements

Keeping workplace neat and tidy

Effective time management & usage of resources

Health and safety management

Environment, culture, roles & responsibilities of data entry operator

Equipment and technology required for role

Understanding basic computers and technology

Ensuring data is error free

# E-COMMERCE

## WAREHOUSE ASSOCIATE

Classifying components of supply chain & logistics

Identifying components of picklist & type of MHE to be used

Detailing components of kitting documentation & inspecting for damage

Demonstrating use of tools to secure products

Reporting daily operations & explaining escalation matrix

Identifying corrupt practices & complying to regulations

Inspecting area & equipment for safety conditions

Documenting health, safety & security violations

Learning about perishable goods & handling, FMCG goods & handling, automative goods & handling, etc.

## WAREHOUSE PICKER

Understanding operations & importance of warehouse

Defining inbound & outbound activities

Appreciating different PPEs & their purposes

Understanding difference between various storage systems

Explaining types of products to be picked & identifying location

Understanding importance of safety in packing

Describing importance of handling instructions & quality checks

Understanding KPIs and dashboards

Understanding importance of housekeeping

Understanding consequence of non-compliance with safety standards

## COURIER DELIVERY EXECUTIVE

Understanding courier industry, opportunities & activities

Explaining courier & e-commerce material movement

Understanding run sheet & identifying stationery requirements

Listing out steps for shipment delivery

Explaining system preparation of daily scheduling

Describing COD process & reaction if customer is unavailable

Narrating cash collection activities

Identifying process for undelivered packages

Understanding tracking process & risks of handling damages

Describing vehicle parking process

Identifying safety procedures & understanding driver safety

Learning evacuation procedures in work environment

Discovering importance of road signs & rules

# RETAIL

## CSA

Introduction to organised retail

Health & safety management

Management of store safety

Types of Prices: Cash & Credit Transactions

Organisational Behaviour, Team Management & Role Play

Customer Relation Building

Promoting a store/company

Greeting & directing customers

Monitoring & solving service concerns

Organising delivery of reliable service

Providing personalised sales and post sales service support

Product demonstration & giving product information

Facilitating product purchase

## STORE OPERATIONS

Introduction to organised retail

Health & safety management

Management of store safety

Types of Prices: Cash & Credit Transactions

Organisational Behaviour, Team Management & Role Play

Customer Relation Building

Promoting a store/company

Greeting & directing customers

Monitoring & solving service concerns

Organising delivery of reliable service

Providing personalised sales and post sales service support

Store operations management

Maintenance of adequate stock levels for sale

Management of product delivery

## CASHIER

Monitoring receipt practices and processes at point of sale

Training in point of sale procedures for age-restricted products

Procedures for sale of age-restricted products

Customer service at point of sale

Checking availability of goods for orders & processing orders

Identifying value of items offered in part exchange

Negotiating part exchange sales transactions

Identifying price of customer purchases & Processing payments

Reconciling customer accounts

Processing returned goods

Maintaining health and safety

Identifying and reporting accidents & emergencies

Creating positive image of self & organisation with customers

Communicating information to customers

Developing effective work habits and team work

# HOSPITALITY

## DELIVERY BOY

Explaining aspects of vehicle maintenance

Stack vehicle F&B box appropriately

Listing major landmarks & buildings in 3km radius

Explaining promotions in establishment

Billing guests accurately & Filling necessary reports

Checking battery oil, tyres, breaks, etc. & recording in log book

Writing accident & incident reports

Explaining barriers in communication, job orders & instructions

Demonstrating etiquette & questioning techniques

Focusing on differentiated customer needs & displaying appropriate behaviour

## STORE OPERATIONS

Hospitality

Health & hygiene management

Safety management at workplace

Etiquette of communication

Workplace ethics

Greeting & handling customers

Management of customer concerns

Orientation about housekeeping

Orientation about cleaning practices

Housekeeping trolley management & guest room cleaning

## ROOM ATTENDANT

Identifying housekeeping requirements & resources

Cleaning floors, bathrooms, furniture & upholstery

Changing linen & making beds

Communicating with customers

Behaving in appropriate ways with women in workplace

Cleanliness & hygiene

Work hazards

Safety standards & procedures

## F & B STEWARD

Hospitality

Health & hygiene management

Safety management at workplace

Etiquette of communication

Workplace ethics

Greeting & handling customers

Management of customer concerns

Orientation about F&B stewards

Restaurant equipment & usage

Bar equipment & usage

# MANUFACTURING

## MACHINE OPERATOR

Major industrial associations

Identifying equipment & Types of machines

Components & documentation

Identifying & types of raw material

Setting up machinery

Monitoring production equipment

Carrying out specific moulding operations

Maintaining safe workspace

# BANKING

## TELLER

Education, training & skills required for job

Customer service & communication

Problem solving & leadership

Cash deposit & withdrawal

Roles & responsibilities of tellers

Roles & responsibilities of head tellers

Interview questions

Health & safety measures

## ACCOUNTANT

Fundamentals of accounting

Accounting for special transactions

Branch & departmental accounts

Understanding purchase order, purchase journal, etc.

Booking credit purchase and credit sale

Preparation & updation of vouchers

Record keeping

Understanding & payment of GST

Incidence & calculation of tax

## ASSISTANT (TALLY)

Fundamentals of Tally ERP9

Accounting & Inventory Master

Accounting, Inventory & Order Vouchers

Debit Note & Credit Note

Purchase & Sales Reporting

TDS & GST

Data Security

Tally Audit

## 5.1.2 DIGITAL LITERACY

The digital literacy program at Sarthak is an intensive 15-day training program for PwDs to go beyond traditional literacy. Instead, this program seeks to enable social interaction of individuals with locomotor disability, hearing impairment or low vision. Participants range from 18 to 51 years of age. The curriculum of Sarthak's digital literacy program largely focuses on:

- Government schemes and loan opportunities available for PwDs

- Navigating ways to establish small businesses

- Basic usage of smart phones and computers, making online payments, and so on

- Soft skills, time management, communication, and so on

- Case studies of other Sarthak beneficiaries

- Overcoming disabilities

In the year 2021, over 4500 students enrolled in the digital literacy program and 1150 students received job offers.

## 5.1.3 FINANCIAL LITERACY & MANAGEMENT

The financial literacy and management program is also a 15-day training program offered by Sarthak to equip PwDs with basic knowledge and confidence in the area of finance. Over the course of these fifteen days, participants cover multiple modules including:

- Areas and activities of Personal Finance

- Key terms of Financial Management

- Types of bank accounts

- Balancing spending and saving

- Government schemes for saving and investment

- Insurance

- Credit and its usage

- Importance of retirement planning

## 5.1.4 ENTREPRENEURSHIP DEVELOPMENT PROGRAM

Sarthak extends its support to PwDs seeking entrepreneurial opportunities. The team seeks to equip them with all the necessary tools and knowledge to launch, promote and sustain a small business. Through the program, Sarthak seeks to create the mental and infrastructural base needed for an entrepreneurial enterprise to thrive independently in the hands of its promoter. This initiative was launched in 2020 with the support of National Small Industries Corporation. Participants received training in entrepreneurial skills as well as digital literacy. Participants learnt of the challenges associated with self-employment. Through the initiative, they could also access the guidance and necessary mentorship to begin their entrepreneurial journey. Following the training and mentorship, Sarthak plans to register product entrepreneurs under the PwD-specific section of the Government e-Marketplace (GeM) in order to enable sales.

UdhyamiSarathi is another digital solution in the pipeline dedicated to fostering entrepreneurship among PwDs. A collaboration between Sarthak and NAAI, this platform will seek to promote products and services offered by PwDs to enhance their earnings as entrepreneurs. Through UdhyamiSarathi, PwDs will be able to showcase their offerings to a wider network, thereby ensuring increased financial stability through self-employment.

## 5.1.5 VISUAL IMPAIRMENT TRAINING AND REHABILITATION

This program, especially for those with visual impairment (VI), seeks to train candidates in specialised low vision software such as NVDA and JAWS. This training enables VI participants to make the best use of computers and build their confidence in digital tools.

*Megha Batra has been associated with the Sarthak network for over a decade now. A person with visual impairment, she completed her schooling at Holy Child School, Delhi and then went on to study at Lady Shri Ram College in the University of Delhi. After her education, she was introduced to Sarthak's training and employment program through a friend. The experience was a complete revelation for her! Megha became more zealous and enthusiastic after her introduction to JAWS, a screen-reading software. With her newly renewed computer and communication skills, she got a job with a leading bank. In her own words, "my parents instilled in me the vigour and enthusiasm to perform myriad tasks. They never let me feel any different from other kids. My first encounter with societal isolation was in college when there was a different list for the handicapped. It was definitely heartbreaking but my relentless motivation to do something for myself kept me going"*

## 5.1.6 CAMPUS CONNECT

The Campus Connect program is a response to a two-pronged challenge - sourcing skilled PwDs and engaging with corporates with inclusive hiring practices. Through this program, Sarthak works with its network of over 1000 hiring partners to offer employment support to PwDs at the end of their formal education in technical as well as non-technical fields. When necessary, PwD candidates also receive short-term training on specific skills prior to appearing for interviews. In the year 2021, the Campus Connect program reached out to 71 candidates with disability and 15 of them have been successfully employed.

### JEET

Three-month vocational skilled program in hospitality, organised retail, e-commerce, marketing, IT/ITeS, manufacturing and banking along with training in English, computers & soft skills

### DIGITAL LITERACY

Fifteen-day training for enabling digital literacy for PwDs

### ENTREPRENEURSHIP TRAINING

Sector-based skilling, digital literacy training, mentorship for self employed PwDs

### CAMPUS CONNECT

Employment support to academically qualified PwDs with access to necessary training

All four of these models of intervention will soon be available both as coursework guided by a facilitator as well as online content for self-learning through the organisation's e-LMS, GyanSarathi.

*Fig 11: Select interventions by Sarthak*

## 5.1.7 TRAINING PROGRAMS FOR NAAI WINNERS

Sarthak's association with National Abilympics Association of India (NAAI) has enabled the skilling and employment of select Abilympics[29] participants. This has been enabled by the organisation's pan-India presence and well-rooted hiring partnerships. Influenced by Sarthak's mission, NAAI's primary motivation is to assist PwDs to attain economic independence and integration into mainstream society. Towards this end, the primary objectives of NAAI are to:

- Develop, initiate and implement strategies to promote Abilympics in the country

- Advocate, organise and participate in regional, national and international competitions for the empowerment of PwDs

- Provide exposure and equal opportunities for PwDs to advanced technologies in various vocational, leisure, and living skills

- Increase confidence of participants and provide memorable occasions for all involved

One of the efforts in this direction is to provide an enabling, supporting environment and encouraging platform for the training and development of vocational skills for PwDs.

## 5.2 ASSESSMENTS

All program interventions are accompanied by assessments. These assessments help the team track the progress of trainees and provide appropriate support. Apart from regular weekly assessments, each training program has four major assessments - Baseline Assessment, Candidate Mapping, Mid Term Assessment and End Term Assessment. (Refer Annexure D for details on assessments)

**Baseline Assessment:** Conducted on the second day of the Sarthak Orientation Program, this assessment evaluates the trainee on personal skills, communication skills, social skills, occupational skills, and mobility and hand function skills. The objective of the baseline assessment is to assess the trainee on the predetermined skills. The results of this assessment allow trainers to focus on the areas of improvement through the course of the JEET program. These skills are assessed based on a predefined set of questions.

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[29]Abilympics (Olympics of Abilities) are vocational skills competitions specifically designed for persons with disabilities to enable them to expose their unique talents.

**Candidate Mapping:** Also conducted on the second day of the Sarthak Orientation Program, this assesses the trainee for interest, disability and percentage, age, educational qualification, skills (communication, typing, etc.) and mobility (use of assistive devices, if any). The baseline assessment and candidate mapping together help in identifying the sector most appropriate for the candidate. The tentative sector-specific training areas are also identified. After completing basic skill training in the first one and a half months, this mapping may or may not remain the same. The objective of this assessment is to identify suitable job prospects for each individual and train them accordingly.

**Mid Term Assessments:** These are held at the completion of the Basic Skill Building module, once candidates have been trained in English, soft skills and computers. These are paper-based tests that evaluate the learning of the trainees in this module.

**End Term Assessments:** These are conducted at the completion of the sector-specific training. Conducted as standard paper-based tests, these capture the trainees' learning of sector-specific skills.

At the culmination of the training and assessments, Sarthak provides all participants with certificates. These certificates are dependent on the fulfilment of attendance and assessment score criteria. This allows participants to prove their skills in a world that values accreditation. The certification can be utilised at any time period following the completion of the training.

## 5.3 DIGITAL SOLUTIONS

Sarthak responded to the COVID-19 pandemic and subsequent lockdowns by adopting a series of digital solutions. Through these services, Sarthak helped PwDs have continued access to knowledge, services and support during a period of increased vulnerability. Currently, the organisation hosts three key interventions digitally: (For more information on digital solutions, refer Annexure C.)

- The Capsarathi Mobile App is a one-stop solution for information and services for PwDs. A joint initiative by Sarthak and Capgemini, the app is directed towards providing support and services to people with disability. These services include counselling, guidance, early intervention, education, skill development, employment and career continuance support for PwDs as well as guidance and support for parents of children with disability.

Beneficiaries are categorised by age ranging from newborns to those above 51 years of age. All information is available in multiple languages and is also disaggregated by disability category. Indirectly, the app seeks to be relevant to policy makers, government officials, social workers, academics and NGO workers, particularly via updates on developments with regard to assistive devices, judicial orders, government provisions as well as research and development. Through the app, Sarthak also seeks to offer engagement, sensitisation and knowledge sharing sessions for changemakers in the disability sector.

The India Disability Empowerment Alliance (IDEA) seeks to collectively empower NGOs in the disability sector. The Alliance is a common advocacy platform for all PwD-related issues and enables knowledge transfer between the members. Through the Alliance, research projects and reports can also be commissioned, leading to an increased knowledge base across the sector. The Alliance was formally launched by Sarthak in November 2019 and currently has 300 NGO members who participate in weekly webinars to discuss areas of collaboration, possible shared markets, fundraising strategies, and so on. Efforts to onboard other members are ongoing.

Sarthak works with product entrepreneurs to register them on the Government e-Marketplace (GeM). GeM is an online platform for public procurement hosted by the Government of India, allowing registered entrepreneurs to take advantage of the direct access to governmental orders.

## FUNDERS' SPEAK

*We at Mahindra Finance regard inclusivity and dignity of our employees at the highest precedence. It was our privilege to know the same sentiments being echoed by Sarthak Educational Trust in contributing towards the development of the Divyangjan. Mahindra Finance through its association with Sarthak for the last 3 years have been able to drive a positive change in the lives of hundreds of Divyangjan by developing their capability to earn a stable livelihood. We appreciate the diligence and zeal displayed by Sarthak in empowering the Divyangjan and look forward to serving many more.*

*Vinay Deshpande (Chief People Officer, Financial Services Sector, Mahindra & Mahindra Group)*

## BENEFICIARY VOICES

*Anant Naik runs a successful interior designing business. What makes him more amazing is that his passion is not restricted by his hearing impairment.*

*Anant completed his education and started exploring job opportunities. That is when, in March 2018, he got to know about Sarthak's vocational skill building course. Although he was more inclined towards creativity, he found basic computer learning as a necessity to manage one's business. So he earnestly took sessions and equipped himself with the requisite skills. Right after completion of his training, he was selected for a job in an interior designer's office. He soon moved ahead and started his own interior designing business in May 2018 and went on to employ four others. Anant not only earns his livelihood by creating beautiful interiors but also transforms lives.*

## 5.4 PLACEMENTS

Training without employment meets only a limited objective. With this in mind, Sarthak also offers placement support to PwDs through job fairs, placement sessions and workshops.[30] Since inception until July 23, 2022, the organisation has successfully placed 25,554 PwDs and trained 37,619 PwDs across their various training programs. (Refer Annexure D for details)

## BENEFICIARY VOICES

*Born with 85% disability in his lower limbs and raised by his single mother, Goutham's life has been difficult and challenging. He completed his education in engineering but struggled to overcome his childhood deprivations. He was often rejected in interviews and his self-confidence suffered. One day, he received a call from Capgemini LEAP Inclusion Centre of Sarthak. After a quick 5-minute interaction with the help desk staff, he got himself enrolled in the training program. After successfully getting trained in English and computer skills as well as availing of counselling sessions, he appeared for an interview with renewed vigour. His hardwork led him to crack the very first interview he faced through the Sarthak employment team. He is now a project engineer at leading software firm in Hyderabad.*

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[30]For more information on Sarthak's employment-related initiatives, please refer to a report titled 'Creating Inclusive Workplaces since 2004'. published by Sarthak.

## 5.5 VOCATIONAL SKILLING TO SKILLING COMPETITIONS: ABILYMPICS

Sarthak's interventions are not limited to just providing support and training to improve the employability and skill levels of PwDs. The organisation is also committed to creating platforms to showcase talent, learn, grow and build a vibrant PwD community.

Abilympics, or the Olympics of Abilities, are vocational skills competitions that offer PwDs an opportunity to showcase their talents and skills. It was started in 1972 by the Japan Organisation for the Employment of the Elderly, Persons with Disabilities and Jobseekers (JEED). The first International Abilympics was held in Tokyo in 1981 to commemorate the United Nations International Year of Disabled Persons. Since then, Abilympics takes place every four years, under the International Abilympics Federation. The next International Abilympics is scheduled to be held in Moscow, Russia in 2022.
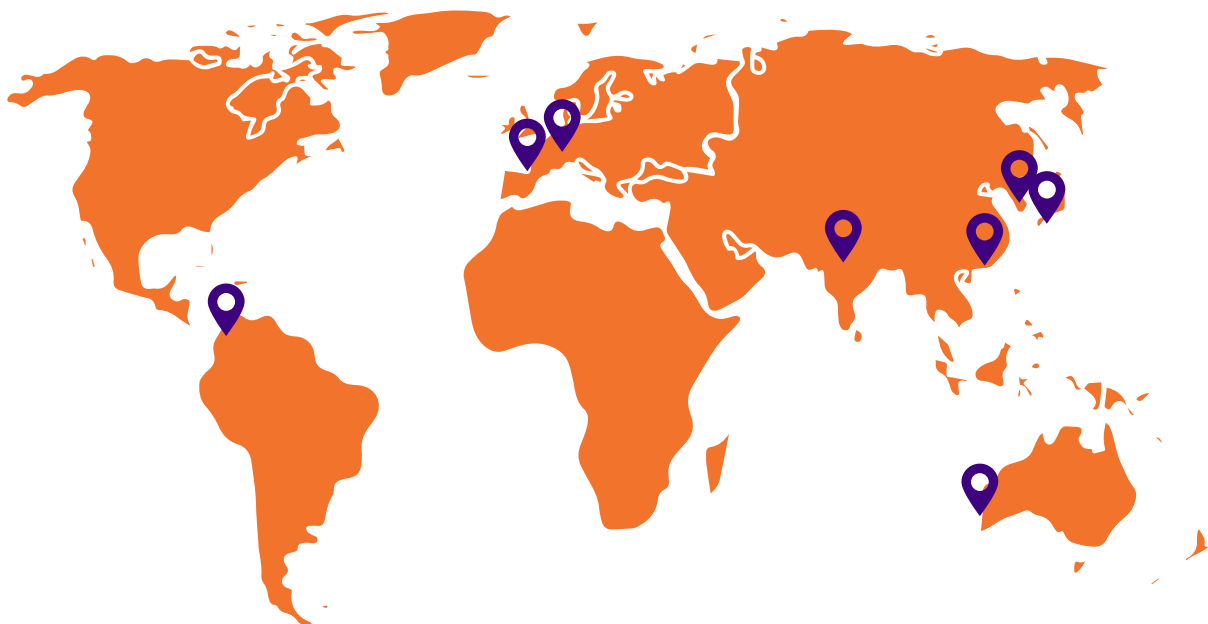


**TOKYO, 1981 | COLOMBIA, 1985 | PERTH, 1995 | HONGKONG, 1989 | PRAGUE, 2000
NEW DELHI, 2003 | SHIZOUKA, 2007 | SEOUL, 2011 | BORDEAUX, 2016**

*Fig 12: International Abilympics Venues*

In India, the Abilympics is organised by the National Abilympics Association of India (NAAI). It was formed in 2001 with the support of the Ministries of Social Justice & Empowerment (MSJE) and Human Resource Development (MHRD) to host the 6th International Abilympics Skill Competition in India in 2003.

The Abilympics are conducted at the divisional/state, regional, national and international levels. Regionally, the competitions are held with the support of local government bodies, corporates, media houses, NGOs and other partners. Planning of these events at the state, regional and national levels is divided into two phases. In the first phase, resources needed to conduct the events are identified while in the second phase, organisers manage the logistics leading up to hosting the events.

Each event itself is opened with an inaugural session with the participation of important dignitaries, senior bureaucrats and representatives of partner organisations. Following this, panelists from government, industry, media, academia, NGOs and the disability sector participate in panel discussions on topics of immense importance to PwDs. Vocational competitions are held over two days under the different skill categories of computers & ICTs, crafts, food & hospitality, and services & industry. Refer Annexure E for details on skills competitions. One-on-one interviews for PwD job aspirants are also conducted, feeding into the goal of economic independence of PwDs. The concluding session celebrates the end of the two-day event. The top three winners of all skill competitions are presented medals in an awards ceremony with all other participants, experts and volunteers receiving certificates of participation.[31]

Both the regional as well as national Abilympics have covered a wide range of skills over the years. The following pages provide a snapshot of the Indian Abilympics journey.

## REGIONAL ABILYMPICS 2018 & 2019

| | |
|---|---|
| Floral arrangement | English text processing/Word processing |
| CAD architecture | Digital poster design |
| Baking | Computer programming |
| Cooking | Embroidery |
| Tailoring/Dress making | Painting |
| Jewellery making | Waste Reuse |
| Beauty therapy | Restaurant service |
| Data processing | |
| Web page creation | |

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[31]For more information on Abilympics, refer Sarthak's in-house publications.

**1ST INTERNATIONAL ABILYMPICS (TOKYO, JAPAN, 1981)**

*Japanese Organising Committee of International Abilympics*

NUMBER OF PARTICIPANTS: **841**
COUNTRIES/REGIONS REPRESENTED: **56**
EVENTS: **17**

**2ND INTERNATIONAL ABILYMPICS (BOGOTA, COLUMBIA, 1985)**

*Columbian Organising Committee of International Abilympics*

NUMBER OF PARTICIPANTS: **987**
COUNTRIES/REGIONS REPRESENTED: **54**
EVENTS: **12**

**3RD INTERNATIONAL ABILYMPICS (HONG KONG, 1989)**

*Hong Kong Joint Council for People with Physical and Mental Disabilities*
*Motto: Equality through Participation*

NUMBER OF PARTICIPANTS: **2000**
COUNTRIES/REGIONS REPRESENTED: **83**
EVENTS: **37**

**4TH INTERNATIONAL ABILYMPICS (PERTH, AUSTRALIA, 1995)**

*Czech Association of Abilympics*
*Motto: A world working together*

NUMBER OF PARTICIPANTS: **1000**
COUNTRIES/REGIONS REPRESENTED: **32**
EVENTS: **37**

**5TH INTERNATIONAL ABILYMPICS (PRAGUE, CZECH REPUBLIC, 2000)**

*Czech Association of Abilympics*
*Motto: The first International Abilympics in Europe*

NUMBER OF PARTICIPANTS: **1137**
COUNTRIES/REGIONS REPRESENTED: **29**
EVENTS: **35**

**6TH INTERNATIONAL ABILYMPICS (NEW DELHI, INDIA, 2003)**

*National Association of Abilympics of India*
*Motto: We can, we will*

NUMBER OF PARTICIPANTS: **1116**
COUNTRIES/REGIONS REPRESENTED: **33**
EVENTS: **32**

**7TH INTERNATIONAL ABILYMPICS (SHIZUOKA, JAPAN, 2007)**

*Organising Committee of the International Festival of Professional Excellence Motto: Brilliant skills, shining individuals realising a society for all*

NUMBER OF PARTICIPANTS: **910**
COUNTRIES/REGIONS REPRESENTED: **34**
EVENTS: **30**

# RECENT ABILYMPICS: A GLANCE
## 8th ABILYMPICS

Total Number of Participants: **436**

Total Number of Countries Represented: **35**

Total Number of Events: **40**

Number of Indian participants: **15 contestants, 3 judges, 7 officials**

Number of events participated: **18**

Number of Indian participants in multiple events: **4**

## AWARDS

Bronze: **Embroidery**

Special Prize: **Computer Programming, Computer Assembly and Dress Making – Basic**

## 9th ABILYMPICS

Total Number of Participants: **511**

Total Number of Events: **49**

Number of Indian participants: **19 contestants, 2 judges, 9 officials**

Number of events participated: **19**

## AWARDS

Silver: **Creating Web Pages**

Bronze: **Embroidery**

Certificate of Excellence: **Photography – Outdoor**

# BENEFICIARY VOICES

*Rajneesh Agrawal participated in the Web Development event of the Abilympics in Bordeux, France in March 2016. He won the silver medal, bringing pride to the country, from among 18 countries. This is not the first time Agrawal did well on the international stage. He won a special prize in computer programming and web development in South Korea in 2011 and also represented India in 2007. In Agrawal's own words, "representing a country on the international stage makes anyone proud and when I won the Silver Medal in France in 2016 in web programming, it brought me to the top of the world. There is nothing better than having an Indian flag in hand on the world stage!"*

## FUNDERS' SPEAK

*We dreamed big from the get-go. Our basic tenet was and remains to provide and improve access. Disabled people have the same basic human rights and dreams and need support to realize those dreams.*

*Shweta Rawat*
*(Founder & Chairperson, The Hans Foundation)*

# 6. VOCATIONAL TRAINING FOR PwDs IN A POST-PANDEMIC WORLD

The education and training sectors have borne perhaps the highest collateral costs of the COVID-19 pandemic. With most training programs being geared for in-person teaching and many beneficiaries still having unreliable access to internet-based platforms, organisations have had to fundamentally rethink their approach to skilling and training.

While the pandemic has taken the world at large by storm, the PwD community has been particularly impacted. In a policy brief detailing A Disability-Inclusive Response to COVID-19[32], the United Nations describes why this is so.

- PwDs are at greater risk of contracting the disease as well as developing more severe health conditions. This risk follows from barriers to basic protection measures such as handwashing and maintaining physical distance, lack of accessibility to sanitation facilities, and reliance on physical contact for support. PwDs are also more susceptible to co-morbidities, increasing their risk of complications and even death.

- PwDs who live in institutions are at greater risk of contracting the disease. The disability community also represents the majority of people who live in institutions around the world. Nursing homes, social care facilities and residential facilities often have limited access to social distancing options.

- PwDs are particularly disadvantaged by the socio-economic impacts of the pandemic. They are more likely to lose their job or face steeper challenges in returning to work. The report also suggests that the pandemic is likely to have exacerbated the exclusion of PwDs from education, given poor access to the internet as well as inaccessible software and educational material. Further, disruption to skills and training programs will likely have far-reaching consequences on the PwD community.

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[32]Source: Policy Brief: A Disability-Inclusive Response to COVID-19, United Nations, May 2020

At the same time, the pandemic also brought with it great opportunity for the disability sector. COVID-19 and the resultant acceptance of working from home has been a great leveller, opening up new job roles for candidates with disability. The dependence on accessibility allowances by employers has reduced. This has opened up a world of opportunities for corporates seeking to become inclusive employers. In the post-pandemic world, employers need to capitalise on this attitudinal shift and recognise the increased vulnerabilities of PwDs to create more accessible employment opportunities.

*E-learning and e-skilling signifies a paradigm shift in the development of India's talent landscape. We are transitioning to a new phase, where online learning and digital tools may prove to be the answer to the vexed question of skilling India's burgeoning youth population for quality jobs and employability.*

Source: Skill development and e-learning in a post-Covid age, Financial Express, January 2021

## 6.1 SARTHAK'S ROLE

Given the organisation's long history and well-established networks, Sarthak can play a key role in restructuring the skilling and training sector to meet the needs of a post-pandemic world. This could include:

- Ensuring accessible and inclusive online training opportunities: According to the United Nations[33],this could involve providing specialised equipment and supporting caregivers with the skill sets needed to promote learning of PwDs.

- Promoting inclusion in places of skilling and employment: While organisations may not be hiring full-time employees during the pandemic, Sarthak can devise modules that meet the needs of both the hiring organisations as well as the PwD community. This could include internships, apprenticeships, freelance work and on-the-job training opportunities. This exposure will increase the job-readiness of PwDs and could even translate to full-time employment.

- Creating accessible content for online modules: Many organisations are adopting online training methods in the face of the pandemic. Sarthak can collaborate with them to ensure accessibility of resource material. This could include (but need not be limited to) large font options, sign language interpretation and audio description of material.

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[33]Source: Policy Brief: A Disability-Inclusive Response to COVID-19, United Nations, May 2020

● Exploring opportunities in new sectors and/or emerging job roles: With the nature of employment and the economy undergoing fundamental shifts, there will be a heightened need for specific skill sets and job roles. Sarthak's robust training vertical means that the organisation already has the structures in place to pivot towards these new needs. The organisation can launch training modules in newer job roles, particularly focusing on logistics, fin-tech, ed-tech, e-commerce and IT/ITeS services.

*The prime focus will be to reinvent, reskill, upskill and multi-skill the workforce for dealing with the structural issues in the economy and the changing employment landscape where new emerging sectors like logistics, food delivery, fintech, BPOs etc. are expected to create more jobs.*

Source: The reinvented skill development framework in a post-Covid world, The Hindu Business Line, December 2020

# 7. THE WAY FORWARD

Given the evident importance of vocational skilling for PwDs, NGOs like Sarthak have a crucial role to play in enabling relevant and impactful interventions. Apart from this, these organisations can act as an interface with the government, private sector corporates and the PwD community as well as contribute to policy advisory and implementation.

Sarthak, in particular, can play a significant role in ensuring vocational training for PwDs given its national presence and strong partner network. This chapter seeks to describe some key areas of focus for future interventions.

## 7.1 RECOMMENDATIONS AT A NATIONAL LEVEL

### 7.1.1 INCREASED BUDGET OUTLAY

Increase the budget outlay of 0.04% total for disabilities. This is particularly pertinent given that the allocation for the Department for the Empowerment of Persons with Disabilities[34] has remained constant for the past three years.[35]

### 7.1.2 NATIONAL POLICY & LEGISLATION[36]

Adopt national and state strategies to promote understanding about the human rights model of disability among policymakers and in society. These strategies must be rooted in the principles of respect for the inherent dignity and difference of PwDs, and acceptance of PwDs as part of mainstream society.

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[34]The Department for the Empowerment of Persons with Disabilities under the Ministry of Social Justice and Empowerment is the nodal agency for addressing the issues and concerns of Persons with Disabilities and its objective is to ensure that the needs of PwDs are included in the national development agenda.
Source: An Analysis of Union Budget 2020-21 – Persons with Disabilities, enabled.in

[35]Source: An Analysis of Union Budget 2020-21 – Persons with Disabilities. enabled.in (Available at:
https://enabled.in/wp/an-analysis-of-union-budget-2020-21-persons-with-disabilities/

[36]These sets of recommendations are borrowed from: Concluding observations on the Initial Report of India 2019, by the Committee on Rights of Persons with Disabilities published by the United Nations Convention on the Rights of Persons with Disabilities. Available at: https://digitallibrary.un.org/record/3848327/files/CRPD_C_IND_CO_1-EN.pdf

- Reform the guidelines for assessing and certifying disability to bring them in line with the human rights model of disability. It must be ensured that organisations working with and comprising PwDs are involved in the reform. Also, multiple assessments should not create an undue burden for applicants. Further, policies and programs must shift from care, treatment and protection towards the removal of environmental and attitudinal barriers that prevent equality and inclusion.

- Ensure the prompt review and adoption of an action plan for the implementation of the Convention at the national and state levels. This action plan must have meaningful involvement of PwDs through their representative organisations. It must target all PwDs (including those living in rural areas and those belonging to other minority communities) in public policy efforts, and ensure cross-sectoral human and technical resources and budget allocations.

- Ensure effective access to justice for PwDs without discrimination. This must involve procedural, age-appropriate and gender-sensitive accommodations in complaint mechanisms and the justice system, in all areas of law.

- Adopt national and state strategies for ensuring access to employment by PwDs in the open labour market, through equal opportunity policies, recruitment and skills development training programs for PwDs.

- Take effective measures to promote the employment of PwDs, particularly those from marginalised groups, in the open labour market.

## 7.1.3 DATA ON PERSONS WITH DISABILITIES

- There is a global cognisance of the limited availability of data on PwDs. There is a need for disaggregated data based on different disabilities, age group, sex, place of residence, employment, education, the standard of living, housing, and so on.

- Even the UN[37] recommends that the State party (i.e., India) rely on the methodology of the Washington Group's short set of questions on disability statistics to collect, analyse and disseminate data on its population of PwDs. It suggests the collection of disaggregated data on PwDs by gender, age, ethnicity, disability, socio-economic status, employment, barriers encountered and place of residence. It also recommends collection of data on cases of discrimination or violence against PwDs in collaboration with organisations working with PwDs.

- Sarthak has taken up multiple research studies, including a recent study on how friendly Indian cities are towards disability as perceived by PwDs.

- Efforts to strengthen data on PwDs can also include qualitative information about the aspirations, challenges, attitudes and ambitions of PwDs. This endeavour will help identify sectors and topics of interest in which training could be offered in the next stage. Sarthak has taken initial steps in this direction through a research report that seeks to understand levels of inclusion and accessibility amongst tertiary education institutions in India.

## 7.1.4 MULTI-STAKEHOLDER PARTICIPATION & INITIATIVES

- There is a need for the government, NGOs and the private sector to come together towards building an inclusive society. While governments can provide the necessary policy and infrastructural support, corporates and the private sector can make the necessary resources and opportunities available. NGOs such as Sarthak can leverage these resources and opportunities to facilitate the empowerment of PwDs.

- Multi-stakeholder initiatives also enable the building of an inclusive and empathetic society.

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[37]Refer to: Concluding observations on the Initial Report of India 2019, by the Committee on Rights of Persons with Disabilities published by the United Nations Convention on the Rights of Persons with Disabilities. (Available at: https://digitallibrary.un.org/record/3848327/files/CRPD_C_IND_CO_1-EN.pdf)

## 7.2 THE ROLE AHEAD FOR SARTHAK

## FUNDERS' SPEAK

*Crocs is excited and feels privileged to support Sarthak in its endeavour to empower the differently abled. The incredible work that Sarthak is doing on skill building and education is enabling thousands of differently abled people to earn their livelihood with dignity and respect.*

*Sumit Dhingra (MD, Crocs)*

Sarthak, given its experience and position within the disability community, has immense capacity and responsibility towards raising awareness about the cause of PwDs. It occupies the unique position of being able to envision the future and the efforts necessary for the empowerment of PwDs. Further, given its close ties with both the government and corporates, it can influence policy-making and shape how other stakeholders play a role in the empowerment and development of PwDs. At the core, Sarthak can act as a connecting link between ground requirements and the implementation of policy and governance in the country.

### 7.2.1 ADVOCACY & AWARENESS

As a part of their current interventions, the Sarthak team undertakes extensive advocacy through national conferences, round table conferences, regional summits, corporate sensitisation events, and so on. The focus of these initiatives is to discuss, deliberate and bring concrete changes to the lives of PwDs as well as enable structural changes in the present disability scenario. Some areas of advocacy for the future include:

- Engage with government interventions such as the National Education Policy and the Accessible India campaign among others to make support available to the larger PwD community

- Build corporate partnerships with more organisations to strengthen inclusive hiring practices and accessible workplaces

### 7.2.2 NEW SECTORS OF TRAINING & EMPLOYMENT

- The increasing access to ICTs, the emergence of the gig economy and the shift of jobs to working from home (due to the COVID-19 pandemic) have resulted in the creation of new employment and livelihood opportunities. The PwD community could take advantage of these new avenues, such as the home-based ITeS sector. However, to do so, PwDs need to be trained in these emergent sectors. Sarthak can play a key role in this training.

- Aligning training offered for the Abilympics towards employment also opens out new arenas for employment. Given the broad range of categories that the Abilympics are held in, participants in these different categories can be further trained and supported for livelihood opportunities. Participation and success in the Abilympics can provide the necessary certification of their skills and competencies.

- Ed-tech can be leveraged by Sarthak to offer courses to students in different geographies. This would also encourage PwDs to participate in training that would otherwise be inaccessible due to geographic barriers. It is imperative, however, to ensure that the design of these programs, websites and online-materials are accessible to the PwD community.

### 7.2.3 DIGITAL SOLUTIONS FOR VOCATIONAL SKILLING

- In order to amplify and magnify impact, Sarthak is developing an e-Learning Management System. This will act as an online platform to provide training for PwDs across age brackets. This platform will host resources for trainer-led sessions in accessible formats across all sectors of Sarthak's current vocational skilling focus. It is expected to be ready for launch by the end of 2022.

- Apart from the focus on Sarthak's own sectoral preferences, the platform will also host interactive content. This content will span skill trades listed under NAAI as well as those needed to prepare for government jobs, computer-based roles, and so on.

- The platform also seeks to go beyond merely acting as a training and employability tool to cater to the needs of parents of children with disabilities. Thus, the management system will also host resources for home-based activities for children to engage in under the guidance of qualified therapists.

- This management system also seeks to cater to the wider community, hosting dedicated courses for changemakers from the government, corporates, academia, media and other sections of society.

- Through the CapSarathi Mobile App launched in December 2020, the Sarthak team has a one-stop platform to provide information on all the organisation's services and ongoing training programs. Apart from training, the app also seeks to act as a repository of all relevant data pertaining to PwDs. Going forward, Sarthak will look to popularise the usage of this app and update all relevant information necessary for PwDs to have easily accessible information.

## 7.2.4 CAPACITY BUILDING & SUPPORTING CHANGEMAKERS

### FUNDERS' SPEAK

*Cognizant Foundation is glad to have partnered with Sarthak Educational Trust, Kolkata to provide skills training to Persons with Disabilities and to place them in gainful employment. As part of this training programme, over 730 Persons with Disabilities in the age group of 18 to 30 years from Kolkata will be trained over three years (from 2018 to 2021) and placed in jobs in different roles in IT/ITeS, Retail and Hospitality sectors.*

*The Coronavirus pandemic brought into focus the need for not-for-profits to build digital capabilities in their operations to ensure programme activities do not get adversely affected. Against this backdrop, it is encouraging to note the agility with which Sarthak has adapted to these rapid changes. Sarthak has been able to leverage digital tools to move from classroom training to digital lessons. We are happy to note that, while the lockdown did change the dynamics of work, Sarthak did a quick shift to ensure that existing programmes were not affected and they continued to reach the trainees.*

*Rajashree Natarajan (CEO, Cognizant Foundation)*

- Through collaborations and partnerships with other NGOs in the disability sector, Sarthak seeks to conduct sensitisation and awareness sessions for private sector stakeholders like corporates, media houses and academia. Sessions will also be conducted for public actors and government officials.

- Through the India Disability Empowerment Alliance (IDEA) started in 2019, Sarthak aims to connect all disability sector NGOs in order to share ideas, learnings and strategies. The organisation has thus far collaborated with over 300 NGOs[38] and will continue to grow this initiative.

- In 2017, Sarthak partnered with Microsoft to conduct an NGO capacity building workshop. The team hopes to strengthen such partnerships over the next few years.

- The Sarthak Disability Global Resource Centre is aimed at simultaneously empowering PwDs with an accessible support system as well as building a more accommodating environment. The Centre seeks to achieve this by ensuring quality and standard services to PwDs, enabling comprehensive understanding of disability by all stakeholders, and conducting orientations for everyone entering the disability sector.[39] Thus, the Centre will cater to multiple needs including that of early intervention and education, multistakeholder sensitisation and capacity building, and collaboration for research and development as well as advocacy.[40]

## 7.2.5 SUPPORTING ENTREPRENEURIAL EFFORTS

- Sarthak can identify and train potential PwDs in entrepreneurship. This can also extend to providing the required seed funding for idea implementation in partnership with other stakeholders. Entrepreneurs can also become job-creators. Thus, creating a class of entrepreneurs with disabilities would also mean further employment opportunities for members of the PwD community and society at large. The Divyangjan Swavalamban Yojana Scheme[41] for Persons with Disabilities can be utilised to aid this endeavour.

- Sarthak's Entrepreneurship Development Program is looking to grow and support more aspiring entrepreneurs with disability. Further, by utilising the Government e-Marketplace (GeM), Sarthak looks to enable product entrepreneurs to access markets easily.

[38]Source: India Disability Empowerment Alliance, Sarthak

[39]Source: Sarthak Disability Global Resource Centre, Sarthak

[40]Source: Sarthak Disability Global Resource Centre, Sarthak

[41]The purpose of Divyangjan Swavalamban Yojana Scheme is to provide concessional credit to PwDs for Starting any activity contributing directly or indirectly in the income generation or helping PwD in their overall process of empowerment; Pursuing higher education after Class 12; Pursuing vocational or skill development (ITI, Diploma any other course leading to enhancement of employment or self-employment); and  Purchase and/or fitment of any assistive device(s)/customization/retrofitting or conversion of available machine, equipment, vehicle to disabled friendly mode. Source: Divyangjan Swavalamban Yojana Scheme for Persons with Disabilities, enabled.in

# 8. ANNEXURES

## 8.1 ANNEXURE A: SARTHAK'S VOCATIONAL SKILLING MODEL

Sarthak's vocational skilling model is anchored on four key pillars that span identifying interested PwDs, training them, helping with placements and providing post-placement support.

### MOBILISATION & OUTREACH

Through this process, the Sarthak team identifies and connects with interested PwDs. This process involves both primary outreach (through door to door campaigning, camps, etc.) as well as secondary mobilisation (based on data from governmental and other sources).
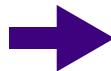
### ENROLLMENT & TRAINING

In this process, interested PwDs are onboarded and undergo a baseline assessment and candidate mapping. Following this, they enrol in relevant training programs. Regular assessments are conducted to ensure progress.

### POST-PLACEMENT SUPPORT

Following successful placement, Sarthak follows up with both the employee with disability as well as employer to ensure necessary accommodations are made and the organisation is sensitised.
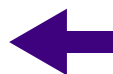
### PLACEMENT

Sarthak assists skilled PwDs in finding employment through job fairs, placement sessions and workshops as part of the Sarthak's Sustainable Employment initiative.

# 8.2 ANNEXURE B: DETAILS OF ASSESSMENT

Sarthak conducts four major assessments through the course of their JEET program. Weekly assessments are also conducted by trainers, so as to regularly track progress of trainees and provide required support accordingly.

| | |
|---|---|
| **Baseline Assessment**<br>*Conducted on 2nd day of Sarthak orientation and assesses candidates on 5 basic skills* | Personal Skills – It assesses candidates on appearance and confident approach<br><br>Communication Skills – It assesses candidates on their communication skills, either verbal or through gestures, and how well they express them.<br><br>Social Skills – It assesses candidates on how they behave in social situations or in the presence of others.<br><br>Occupational Skills – It assesses candidates on basic awareness, calculation, and etiquettes.<br><br>Mobility & Hand Function Skills - It assesses candidates on their skills of mobility and independent functioning |
| **Candidate Mapping**<br>*Conducted on 2nd day of Sarthak orientation and assesses candidates on multiple parameters* | Interest<br><br>Disability & Percentage<br><br>Age<br><br>Educational Qualification<br><br>Communication and typing skills & others<br><br>Mobility (Uses Assistive Device, if any) |

| | |
|---|---|
| **Mid Term Assessment** | It is conducted after completing Basic Skill Building. Here, trainees are assessed on their learning of Basic English, Computers, and Soft Skills through standard test papers. |

| | |
|---|---|
| **End Term Assessment** | It is conducted after completing Sector Specific Training. Here, trainees are assessed on their learning of sector and job role specific training through standard test papers. |

# 8.3 ANNEXURE C: DIGITAL SOLUTIONS AT SARTHAK

## CapSarathi – One Stop Information Solution for PwDs

With the idea to provide all information relevant to PwDs on a single, accessible platform, Sarthak developed the CapSarathi mobile and web app in 2020. The app is currently available in eleven languages and has impacted 14,000+ users. The project was supported by Capgemini and fulfils two broad objectives:

- Providing information relevant to different age brackets (such as Early Intervention Centres, Inclusive & Special Schools, Scholarships, Skilling Prospects, Employment Opportunities, Self-Employment, Rehabilitation support) as well as general information (such as Government Schemes, Policies & Initiatives, disability certificate, assistive devices, E-books, Audio books, Events & Competitions)

- Providing online services across age groups and stakeholders such as Parents' Counseling & Guidance, motivational content of champions with disability, Employment Assistance, Matrimonial Services and workshops for multiple stakeholders.

## RozgarSarathi – Dedicated Job Portal for PwDs

RozgarSarathi was launched in 2022 to provide updates on job opportunities for PwDs. The platform is designed in a user friendly format and includes both government and private job listings. Since its launch, the platform is being actively used by PwDs, Sarthak trainees and equal opportunity employers. Some features of the platform are as follows:

- For private job opportunities, Sarthak extends support in lining up interviews and guiding skilled candidates in preparing for them. In case of rejection, the Sarthak team counsels the candidate to get enrolled in relevant skill programs by Sarthak.

- For government jobs, candidates receive timely information to ensure they do not miss any relevant vacancies.

- Employers benefit from a dedicated dashboard and system that allows them to create profiles and post available positions with ease. Organisations are able to employ skilled PwDs in a quick and efficient manner.

- Virtual job fairs are also organised regularly to connect skilled PwDs with equal opportunity employers.

## GyanSarathi – E-Learning Management System for PwDs

The GyanSarathi platform seeks to enable digital skilling of PwDs. It will also be used for providing online services pertaining to early Intervention for children, inclusive education, skill building, employment, and training and workshops of different stakeholders. The platform will host interactive content in multiple formats including presentations, sign language videos, audio files, animated content, role play activities and quizzes. The project is under development and will be launched soon.

- Registration of candidate on GyanSarathi by filling a Basic Information Form

- Approval of profile by Sarthak Admin and enrollment of candidate in any open batch or course (in the case of Self learning Mode)

- Completion of baseline assessment and candidate mapping in 7 working days followed by start of training sessions

- Individual account provides access to pre-reading material, training sessions via links, assignment submission portals, assessments and progress tracking using dedicated dashboards

- Adoption of identical process, albeit without training session links, for self learning modules allowing candidates to learn at individual pace

- Provision of certificates to candidates on successful completion

- Record of progress & learning journey allowing Skill Centre team to analyse and offer support as needed

## UdhyamiSarathi – Entrepreneurship support

Over the last 13 years, Sarthak has witnesses the inspiring journey of many PwD entrepreneurs. While some have grown to become employers themselves, others are in the initial phase of their journey. UdhyamiSarathi seeks to provide a platform for these entrepreneurs with disability  to display their skills and services.

## Sarthak Management Information System

Sarthak's MIS is a digital solution focused on enabling efficient internal planning, reporting and monitoring. The solution has been actively used over many years and has contributed significantly to quality management and organisational growth.

## 8.4 ANNEXURE D: BENEFICIARY DATA

| DISAGGREGATED DATA ON PWDS TRAINED BY SARTHAK | | | |
|---|---|---|---|
| 1. | **Gender-wise** | | |
| | Female | 7,958 | 21% |
| | Male | 29,661 | 79% |
| | **Gross Total** | **37,619** | **100%** |

| | | | |
|---|---|---|---|
| 2. | **Disability-wise** | | |
| | Locomotor Disability | 24,002 | 64% |
| | Hearing Impairment | 9,363 | 25% |
| | Visual Impairment | 2,881 | 8% |
| | Others | 1,039 | 2% |
| | Intellectual Disability | 334 | 1% |
| | **Gross Total** | **37,619** | **100%** |

| | | | |
|---|---|---|---|
| 3. | **Sector-wise** | | |
| | IT / ITeS | 21,865 | 58% |
| | Organized Retail | 7,722 | 21% |
| | Tourism & Hospitality | 3,711 | 10% |
| | Others | 3,552 | 9% |
| | E-Commerce | 455 | 1% |
| | Marketing | 314 | 1% |
| | **Gross Total** | **37,619** | **100%** |

| | | | |
|---|---|---|---|
| 4. | Centre-wise | | |
| | Ahmedabad | 294 | 1% |
| | Banaras | 483 | 1% |
| | Bangalore | 141 | 0% |
| | Basti | 10 | 0% |
| | Bhatinda | 282 | 1% |
| | Bhopal | 1,368 | 4% |
| | Chandigarh | 968 | 3% |
| | Chennai | 931 | 2% |
| | Delhi | 4,649 | 12% |
| | Digital Literacy Program | 7,274 | 19% |
| | Ghaziabad | 1,794 | 5% |
| | Gurugram | 1,278 | 3% |
| | Hyderabad | 1,871 | 5% |
| | Jaipur | 2,020 | 5% |
| | Kolkata | 1,620 | 4% |
| | Lucknow | 1,861 | 5% |
| | Ludhiana | 2,062 | 5% |
| | Mumbai | 1,735 | 5% |
| | NAAI | 1,251 | 3% |
| | Pune | 1,740 | 5% |
| | Thane | 1,069 | 3% |
| | Trivandrum | 494 | 1% |
| | Virar | 322 | 1% |
| | Visakhapatnam | 928 | 2% |
| | West Delhi | 1,174 | 3% |
| | **Gross Total** | **37,619** | **100%** |

| DISAGGREGATED DATA ON PWDS PLACED BY SARTHAK | | | |
|---|---|---|---|
| 1. | **Gender-wise** | | |
| | Female | 4,119 | 16% |
| | Male | 21,435 | 84% |
| | **Gross Total** | **25,554** | **100%** |

| | | | |
|---|---|---|---|
| 2. | **Disability-wise** | | |
| | Locomotor Disability | 17,286 | 68% |
| | Hearing Impairment | 6,651 | 26% |
| | Visual Impairment | 1,339 | 5% |
| | Others | 187 | 1% |
| | Intellectual Disability | 91 | 0% |
| | **Gross Total** | **25,554** | **100%** |

| | | | |
|---|---|---|---|
| 3. | **Sector-wise** | | |
| | Banking & Finance | 21 | 0% |
| | E-Commerce | 1,028 | 4% |
| | IT / ITeS | 11,143 | 44% |
| | Manufacturing | 250 | 1% |
| | Marketing | 32 | 0% |
| | Others | 4,008 | 16% |
| | Retail | 6,231 | 24% |
| | Tourism & Hospitality | 2,841 | 11% |
| | **Gross Total** | **25,554** | **100%** |

| 4. | Centre-wise | | |
|---|---|---|---|
| | Delhi | 4,427 | 17% |
| | Maharashtra | 3,640 | 14% |
| | Uttar Pradesh | 3,108 | 12% |
| | Telangana | 1,947 | 8% |
| | Chandigarh | 1,817 | 7% |
| | Punjab | 1,735 | 7% |
| | Rajasthan | 1,698 | 7% |
| | Haryana | 1,307 | 5% |
| | Madhya Pradesh | 1,240 | 5% |
| | West Bengal | 1,106 | 4% |
| | Gujarat | 906 | 4% |
| | Andhra Pradesh | 876 | 3% |
| | Tamil Nadu | 859 | 3% |
| | Bihar | 167 | 1% |
| | Odisha | 164 | 1% |
| | Karnataka | 148 | 1% |
| | Jharkhand | 139 | 1% |
| | Uttarakhand | 93 | 0% |
| | Assam | 80 | 0% |
| | Himanchal Pradesh | 66 | 0% |
| | Kerala | 22 | 0% |
| | Chhattisgarh | 4 | 0% |
| | Jammu | 4 | 0% |
| | Manipur | 1 | 0% |
| | **Gross Total** | **25,554** | **100%** |

# 8.5 ANNEXURE E: NAAI SKILL CATEGORIES

## Skill Category 1: Computers & ICTs

In this category, participants are judged on different designing and programming skills. This includes webpage design, poster design, computer programming, computer assembly, administration and management of network systems, and data processing. Participants also compete in e-sports and photography. Each of these sub-skills are broken down into a series of tasks that participants are expected to perform to show their competence and mastery.

### WEBPAGE DESIGNING

Develop a website based on developed antetype and website layout, using software libraries and frameworks (Bootstrap, jQuery, etc.), Pages' HTML code

### COMPUTER PROGRAMMING

Create an application/program with the use of different programming languages and databases that results in the development of a software prototype, the demand for which is checked by testing it on certain users

### WORD PROCESSING

Type and design the document, perform a practical task typing the data, and editing the document. Paste pictures, diagrams, tables and apply the formatting, paste bookmarks and running heads, using software MS Word 2016 or newer versions

### POSTER DESIGNING

Create an electronic layout of an information poster on the theme (in A3 vertical format) on a computer. Get it print-ready by using software like Adobe Photoshop, Adobe Illustrator, CorelDraw (2018 version to the latest)

### DATA PROCESSING

Basic: Input and correct data using MS-Excel.  Assignments consist of entering new data into the database and editing already inputted data

Advanced: Create a database using MS Access DBMS. Fill it with the necessary information, enable the selection of data from the database (create requests and reports), and organise the user interface

### E-SPORTS
Participate in online game competition in the virtual world (eg: Warcraft / Starcraft/ Hearthstone)

### PHOTOGRAPHY
Outdoor: Take photos in an outdoor environment or a building using a digital camera. Participants use their technical skills and creativity to take photographs on a given theme and in a specific environment. Select 5 best photos, print and share with the jury

Studio: In a studio environment, use a digital camera with various technical skills, lighting, and creativity to click photos of a model/object on a theme. Select 5 photos, edit with specific software, and share with the jury

### COMPUTER ASSEMBLY
Assemble a PC with hardware/software knowledge according to a given specification and run it on the Operating System.

### ADMINISTRATION & MANAGEMENT OF NETWORK SYSTEMS
Design and implement a network connection scheme for a small office to a corporate network.

## Skill Category 2: Crafts
Participants in the crafts skill category engage in creative demonstrations including floral arrangements, embroidery, painting, landscape gardening, crochet, knitting, and pottery. Other skills included in this category are waste reuse, basket making and silk painting. Participants are tested for their creativity as well as execution of their skills.

### FLORAL ARRANGEMENT
Prepare floral arrangement with flowers, plants, and accessories on a given theme and purpose. Candidates are required to produce and install a hand-tied bouquet, cut-flower decoration, wedding bouquet, bride bouquet/body decoration and bride decoration, table decoration, planting plants, wall decoration, hanging decoration, flower jewelry, object decoration, wreath, etc.
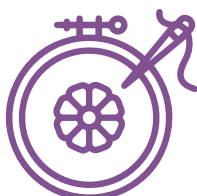
### EMBROIDERY
Produce patterns and embroidery models by hand and using different styles of embroidery stitches.
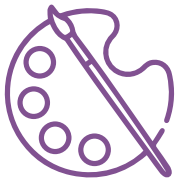
## PAINTING

Paint a picture based on a given model or theme. Candidates use watercolours or pastel colours. The main steps are sketching, colouring and finishing on drawing paper or canvas.

## WASTE REUSE

Imagine and produce functional and/or aesthetic objects with provided waste materials like paper, cardboard, broken glass, etc.

## LANDSCAPE GARDENING

Create a green space with provided materials according to the given drawing and specifications.

## CROCHET

Create a product from thin yarn according to the given model pattern.

## HAND KNITTING

Create a hand-knit product following the given specification. Contestants are evaluated by their creative and aesthetic skills

## BASKET MAKING

Fabricate a basket with provided materials on a given theme.

## SILK PAINTING

Make a product (silk scarf or wall-decoration) with silk and colors and drawing with various techniques.

## POTTERY

Design and fabricate hand-made ceramic ware with materials supplied on a given theme.

## Skill Category 3: Food and Hospitality

Those competing in the Food and Hospitality skill category exhibit one of three skills – baking, cooking and/or restaurant service. Each of these sub-skills are further broken down into tasks that encompass preparation and execution of the skill.
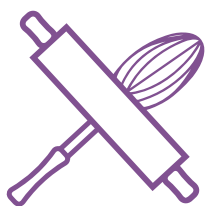
### BAKING
Prepare and decorate bakery products like cake, cookies, etc., with provided professional bakery equipment and according to given instructions, with a creative touch.

### COOKING
Make a menu with ingredients and dishes (appetisers/main dishes/desserts) as per ingredients provided. It consists of preparing the different course and creative plating

### RESTAURANT SERVICE
Demonstrate table layouts, guest etiquettes, serving guests with dishes and beverages, and making cocktails

## Skill Category 4: Services

In this skill category, participants engage in personal care skills such as massage, hairdressing, applied aesthetics and dental technician. Other services that participants compete in include tailoring, shoe repair, book binding, jewellery making and cabinet making.
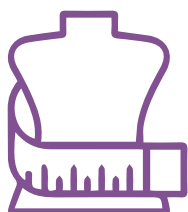
### DRESS MAKING/TAILORING
Design, cut and produce an outfit with provided fabric using one's creativity, including marking the measurements, cutting, stitching and altering the garment
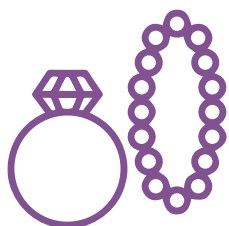
### JEWELLERY MAKING
Create a hand-made fabrication of a jewel according to provided drawings and moulds. For this task, the participant has to prepare the metal, the sub-assemblies using metal pieces and gemstones and undertake the following activities- welding, crimping, decorative and finishing operations (polishing, filing), ensuring conformity of the piece (size, symmetry, design.) and authentication

## HAIRDRESSING

Provide hygienic beauty care for hair according to the modes, picture, photo, or own creativity. The contest consists of completing different task modules like performing women's haircuts with colouring and styling, men's haircuts and wedding hairstyle on long-tied hair
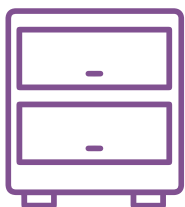
## CABINET MAKING

Fabricate a wooden product with materials and equipment according to the given drawing and specifications

## SHOE REPAIRS

Perform shoe repairs using the proposed materials
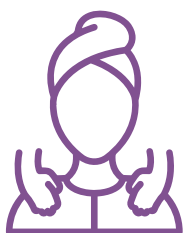
## MASSAGE

Perform classic massage procedure following doctor's recommendation

## DENTAL TECHNICIAN

Make prosthetics from model or imprint (crowns, rings, dentures). Form molds, using ceramics, composite materials, and precious metals

## APPLIED AESTHETICS

Perform the procedure of cosmetic body and facial care following the selected program and the chosen zones. Perform massage using necessary techniques

## BOOKBINDING & STITCHING

Make printed products in the allotted time: Notebook in hardcover, Notebook in a cover, fastening on a metal spring (comb), Cover brochure, wire binding

## Skill Category 5: Industry

Participants in this category showcase skills in software like CAD architecture, mechanics including bicycle assembly, motorcycle mechanics and mechanical fitting, electronic assembly and electrical installation, among others. As with other skill categories, these sub-skills too are further broken down into specific tasks to reflect expertise, confidence and domain knowledge in each sub-skill.

### CAD ARCHITECTURE
Make drawing/layouts of an implementation plan from an architectural sketch using CAD. Participants are required to draw various views: Map view(s), prospect(s)/elevation(s), cross-sectional view(s) then printing in the requested format.

### BICYCLE ASSEMBLY
Partially disassemble provided bike and reassemble it according to given instructions and make adjustments to make it run properly.

### ROBOTICS
Automate the production process by creating an autonomous robot that can perform the specified algorithm of actions.
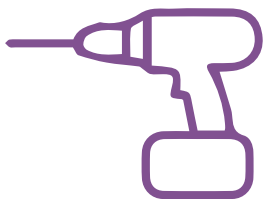
### MECHANICAL FITTING
Perform the final finishing of the product, drilling, countersinking, threading of the corresponding holes from the proposed metal blank, and assembling the part according to the drawing.
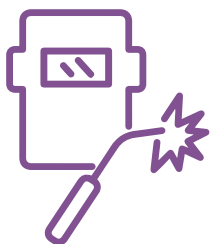
### WELDING
Assemble several pieces of metal by welding to obtain an assembly according to the given drawing and specifications
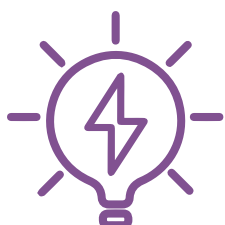
### ELECTRONIC ASSEMBLY & TESTING
Assemble electronic components, build and test circuit connection with the electronic scheme knowledge in the general industries.
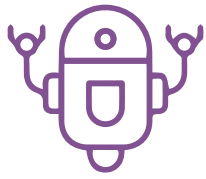
## INDUSTRIAL ROBOTICS
Write a program for an industrial robot to perform a certain technological cycle such as carry out commissioning work.

## ELECTRICAL INSTALLATION
Install and/or repair an electrical system according to the plan and the specifications.

## AIRCRAFT MAINTENANCE
Conduct diagnostics and repair of aircraft components and systems including mechanical, electrical, hydraulics, and electronics.
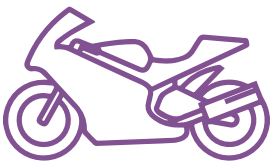
## MOTORCYCLE MECHANICS
Identify issues and repair of motorcycle vehicles including electrical, electronic systems and components.
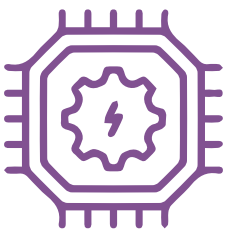
## MECHATRONICS
Develop automated systems to improve the performance of all types of equipment. Ensure the installation and programming of an automated system. Set up, adjust, and maintain an automated system.

## ELECTRICAL CONNECTION
Install and/or repair of an electricity connection and a safety fuse board for a home user, according to the plan and the specifications.

# 9. ACKNOWLEDGEMENTS

# BENEFICIARY VOICES

*Professionalism, management, motivated spirit, leadership skills and 50% vision...This is the perfect way to describe Timcy, team head of a financial firm in Delhi.*

*On the verge of finishing her Bachelors in Commerce, loss of 50% of her vision in both her eyes was a massive jolt for Timcy after her lens replacement surgery went horribly wrong. During her struggle, she got to know about the Vocational Skill Building and Placement Support Services of Sarthak. She immediately approached the team there and got herself enrolled for the three month training program. This course equipped her with the required skills and she mastered JAWS, the text-to-speech software for people with visual impairment. Finally, her hardwork and dedication paid off when she was selected in a placement drive. She started her career as a telecaller and owing to her performance, got promoted to the profile of Team Leader within two months of joining.*

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