



SOCIAL RETURN ON INVESTMENT (SROI) STUDY

KEY FINDINGS AND RESULTS | February 2024

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EXECUTIVE SUMMARY



Project Overview:

Orion Educational Society operates skill training institutes in Bhubaneswar, Odisha, with the primary goal of enhancing employability and socio-economic well-being. This SROI report assesses the impact of the program conducted between 2018 and 2022, aiming to quantify the social value created for every Indian rupee (INR) invested.



Sample Size:

The study involved 370 alumni, offering a representative sample with a 95% confidence level and 4.92% margin of error.



Program Feedback:

Despite 61% of alumni offering positive feedback, the Net Promoter Score yielded an unfavorable recommendation rate of -21.



Motivations:

Participants primarily join the program to get jobs (90%) and acquire new skills (45%).



Program Outcomes:

The program predominantly focuses on imparting vocational skills, fostering aspirations for higher education, improving employment prospects and incomes, and instilling 21st-century skills like confidence and communication.



Employment and Incomes:

The placement rate of the program was 16%. Many participants stated that placements were not offered due to the training sessions coinciding with the challenging times of the COVID-19 pandemic. 75% of participants were engaged productively at the time of the survey (47% with full time jobs, 7% self-employed, 6% part time jobs, 15% studying). 51% were first time earners and 5% changed jobs after program completion. 12% started contributing to household incomes.



Employer Feedback:

Employers affirm the superior performance of Orion Educational Society candidates in essential skills, including confidence, communication, and timeliness, but stated that candidates from other institutes outperformed Orion candidates in technical knowledge.



SROI Analysis:

The SROI analysis showcases a ratio of 5.69:1, signifying that for every INR 1 invested by HDFC in this project, a value of INR.5.69 of social and financial benefits have been generated.



Conclusions and Recommendations

Employment stands out as the top priority for program participants, followed by the acquisition of practical vocational skills and the development of 21st-century skills like communication and confidence. Higher education is also valued, albeit less than immediate outcomes, while career growth is of lower importance. To maximize employment outcomes, the program should establish partnerships with corporations, organize job fairs, and offer internships. Improving course quality and practical training is crucial for vocational skills. Incorporating mock interviews and English language modules can enhance 21st-century skills. Promoting higher education awareness and offering exposure visits can boost higher education and career growth. Additionally, providing travel allowances can reduce alumni input costs, making the program more accessible. These recommendations aim to enhance program impact and outcomes.

1. INTRODUCTION

HDFC Bank's Focused Development Project (FDP)

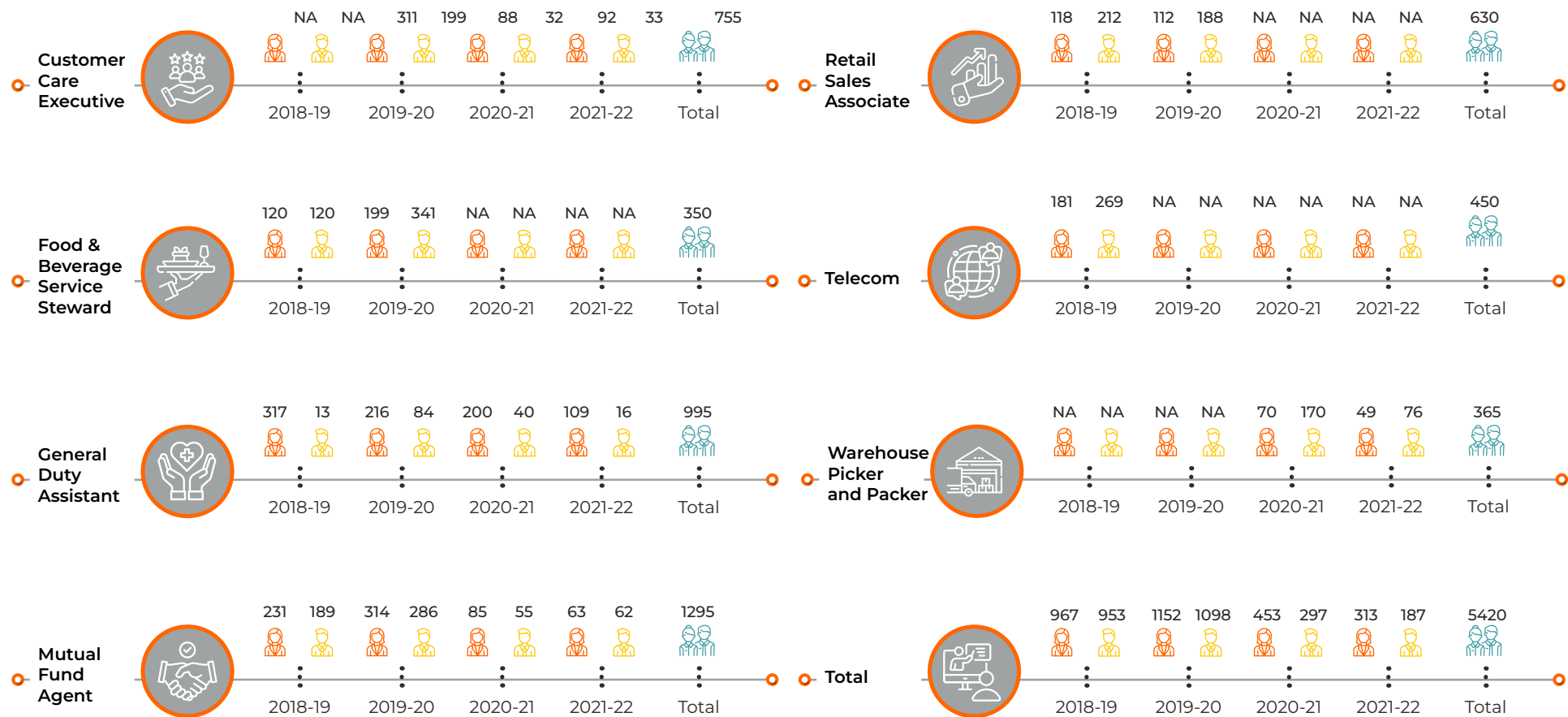
HDFC Bank is dedicated to transforming the lives of millions of Indians through its comprehensive social initiatives. These endeavors are collectively known as 'Parivartan' and are designed with the purpose of actively supporting the economic and social progress of the nation by empowering its communities in a sustainable manner. Under the umbrella of Parivartan, HDFC Bank is implementing Focused Development Projects (FDP) within the overarching theme of 'Skill Development and Livelihood Enhancement'.

Skill Training Institutes in Bhubaneswar, Odisha (P0236)

Executed in the state of Odisha, this project set its sights on fulfilling the burgeoning demand for highly skilled professionals by concentrating on the 64 wards under the aegis of the Bhubaneswar Municipal Corporation, as well as selected villages in the Bhubaneswar block. Over a span of four years, commencing in 2018, a total of 5,420 aspiring youths were trained on courses of Logistics, Healthcare, BFSI, and Telecommunication. The project's modus operandi involved a comprehensive spectrum of activities, including mobilization efforts, aptitude testing and counseling, training programs, guest lectures, industry visits, and placement services catering to both employment and self-employment avenues. Post placement the candidates were tracked for 6 months.



Figure 1: Courses Offered and Reach



Social Return on Investment (SROI) Study

The overarching objective of the study was to identify and quantify the impacts and changes created through the project into tangible numbers, to identify the social value created for each Indian rupee (INR) spent. The findings and observations from this study shall be used to formulate future course corrective actions and a strategy for scaling up the project.

The study intends to understand:



Which outcomes contribute the most value to the lives of youth and communities?



What are the principal factors contributing to the final outcomes?



How can the most valuable outcomes be maximized?

The SROI methodology has engaged stakeholders throughout the process to have them articulate the main changes at an outcome level in their lives due to the project and what the relative value of these outcomes is for them. This was an Evaluative SROI conducted retrospectively and based on actual outcomes that had already taken place.

The evaluation was guided by the seven principles outlined by the SROI Network.

Figure 2: Application of Seven SROI Principles

Understanding Project Impact:

To comprehend the impact over a 4-year span, an impact map was crafted, delineating inputs, activities, outputs, and outcome indicators.

Including Material Factors Only:

Relevant indicators and corresponding financial proxies have been identified for the mapped outcomes.

Transparency:

The study's findings will be shared with beneficiaries, the implementation team, employers, and all relevant stakeholders.



The study was conducted between October 2023-January 2024. For an overview of methodology, tools, and limitations, please refer to Annex 1.

2. PROGRAM OVERVIEW AND FEEDBACK

Relevance and Context: Orion's Distinctive Approach

In Bhubaneswar city, organizations like Tech Mahindra, Lighthouse, Dalmia Foundation, and Bandhan Bank CSR offer skills development courses which have potential for career advancement (see Annex 2).

The center's infrastructure is characterized by a spacious layout and modern equipment facilities. This emphasis on a well-equipped and conducive learning environment underscores Orion's commitment to providing a comprehensive and high-quality training experience.



Program Implementation

The implementation of HDFC Bank's Skill Development and Livelihood Enhancement Project adheres to a structured and systematic approach, aligning with the national framework on skills set by NSDC (National Skill Development Corporation) and GOI (Government of India). [www.nsdcindia.org]



Mobilization

The journey begins with the selection of youth and potential candidates through community scouting. Aspirants and their parents are counseled and encouraged to participate in the program. Focus is placed on counseling, motivation, and interaction with alumni and parents. These efforts play a crucial role in enrolling women aspirants who require support in pursuing their career aspirations.

Mobilization process involves following steps.



Due to lack of awareness in the community, parents don't easily agree to their children enrolling in the training program."

- Orion Implementation team at Bhubaneswar




The training program needs additional advertising channels, as currently, mobilization relies solely on word of mouth through friends and relatives. Data indicates that 75% of candidates learned about the program through personal networks.

Table 1: Means of Mobilization

Source: Know about training	Female (N=194)	Male (N=176)	Total (N=370)
Friend/Relative	69%	81%	75%
Course Mobiliser	2%	5%	3%
Poster/Banner	2%	4%	3%
School/College Teachers	3%	3%	3%
News Paper/websites	2%	2%	2%
No response	23%	5%	14%

Students enroll in the course mainly to secure employment opportunities. The appeal of better income opportunities and low course fees adds to the attractiveness of the program. Among the overall pool of candidates, 90% register for training with the primary goal of securing job placements. Many participants aim to enhance their skills and knowledge, and the availability of free training, often leading to employment opportunities, serves as a motivator for enrollment.

Table 2: Youth Motivations for Enrolment

Reasons for enrolling	 Female (N=194)	 Male (N=176)	 Total (N=370)
Getting Job	91%	89%	90%
Skill Development	41%	49%	45%
Higher Income	27%	29%	28%
Further Education	10%	11%	11%
Setting up own shop / enterprise	2%	1%	1%

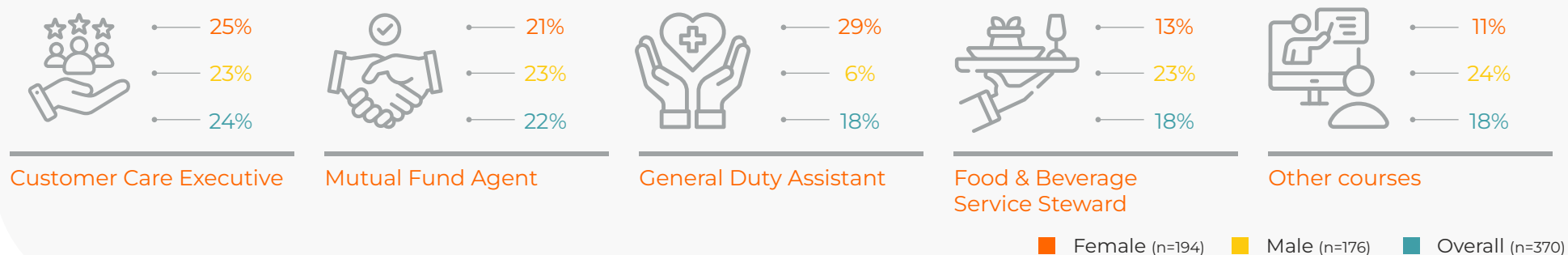


Training

Youth are trained in accordance with the National Skills Qualification Framework. Training is offered in various fields including Banking Finance Services and Insurance, General Duty Assistant (GDA), Customer Care Executive, and Food and Beverage Services Steward, etc.



Figure 3: Type of Courses Undertaken (Gender Differences)








Distribution of courses based on the gender of the candidates showcases:

- Customer Care Executive and General Duty Assistant courses showcase a female-centric inclination.
- Mutual Fund Agent and Food & Beverage Service Steward courses exhibit a male-centric preference.
- There are other courses undertaken by alumni, such as Retail Sales Associate (12%) and Warehouse Picker and Packer (6%).

Most students undertook in-person training, constituting 81% across genders. The years 2020 and 2021 saw more students learning online or in hybrid mode, owing to COVID realities.

Table 3: Mode of Participation

Mode of Training	 Female (N=178)	 Male (N=178)	 Total (N=374)
Offline	77%	86%	81%
Online	14%	10%	12%
Neutral	9%	5%	7%

Of the total candidates,

12% participated in exposure visits.

Companies visited included Reliance, AIIMS Hospital, HDFC Bank, hotels, call centers, Flipkart Company, Honda Showroom, and DLF Company. Other categories include companies such as Mahindra Company, Max Showroom, travel, and import and export companies. For more details, kindly refer to Annex 3.

Due to COVID-19, exposure visits were not organized by the center, leading to 48% of candidates being unable to participate. Out of 12% of candidates, exposure visits enhanced candidates' skills, showing gender similarities in time management and personal/professional growth. Female General Duty Assistant and Customer Care Executive course participants learnt new techniques (60%) and team collaboration (30%). On the other hand, male candidates demonstrated proficiency in communication (67%), customer service (53%), and networking (47%). Exposure visits were crucial in developing comprehensive skills for all candidates. (Annex 4).

“Students receive counseling both before and after the training program, aiding them in shaping their mindset for the job ahead.”

- Orion Implementation team member, Bhubaneswar

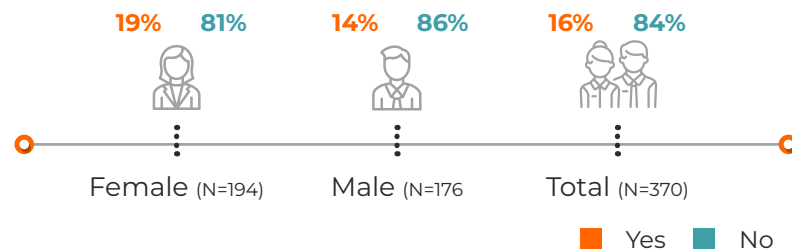


Placement

Orion offers a comprehensive six-month retention program to facilitate job placements for students upon completing their training. The available job opportunities encompass a wide range of roles, including Mutual Fund Agent, roles in Retail Outlets (such as Reliance and Jio Mart), General Duty Assistant positions in hospitals, and Customer Care Executive roles involving front desk responsibilities, receptionist duties, sales, marketing, and opportunities in BPO sectors.

Bhubaneswar center placement officer provides jobs at Bangalore, Hyderabad, Kolkata, and Vijayawada locations. Better job opportunities are provided at these locations only if the candidate is willing to migrate. Candidates pursuing health-related courses have a competitive advantage in the current job market due to increased demand for health professionals post-COVID-19.

Figure 4: Placement Rate by Gender



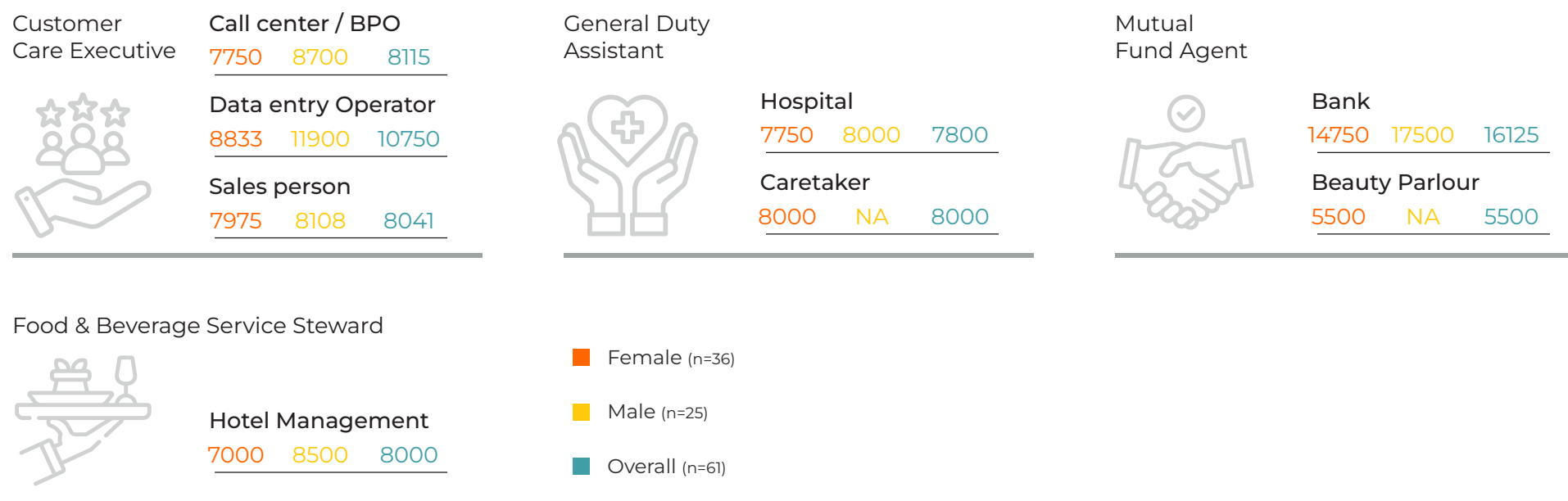
Among the candidates who did not secure placement after their training, a portion (44%) attributed their lack of job placement to the center's policy, citing that no placements were offered due to the training sessions coinciding with the challenging times of the COVID-19 pandemic. Additionally, 17% of candidates decline job offers because the offered salary was deemed insufficient to cover basic expenses such as transportation, accommodation, and food. Total 15% of respondents expressed dissatisfaction with the job designation or the nature of the company as their reason for refusal. The higher percentage of female candidates (20%) cited concerns related to migration and obtaining family permission, highlighting that inconvenient job locations and extensive travel were major deterrents for female applicants. Furthermore, marriage, pregnancy, and family responsibilities emerged as factors contributing to female candidates declining job offers.

Table 4: Reasons for low placement rates

Reason for not getting placed after training by gender	Female (N=194)	Male (N=176)	Total (N=370)
Job Placement did not offered by center	35%	54%	44%
Salary was too less	21%	13%	17%
I did not prefer the offered position/role or I did not like the nature of the work or company is not reputed	15%	15%	15%
Did not want to relocate/ it required me to migrate from my place	20%	9%	15%
My family did not give permission/ marriage/ pregnancy	24%	6%	15%
Did not sit for the placement interview	8%	14%	11%
Wanted to take up further education	12%	8%	10%
Location was not convenient, too much commute required	13%	3%	8%

Customer Care Executive course graduates secured diverse positions, including data entry operator (INR 10,750 avg.), call center roles (INR 8,115 avg.), and salesperson positions (INR 8,041 avg.). Male candidates secured more jobs as data entry operator and salesperson with average monthly salary of INR 11,900 and INR 8180. While females secured more jobs in the healthcare sector, they earned INR 8,000 avg. Banking mutual fund agents monthly earn INR 16,125 avg. Warehouse picker and packer graduates found roles with an average monthly salary of INR 8,928, and retail sales associates earned INR 8,576 on average. In summary, female candidates received more salary in jobs related to the health sector and male received more salary in the jobs related to salesperson, mutual fund agent and hotel management.

Figure 5: Average Placement Salary (Job Specific)






Post Placement

Recognizing the economic landscape, the placement officer advises candidates to consider relocating to cities where their skills are more valued. For instance, in Bhubaneswar, where salary prospects may be limited, the placement officer encourages candidates to explore opportunities in Bangalore, Hyderabad, Kolkata and Vijayawada locations. Better job opportunities are provided at these locations only if the candidate is willing to migrate.

Program Feedback




61% alumni expressed positive feedback for the program. Reasons cited include the enhancement of 21st century skills such as confidence, communication skills and subject-specific technical expertise. However, 40% alumni's responses were indifferent and negative as they were not benefited from the program as per their expectations.




Table 5: Program Feedback

Feedback on Program	 Female (N=194)	 Male (N=176)	 Total (N=370)
Positive	56%	65%	61%
Neutral / Average	26%	17%	22%
Negative	18%	17%	18%

The table illustrates reasons for candidates' liking of the training program. 82% appreciate the teaching method and trainer support, while 62% value the course and curriculum alignment with their interests. Job placement and exposure visits are less significant, with only 9% and 4% citing them as reasons for liking the program.

Table 6: Positive and Negative Feedback

Reasons for Liking the Programme	 Female (N=194)	 Male (N=176)	 Total (N=370)
Teaching method of trainer	74%	90%	82%
Support from trainer	73%	91%	82%
Course and curriculum	58%	66%	62%
Job Placement	8%	10%	9%
Exposure visit	4%	3%	4%
NA	23%	5%	14%

Reasons for Not Liking the Programme	 Female (N=194)	 Male (N=176)	 Total (N=370)
Travel to the training center	38%	55%	46%
There is nothing I didn't like about the program	38%	47%	42%
Difficulty in understanding the programme	26%	36%	31%
Job Placements not provided	19%	24%	22%
Course Curriculum	12%	18%	15%
Course Fee	23%	5%	14%
Duration of the Course	8%	10%	9%
NA	23%	5%	14%

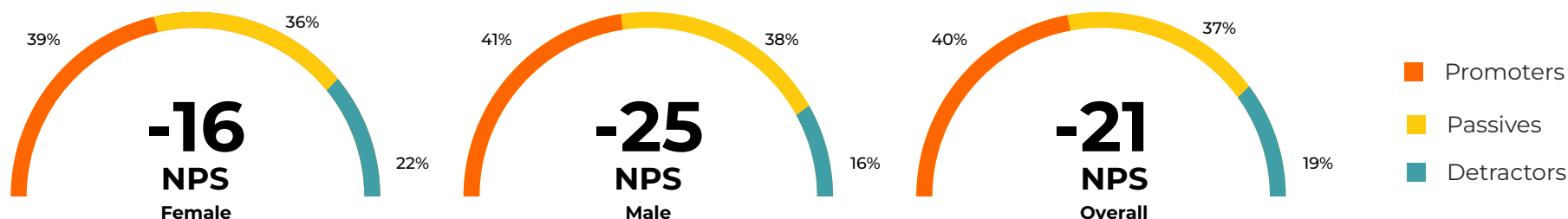
Multiple factors contributed to candidates' dissatisfaction with the training program. A primary concern for many was the inconvenient location of the training center, situated far from their residences, leading to increased travel expenses (see Annex 5). Additionally, some candidates struggled with the complexity of the program and found the curriculum challenging to comprehend.

Negative feedback regarding job placement was voiced by 22% of candidates, attributing the challenges to the training period coinciding with COVID-19 times. Moreover, 9% of candidates expressed dissatisfaction with the course duration, suggesting that certain topics within specific courses required more allocated time for thorough understanding.

The Net Promoter Score (NPS) for the program is analyzed across gender, revealing valuable insights into candidate satisfaction and likelihood of recommendation. Overall, the program achieves an NPS of -21, indicating an unfavorable recommendation rate. Only 19% of candidates are promoters, driven by their job placements post-training and the acquisition of contemporary skills and knowledge. An additional 37% of candidates are categorized as passives, indicating a willingness to recommend the course when relevant. However, the majority 40% of candidates are detractors, expressing dissatisfaction with the program, citing unmet expectations and challenges in securing desired employment opportunities. The major identified reason was they were unable to secure a job after the training program hence dissatisfaction ratio is high.



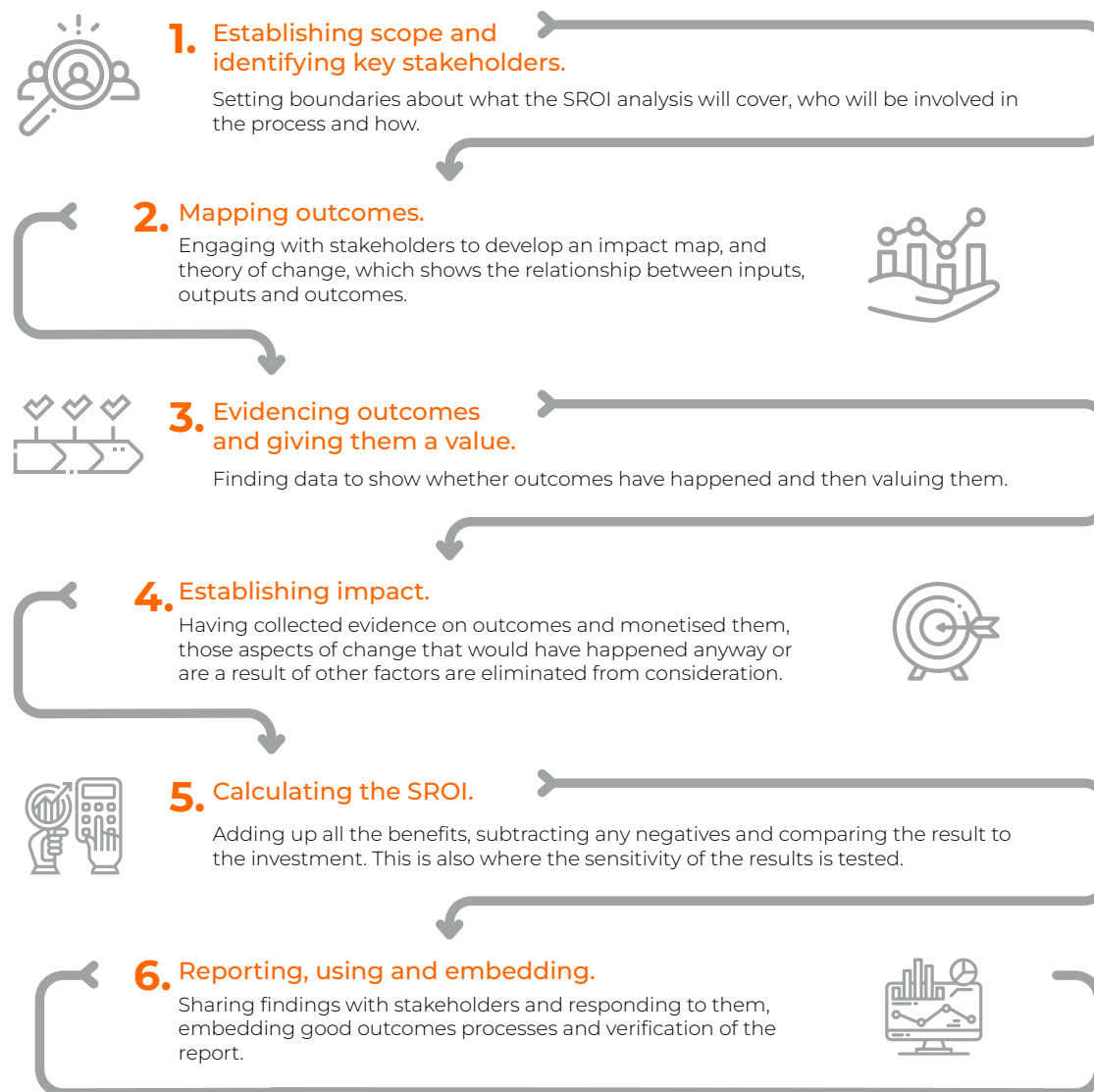
NPS Scoring



3. MEASURING SOCIAL RETURN ON INVESTMENT

Measuring Social Return on Investment (SROI) is a systematic process involving six crucial steps. It all begins with defining the scope, which sets the boundaries, stakeholders, and timeframe for the analysis. Stakeholder involvement follows, where engaging with key stakeholders helps identify relevant outcomes and indicators. The third step entails outcome mapping, where social, environmental, and economic outcomes are clearly defined and assigned values. Impact valuation comes next, where methodologies are applied to assign financial values to these outcomes. In the fifth step, impact aggregation, the various impacts are summarized and aggregated to calculate the SROI ratio. Finally, the findings, recommendations, and the calculated SROI ratio are communicated to stakeholders and decision-makers, facilitating informed choices and resource allocation based on the assessment of social impact and financial return.

Figure 6: SROI Process



Establishing Scope and Identifying Stakeholders

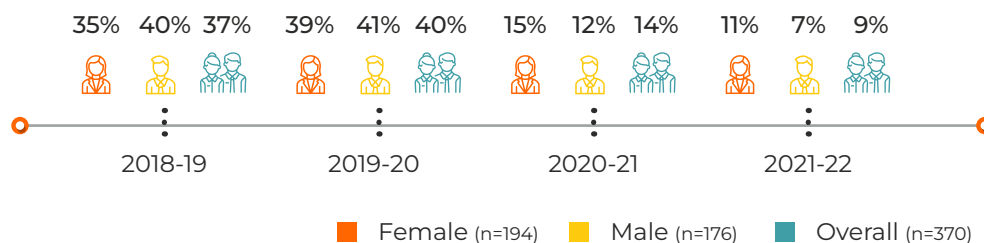


Scope, Timeline and Sampling

The scope of the SROI study encompassed a comprehensive evaluation of the skill training program conducted in Bhubaneswar locations in Odisha, targeting alumni who had completed their training between 2018 and 2022. Final sample was 370 alumni of a sample universe of 5420, allowing for a representative alumni sample with a 95% confidence level and 4.92% margin of error.

The study's alumni sample selection criteria ensured representation of diverse program aspects, with proportional allocation to cities, years, and course categories, aligning with observed distribution patterns in the provided data. By adopting this approach, the evaluation aimed to provide a holistic understanding of the program's impact, accounting for variations across different dimensions.

Figure 7: Sample Distribution as per Course Year and Gender

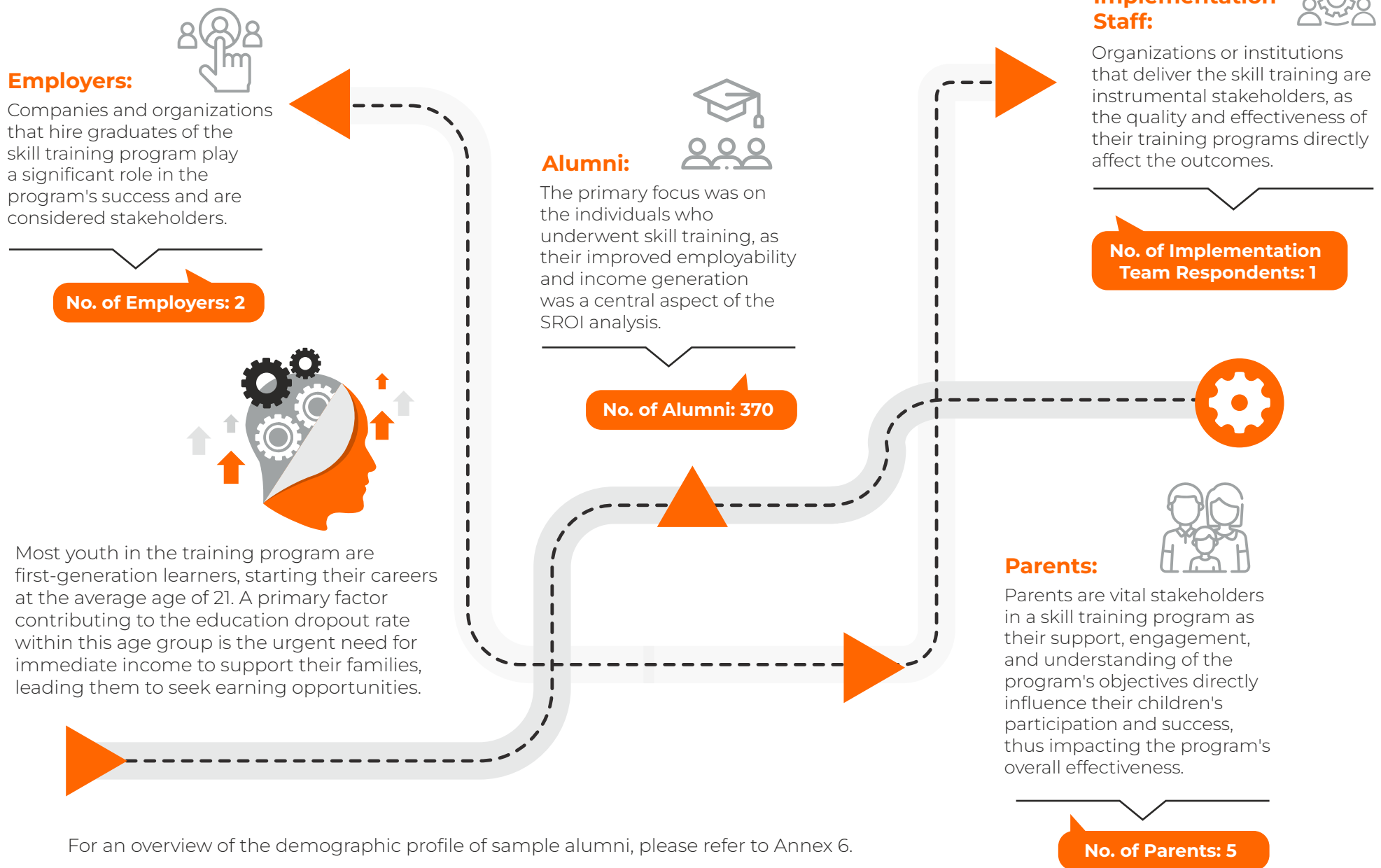


Stakeholder Mapping and Involvement

Four key stakeholders, including alumni, parents, employers, and the implementation team, played a central role in the study. Various methods were employed to engage and consult with them. Alumni were surveyed via telephone and participated in Focus Group Discussions (FGDs) to provide insights into program impact. Employers were interviewed to understand their engagement and hiring practices. The implementation team's FGDs offered valuable insights into program execution. Additionally, Focus Group Discussions were held with parents to assess their understanding and perceptions of the training program's influence on their children's lives, communication dynamics, and support mechanisms.



Figure 8: Stakeholder Map





Telephone Surveys and Focus Group Discussions with Alumni

The telephone survey gauged the training program's influence on alumni's continued education and employment prospects, their success in securing job placements post-training, and the practical application of skills acquired from the program. This comprehensive information was collected from all participating students.

During the Focus Group Discussions, academic histories, course choices, current pursuits, and the impact of the training program on continued education and employment prospects were explored among students. In the value game for SROI calculation, students identified program benefits, represented them visually, and prioritized them collectively. They also associated these benefits with tangible gift values, helping students gauge the program's importance in their lives. This exercise facilitated a comprehensive understanding of the training program's significance in terms of tangible and intangible outcomes for the students (Annex 7).



Interviews with Employers

Discussions primarily focused on employer engagement with HDFC Bank's Skill Development Training Center. Employers elaborated on their approaches in establishing connections with the training center, detailing the duration of their engagement and the process involved in hiring candidates sourced from this center. Insights were gathered on their organization's selection process, emphasizing the specific skills and qualifications required when considering candidates for employment. Employers were also asked to compare the skill sets of the center's candidates and other candidates.



Focus Group Discussions with Implementation Teams

The team conducted Focus Group Discussions (FGDs) with implementation teams at all three centers, to understand their roles and contributions to the skill training program. Queries revolved around challenges in program implementation, mobilization strategies, available courses, fee structures, career guidance provision, job placements, and post-placement support provided to students by the centers.



Focus Group Discussions with Parents

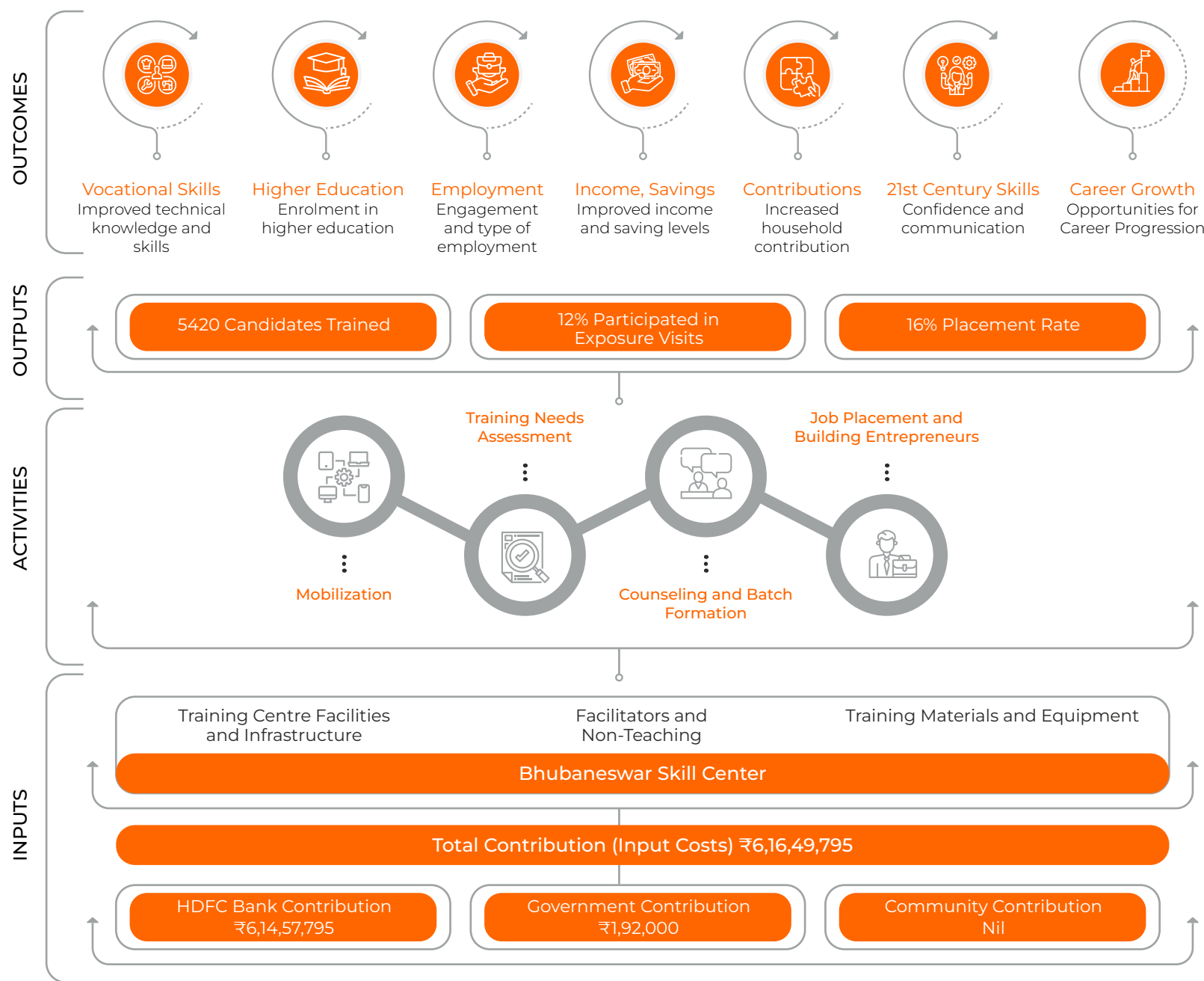
Parents were questioned about their children's educational background, employment status, and the specific course enrolled in at the training center. Additionally, inquiries were made to ascertain how parents became aware of the training program, the level of support they provided to their children, and the perceived impact of the program on their child's life. The goal was to comprehend the communication dynamics between children and parents regarding the training and to evaluate the parental perspective on its influence on their child's development and prospects.



Mapping Outcomes

The impact map plays a pivotal role in guiding the SROI (Social Return on Investment) study by serving as a comprehensive framework for understanding the program's value and effectiveness. It delineates the interconnected elements of the skill training program, starting from inputs and culminating in far-reaching impacts and value creation.

Figure 9: Program Impact Map



Evidencing Outcomes



Improved Technical Knowledge



72%
Male



72%
Female



73%
Overall



Case Study: The Banking Journey of a Candidate

Naveen Kumar Rao, a 26-year-old resident of Bhubaneswar, embarked on a transformative journey in the banking sector. Prior to diving into the world of finance, Naveen had completed his B.S.C. exam. His journey began with Mutual Fund Agent training, a pivotal step that set the stage for his subsequent endeavors.

During the three-month training period, Naveen received training on various facets of banking. The program covered the nuances of savings accounts and resume building and equipped him with an understanding of the banking industry. He was also provided with a detailed book, offering insights into the requirements for banking jobs.

The training, although free of charge, was not just limited to theoretical knowledge. Naveen's trainer was dedicated to ensuring a complete understanding, addressing doubts, and reinforcing concepts. This commitment contributed to his enriched communication skills, increased confidence, and expanded knowledge base.

Following the training, Naveen successfully secured a position as a salesperson for credit cards at HDFC Bank in Cuttack City. His monthly salary was INR 12,500, and additional benefits brought the total to INR 15,000. Despite the promising start, he chose to redirect his path towards further education, opting to pursue an M.S.C. degree.

Presently, Naveen is engaged in preparing for government jobs within the banking sector while pursuing higher studies. He attributes his improved communication skills, enhanced confidence, and expanded knowledge to the overall program. This experience has not only provided him with direction but has also instilled a sense of purpose and motivation in his life.

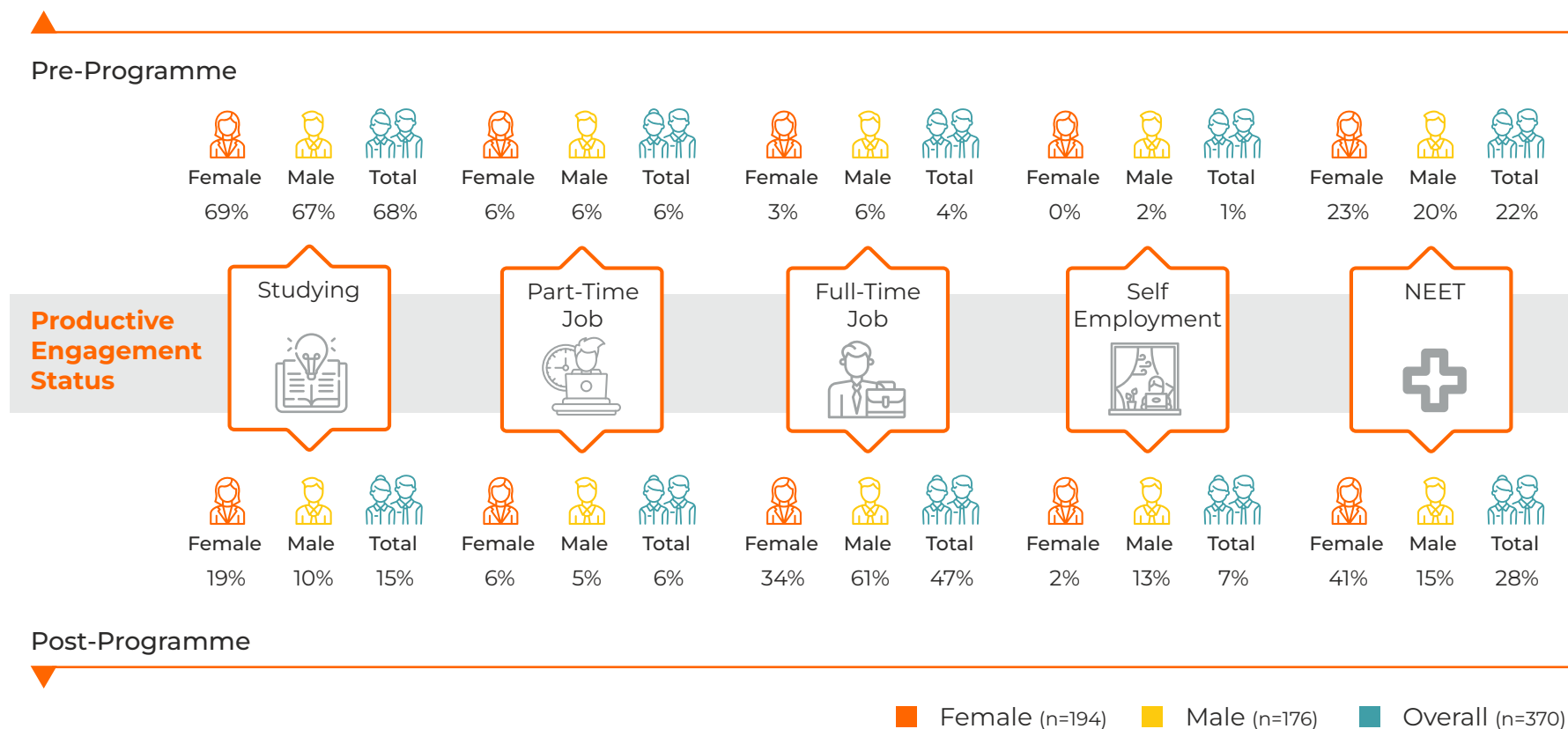
Naveen expresses gratitude for the program, acknowledging its positive impact on his life. He believes that if the program had been extended to six months instead of three, it could have yielded even more significant benefits.



The training was well-organized, and participants received good placement opportunities. The teacher was punctual, and the teaching was effective.”

- Male 26, Male, Mutual Fund Agent, Bhubaneswar

Figure 10: Productive Engagement Status of Alumni





Higher Education

The table illustrates higher education data for students before and after participating in a program. Following the program, there has been a 34% increase in the ratio of students pursuing post-graduation. Additionally, both female and male students have shown an increase in post-graduation pursuit, with a 25% rise for females and a 50% rise for males. Similarly, there has been an increase in the number of students preparing for diploma, vocational training, and government exams, rising from 9% to 48%. After the training program, students have gained greater clarity on their career paths, leading to decisions to pursue further education.

Figure 11: Highest Education Attainment (Pre-Post Program)

Education	Pre-Program			Post-Program		
	Female (N=34)	Male (N=118)	Total (N=254)	Female (N=36)	Male (N=18)	Total (N=54)
Pursued Higher Secondary	32%	20%	27%	0%	0%	0%
Graduation	51%	50%	51%	22%	11%	19%
Post-graduation and above	10%	18%	13%	25%	50%	34%
Diploma, ITI, Government Competitive Exams, Vocational training course/certification	7%	12%	9%	53%	39%	48%

Employment Outcomes



Part-Time Job:

The percentage of individuals in part-time jobs remains the same; there are no changes in the part-time job. The small decrease in part-time work among males' post-program might be indicative of a shift towards other forms of engagement.



Full-Time Job:

The change occurred in the full-time job category, with the percentage rising from 4% pre-program to 47% post-program. This increase indicates that the number of participants secured full-time employment as a result of the program they have learned communication skills, technical skills and candidates get confidence from the program.



Self-Employment:

The percentage of individuals engaged in self-employment increased from 1% to 7%, showing that some program participants transitioned into entrepreneurial roles or self-employment opportunities, potentially leveraging the skills acquired during the program. Self-employment rates are lesser among males (13%) and females (2%), suggesting room for program improvement in fostering entrepreneurship.



NEET:

NEET status is higher among females (41%) compared to males (15%), reflecting various challenges such as limited mobility, local job availability, family constraints, and a lack of financial support or 21st-century skills among female participants. Addressing these barriers is essential to empower female program participants effectively. (Annex 8)

99%

alumni remained in Bhubaneswar, Odisha showcasing no trends of migration.





Type of Jobs

Post-program, part-time job opportunities saw an increase, particularly in semi-skilled and skilled categories, compared to the pre-program period (Annex 9).

In terms of full-time employment,

- Before the training none of the candidates worked in Unskilled roles. Post-program, there is a slight increase in the participation of both female and male workers in these roles, but the percentages remain relatively low. In Daily Wage Labour, there is an increase from 0% to 2% for female workers
- The semi-skilled category experienced a rise in male candidates, aligning with occupations more suited to their skill-sets.
- In the skilled category, there was an increase in female candidates, particularly in roles like Assistant and teacher. Various other job roles, including assistant electricians, fitter fabrication specialists, and office assistants, were pursued by both females and males.
- Post-program, new job opportunities emerged, such as Supervisor, sales person, supervisors, accounting and general duty assistance, expanding the horizons of program participants. These findings underscore the evolving dynamics of employment among program alumni (Annex 10).



Self-Employment

Self-employed numbers increased after the program because participants' skills have enhanced and acquired knowledge on establishing a business. There was an increase in overall candidates because after the program male have started business in Garments, General store, Vegetable shop, Fast food shop, Mobile shop and Food Services and females have started Tutions and tailoring work.

Out of the initial 3 people running their own businesses, 2 are still entrepreneurs. The remaining 1 working full-time in different occupations. After the program 23 candidates start a new Business including Garments, General store, Vegetable shop, Fast Food shop, Mobile shop, Tailoring etc.

Not in Education, Employment or Training (NEET)

The 28% of alumni who were not in employment, education, or training (NEET) can be attributed to several factors:

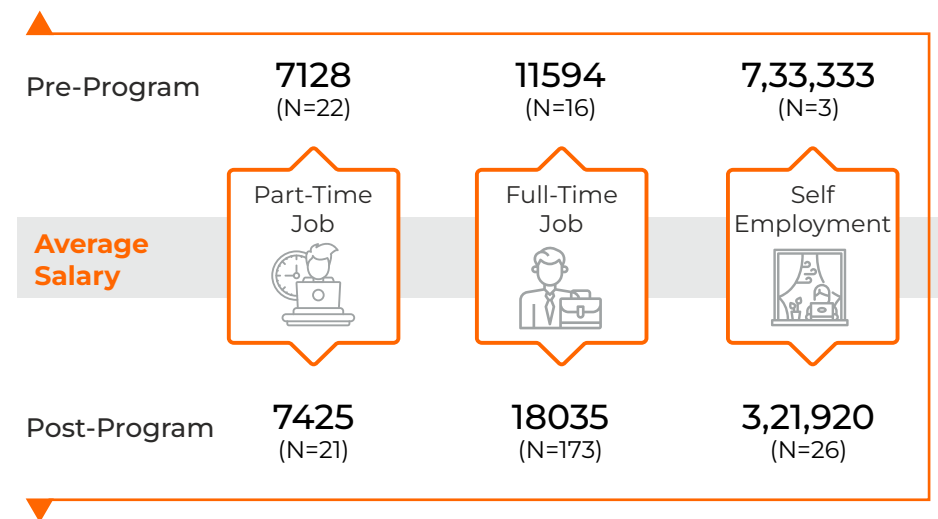
- **Family permission** as a reason for being NEET increased as a reason among females comparing pre (16%) and post (28%) program. This could be because girls were not given permission to work once they completed their studies, marital commitments, and safety concerns, particularly reflecting societal norms that limit female participation in the workforce.
- **Not finding the right job** was very prominent amongst males (higher than 23%) across pre and post program timelines.
- **Household commitments** as a reason increased among women respondents from pre to post due to females getting married or they have some safety issue. Female ratio is higher than males because females face challenges in balancing their household responsibilities.
- Overall, 20% participants expressed a desire to **continue their studies**, with 18% of females and 23% of males falling into this category. This suggests that the participants had aspirations for further education and were temporarily disengaged from formal employment to pursue academic goals.

Incomes and Savings

There have been positive changes in average salaries for participants across different employment categories after completing the program. These increases in income reflect the program's success in improving participants' economic well-being and employability. Particularly noteworthy is the substantial rise in average salaries for those in part-time and full-time jobs highlighting the program's effectiveness in enhancing earning potential and entrepreneurial success.

In the unskilled part-time job sector, women outnumber men, yet men earn higher incomes. Prior to program participation, income levels were lower for both genders, but they experienced an increase after joining. Moving to the semi-skilled sector, no candidates engaged in part-time jobs before the program. Post-program, individuals started part-time work and began earning. Within the skilled category, men earned 8,500 before the program, and their income has increased to 12,600, reflecting a 4,100 increment. Notably, more females in the skilled sector are earning after program participation.

Figure 12: Average Monthly Salary (Pre-Post Program)



Prior to the program, no women were engaged in unskilled and semi-skilled work due to educational and household commitments. Post-program, female employment has risen in these categories, aided by organizers' outreach to household heads. Women's incomes have also grown. In the semi-skilled sector, men's income increased from 11611 to 20042, a gain of 8400. In the skilled sector, men earned 11636 initially, but post-program, their income surged to 19401, a substantial gain of 7700.

The table demonstrates notable improvements in the percentage of participants with job benefits, particularly among those in full-time employment. This indicates that the program not only helped individuals secure full-time jobs but also led to an increase in the availability of job benefits, contributing to improved job quality and overall well-being for program alumni.

Figure 15: Percentage of youth accessing job benefits.

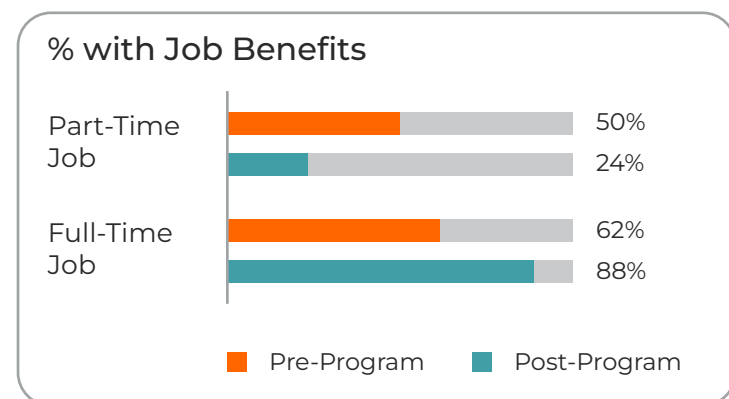


Figure 13: Average Salary of Part Time Jobs (Pre-Post Program, Gender Differences)

Pre- Program Average Monthly Salary (INR.)			Type of Skilled	Post-Program Average Monthly Salary (INR.)		
Female (n=11)	Male (n=11)	Total (n=22)		Female (n=12)	Male (n=9)	Total (n=21)
5591	8833	7050	Unskilled	5000	10000	7500
NA	NA	NA	Semi-Skilled	5542	11244	7986
NA	8500	8500	Skilled	5625	12600	8308
5591	8773	7182	Overall	5750	9100	7425

Figure 14: Average Salary of Full Time Jobs (Pre-Post Program, Gender Differences)

Pre- Program Average Monthly Salary (INR.)			Type of Skilled	Post-Program Average Monthly Salary (INR.)		
Female (n=11)	Male (n=11)	Total (n=22)		Female (n=12)	Male (n=9)	Total (n=21)
NA	NA	NA	Unskilled	6000	17944	16750
NA	11750	11750	Semi-Skilled	10909	16269	13813
11500	11611	11571	Skilled	17028	20042	18862
11500	11636	11594	Overall	15841	19401	18035

An increase is evident in the transition from part-time to full-time employment in the data before and after the training program. Following the completion of the training, candidates secured full-time positions as part of their placement, as reflected in the job benefits data before and after the program.



52% are now enjoying health and life insurance benefits in their full-time positions.



The provident fund benefit has seen a noteworthy rise, increasing by 25% in part-time jobs and 58% in full-time jobs. No candidate received a transportation allowance for either part-time or full-time positions before the training program. (Annex 11)

Overall savings of candidates have increased post-program as the number of candidates started earning after the training program.



The candidates' overall savings have experienced a substantial increase post-program, rising from 66% to 91%.

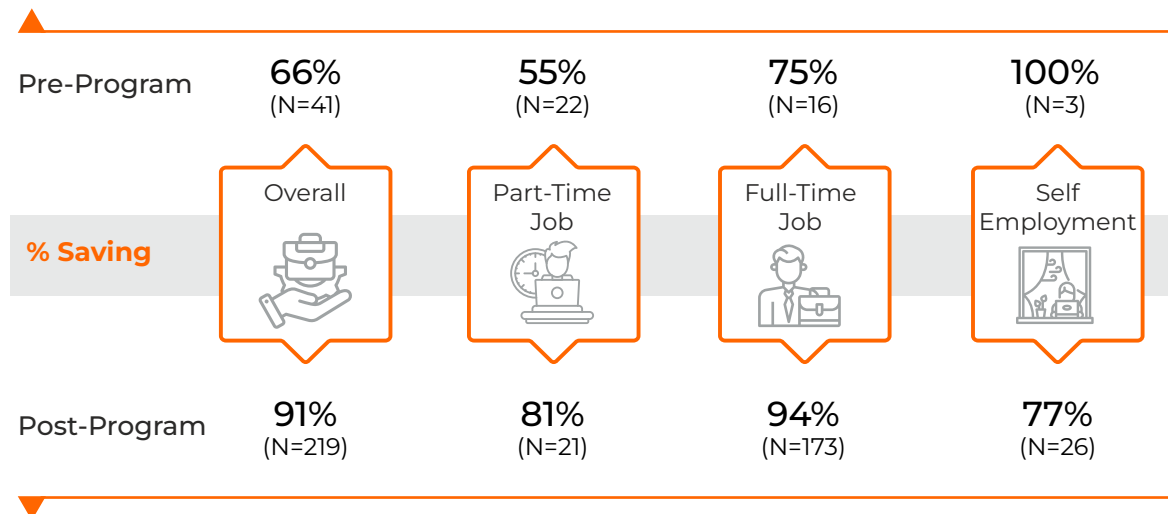


Before the program, candidates in part-time jobs had a savings rate of 55%, which remarkably increased to 81% after the program.



The Self-Employment category also noticed a marginal decrease in savings post-program because self-employed candidates were increased.

Figure 16: Percentage of youth saving (Pre-Post Program)



On account of completing the training, full-time category job holders got the placement as part of the training program; therefore, they have experienced an increase in their average annual savings, from INR 38,181 to INR 65,752. Furthermore, candidates in the part-time category began to save more money after the training program.

Household Contributions

Contribution to households has increased to 90% from 78%. Post-program, the candidates in the part-time job category experienced a substantial increase in household contribution, with the percentage rising to 80%. Individuals engaged in self-employment saw a hike, contributing 84% to their households' post-program as they began providing financial support. A slight decrease from 93% was noted in the full-time job category, potentially attributed to the increased number of candidates post-program.

Figure 17: Average Annual Amount of Saving (Pre-Post Program)

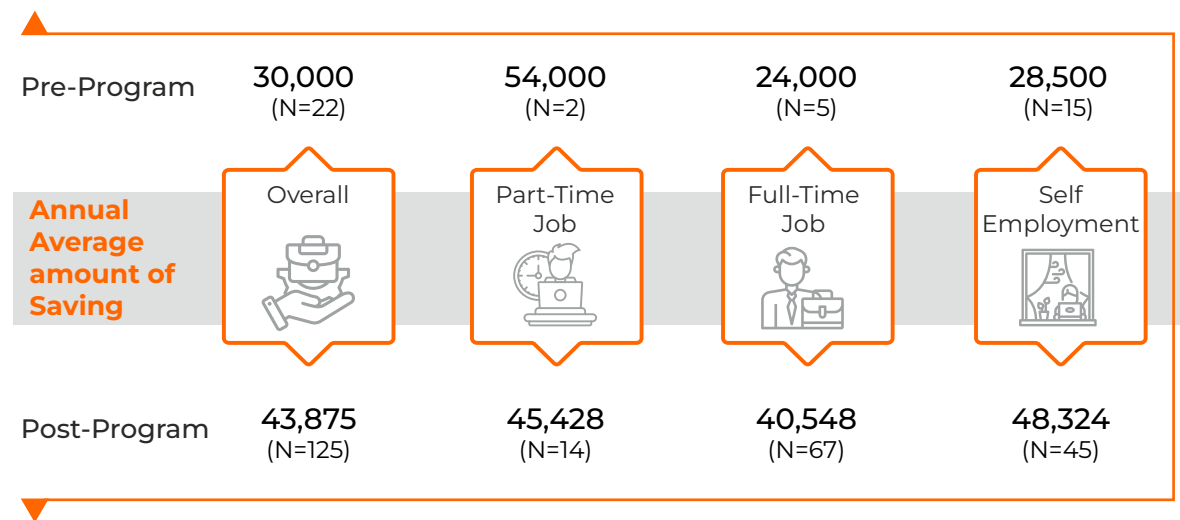
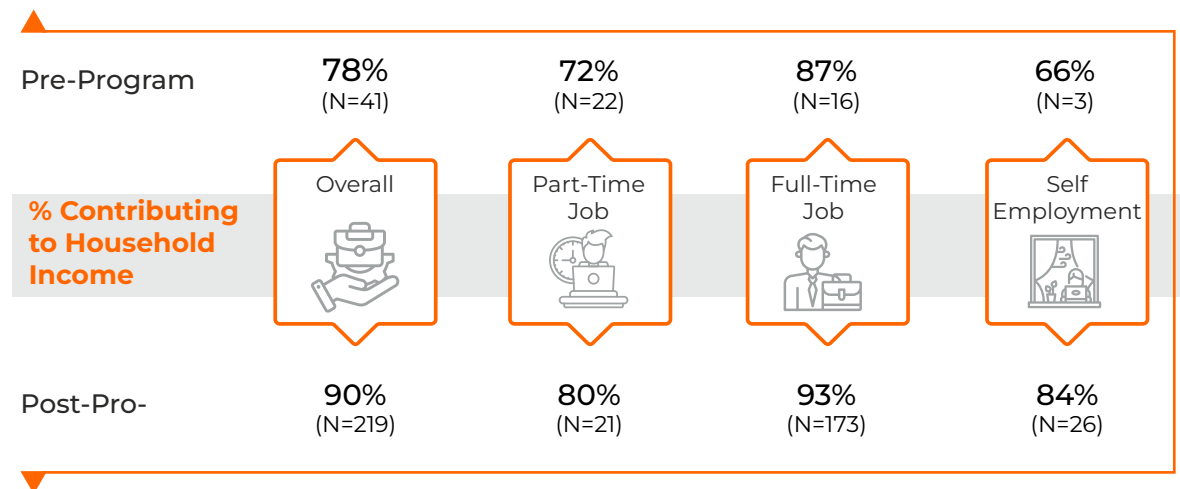
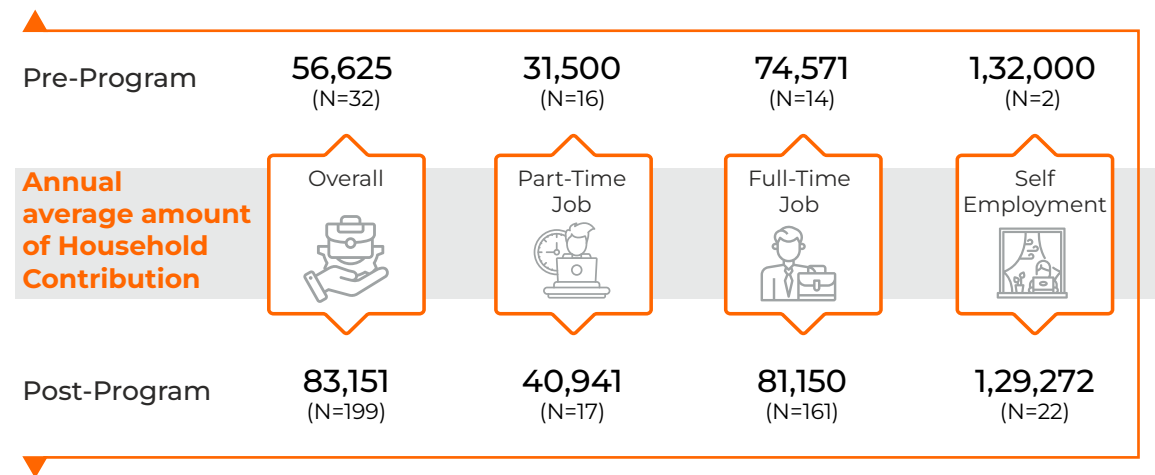


Figure 18: Percentage of alumni contributing to household incomes.



Candidates have shared household financial responsibilities both before and after the program. There is an increase in the overall average household contribution by candidates, rising from INR 56,625 to INR 83,151.

Figure 19: Average amount of annual contribution to household.



21st Century Skills



Gained Confidence



50%
Male



54%
Female



52%
Overall

Case Study Title: Evolution in Retail Sales

Lipika Mohapatra, a 25-year-old resident of Daruthenga, underwent a transformative journey in the retail sector. In 2019–2020, she joined a company as a Customer Sales Associate after completing her 12th-grade education. Before venturing into the workforce, Lipika spent two years at home until a friend introduced her to a training opportunity.

The training program played a pivotal role in Lipika's professional growth. It equipped her with essential skills such as effective communication, understanding customer needs, and adeptly handling inquiries. Despite initial doubts about job prospects and stepping out independently, Lipika's enhanced confidence and communication skills paved the way for her success.

In August 2019, Lipika secured a position as a customer sales associate at Panda Retail PVT Company. Her job required an 8-kilometer commute from her home in Chandrasekharapur. Starting with a basic salary of INR 7,640, her current salary has increased to INR 13,600, with deductions for PF and health insurance. Lipika's role involves selling a variety of bags.



Lipika's journey exemplifies personal and professional growth through training and job placement. The skills she acquired not only proved instrumental in her career but also significantly impacted her overall confidence and communication abilities. Her success story underscores the transformative impact of structured training programs on individuals, facilitating career advancement and skill enhancement.

The case of Lipika Mohapatra serves as an inspiring example of how training opportunities can empower individuals to navigate and succeed in the competitive retail landscape.



Improved Communication skills



36%
Male



29%
Female



32%
Overall



Case Study: Empowering Careers in Healthcare

Snehalata Behera embarked on a career transformation in 2018–2019 at the age of 29. Hailing from Bhubaneswar, she initially pursued education up to the 10th grade and was not engaged in any further studies. Her journey began when she decided to join a training program, driven by a friend's recommendation. Intrigued by the possibilities, she enrolled in the General Duty Assistant (GDA) course.

During the GDA course, Snehalata opted for medical training, where she learned essential skills in patient care and hospital management. The training covered topics such as administering medication on time, measuring blood pressure, and monitoring diabetes. This technical knowledge significantly improved her proficiency in patient care and contributed to her overall skill set.

Snehalata's training emphasized the importance of providing patients with everything they need at the right time, enhancing her technical knowledge and communication skills.

Following completion of the course in 2019, Snehalata secured a job opportunity at People's Form Mission Aasara. She currently works there as a General Duty Assistant, showcasing her expertise in patient care.

Despite starting with a salary of INR 7,000 in 2022, Snehalata has seen consistent salary improvements. Currently earning INR 10,000, she acknowledges that the healthcare sector typically offers salaries ranging from 10,000 to 12,000. Recognizing the numerous job opportunities in the medical field, she highlights the immense potential for growth in the General Duty Assistant course. Her improved technical knowledge, communication skills, and consistent salary enhancements showcase the positive impact of training programs on empowering individuals and driving career growth in the medical field.

Case Study: The Transformative Journey of a Student

Deepak Kumar Sahoo, a young and ambitious individual from Bhubaneswar, embarked on a transformative journey in 2021–2022. At the age of 20, Deepak, a 12th-grade student, decided to pursue a career as a customer care executive.

Prior to his professional training, Deepak faced challenges initiating conversations with anyone. The comprehensive training program he underwent addressed these shortcomings and equipped him with essential skills. The curriculum covered various aspects, including effective communication with customers, understanding their needs, adept handling of inquiries, and proficiently managing customer orders.

The training had a profound impact on Deepak, notably enhancing his communication skills and enabling him to connect with people he had previously found challenging to approach. This newfound confidence and skill set opened doors for him in the job market.

Post-training, Deepak secured a placement at Jubotail Technology Company, a logistics firm in Bhubaneswar. In his role as a picker, he took on the responsibility of managing the efficient handling of goods. His dedication and acquired skills were recognized, and he was rewarded with a monthly salary of INR 12,000 rupees.

Simultaneously, Deepak successfully pursued his education, completing a B.A. degree alongside his professional commitments. The holistic transformation brought about by the training program is evident in Deepak's newfound abilities and the successful integration of his academic and professional pursuits.



Increased Independence



26%
Male



24%
Female



25%
Overall



Increased Self Esteem



53%
Male



49%
Female



51%
Overall

Career Progression



Improved Job opportunities



37%
Male



30%
Female



34%
Overall



Improved Entrepreneurship skills



9%
Male



7%
Female



8%
Overall



Improved Networks and people connections



31%
Male



19%
Female



25%
Overall

Case study: Empowering Entrepreneurship Through Training

Ranjit Behera, a 29-year-old resident of Netal village, embarked on a transformative journey from a warehouse packer and picker to a successful entrepreneur. This case study explores Ranjit's experiences, highlighting the impact of training on his professional evolution.

In the year 2020, Ranjit initiated his career as a delivery boy, transporting products from the depot in Cuttack to various locations using a flip cart. Despite a modest salary of INR 12,000 rupees, he gained valuable insights into the logistics and delivery domains. After six months in the delivery role, Ranjit decided to pursue training. The program equipped him with essential skills, including warehouse management, product verification, order checks, and loading procedures. This training laid the foundation for Ranjit's future endeavors.

Armed with newfound knowledge, Ranjit took a bold step by opening his own business, a paan parlor. The venture proved to be successful, earning him a monthly income of INR 20,000 rupees. Ranjit attributes much of his success to the management skills he acquired during the training phase.

Ranjit Behera's journey from a warehouse worker to a thriving business owner serves as an inspiring case study. It emphasizes the significance of training for unlocking hidden potential and fostering entrepreneurship. It highlights the importance of upskilling and its direct correlation to career growth and business prosperity.



Employer Feedback

During the interview process, the employer evaluated candidates, comparing their performance across various essential skills. As per the employer's skills evaluation, Orion candidates performed better in confidence, communication, and timeliness. Whereas, in hard work, problem solving, and teamwork skill sets, Orion candidates performed equally as compared to other training institute candidates. As far as technical knowledge is concerned, the other institute candidates outshine as compared to Orion's candidates. Please refer to Annex 12.

Valuation of Outcomes

For outcome valuation, for each indicator the number of alumni responding positively were considered to gauge how many people that per alumni value applies to. The quantity of change for the impact map is calculated by extrapolating the number of responses from the sample covered to the total population of the beneficiaries. Depending upon the responses received during data collection, proportionate percentage of total beneficiaries are calculated.

Table 7: Outcome Valuation

Education	Indicator	% of alumni	Financial Proxy	Proxy Value (Per Alumni Per Year)	Total Value	Total Value Created
Vocational Skills	% reporting improved technical skills	73%	¹ Perceived Monetary Value for Improved Technical Skills	₹24,950	₹7,79,86,564	₹7,79,86,564
Higher Education	% Pursuing higher education after the program	9%	² The difference in annual salary of employed candidates at higher levels of education compared to lower levels.	₹56,232	₹2,16,69,676	₹2,16,69,676
Employment and Incomes	% of first-time	51%	³ Average annual income of first-time earners.	₹1,43,148	₹31,25,94,864	₹40,14,90,307
	% moved into other jobs	5%	⁴ Average annual income increases of those who moved to other jobs	₹1,54,008	₹3,56,09,299	
	% of alumni getting job benefits	40%	⁵ Average value of job benefits	₹31,112	₹5,32,86,145	
21st Century Skills	% reporting improved confidence	52%	¹ Perceived Monetary Value of Improved Confidence	₹20,500	₹4,56,43,988	₹9,07,91,287
	% reporting improved communication	32%	¹ Perceived Monetary Value of Improved Communication	₹32,950	₹4,51,47,299	
Career Growth	% reporting improved career progression prospects	34%	¹ Perceived Monetary Value of Improved Career Progression Prospect	₹20,617	₹3,00,14,476	₹3,00,14,476

¹The values of each outcome (Confidence, Knowledge, Job Placement, Independence, Communication, Technical skills, Income, Family Support, Business, Career Progress, Quality of life and Networks) has been obtained from Value Games conducted in Focus Group Discussions. A weighted average method was used to get these proxy values. The number of participants for each FGD served as weights that were assigned to each programme outcome. However, the results of FGD are contradictory with the quantitative survey outcomes where we find the NPS is negative. Also considering selection bias each of these values have been discounted by 50%.

²The difference in salary of employed candidates from Higher Secondary to Graduation and Graduation to Post-Graduation is considered and weighted by the number switching in the respective categories.

³The weighted average income of candidates moving from NEET to employment and from studying to employment is considered.

⁴The weighted average of change in income of candidates moving from one form of employment into another (Part-time/Full-time/Self-employed).

⁵An average value of income accrued through various job benefits (like health insurance, EarnLeave/Casual Leave/Maternity Leave, Maternity Leave, Provident Fund and Transportation allowance) is computed yearly and weighted by the number accruing the respective benefits.



Establishing Impact

Social Return on Investment (SROI) analysis involves considering various factors that influence the outcomes achieved, including deadweight, displacement, drop-off, and attribution. These elements play a pivotal role in determining the true social and financial benefits generated by an intervention program. Deadweight helps us estimate what would have occurred without the program, while displacement measures the extent to which the program may have substituted other positive changes. Drop-off acknowledges the natural decline in program results over time. Attribution discount, on the other hand, recognizes that program outcomes are influenced by a complex interplay of factors beyond the program's control.

By systematically considering these factors and applying appropriate discount rates, the SROI analysis provides a more accurate representation of the program's actual social and financial benefits while considering the complex dynamics involved in social interventions. This comprehensive approach ensures that the impact assessment is robust and reflective of real-world scenarios.

Table 8: Discounting of Outcome Values

Outcomes	Deadweight	Displacement	Drop-Off	Attribution
Vocational Skills	10%	20%	30%	10%
Higher Education	15%	10%	0%	50%
Employment and Incomes	55%	40%	30%	20%
21st Century Skills	10%	15%	20%	10%
Career Growth	10%	15%	20%	10%

Deadweight

Deadweight is an estimation of the social and financial benefits that would have been created/achieved without this intervention programme. The factors were categorized and grouped into broad themes from the survey question “What would have happened to you if you had not been a part of this program” and matched with the corresponding outcomes. Along with this the findings from qualitative studies have also been used to arrive at the discount rates.

- For Outcomes, “Vocational Skills”, “21st Century Skills” and “Career Growth”, the percentage of candidates reporting affirmation to the question :“I would have received similar services from another NGO or government agency, as good as this “ was considered. With respect to this question 21% reported in affirmation. Along with the quantitative survey, we also considered the assessments derived from the qualitative survey. Considering both the analyses, the figures were rounded to a lower end of 10% for each of these categories.

- For Outcome, higher education we considered affirmation to the question: "Pursued higher studies". This figure was 35%. We also considered the qualitative findings along with this and rounded this to 15%.
- For Outcomes, "Employment", we considered the question: "Got another job". Thus the discount rate is 57%, rounded off to 55%.

Displacement

This measures the extent to which this programme has displaced other positive changes/outcomes. The factors were categorized and grouped into broad themes from the survey question "Reasons for Dissatisfaction from the Programme" and matched with the corresponding outcomes. Along with the answers from the above question the NPS scores were also considered to derive the discount rates for displacement.

- For "Vocational Skills," reasons considered included program helpfulness, course duration, curriculum, difficulty understanding, and inability to undertake other skill enhancement courses. The figure for this was 5.4%. Considering the negative NPS score, the discounting rate has been increased to 20%.
- For "Higher Education," no reasons were deemed suitable. However, since 9% of the population is pursuing higher education, a discount rate of 10% is considered.
- For "Employment," reasons considered were inability to take up other jobs, difficulty finding a job after the course, and family pressure to join available employment opportunities. The figure for this was 2.4%. Considering the negative NPS score and with 57% people stating that they would have been employed even without this intervention, the discounting rate has been increased to 40%.

- For "21st Century Skills," reasons included program helpfulness, course curriculum, and inability to undertake other skill enhancement courses. The figure for this was not significant. However, considering the negative NPS score, the discounting rate has been increased to 15%.
- For "Career Growth," reasons considered were inability to take up other jobs, program helpfulness, and inability to find a job after the course. The figure for this was not significant. However, considering the negative NPS score, the discounting rate has been increased to 15%.

Drop Off

It is the decline in the results of a project over time, which could be compared to the depreciation on a fixed asset due to use. Drop-off accounts for programmes lasting longer than one year. The factors were categorized and grouped into broad themes from the survey question "Reasons for Drop off from the Programme" and matched with the corresponding outcomes.

52%

of program graduates continue to utilize the skills acquired during the program,

with a higher percentage of females (54%) compared to males (51%). Those who do not apply their acquired skills cited various reasons, including current unemployment, limited job opportunities, incomplete program participation, or the perceived irrelevance of the knowledge to their current situations. (Annex 13)

- For "Vocational Skills," 80% have continued to use their skills, while 20% are considered drop-off over time due to skill depreciation. Considering the negative NPS it is discounted at 30%.
- For "Higher Education," no reasons warrant discounting, so none is considered.
- For "Employment," reasons like "Unavailability of Opportunities" and "Changed Field" contribute to a computed discount rate of 31.9%, rounded off to 30%.
- For "21st Century Skills," the reason "Knowledge was not useful" has a low discount rate of 6.5%, increased to 20% considering the negative NPS.
- For "Career Growth," reasons such as "Knowledge was not useful," "Unavailability of Opportunities," and "Changed Field" lead to a computed discount rate of 6.8, increased to 20% considering the negative NPS.

Attribution

Attribution discount in SROI is the percentage by which the program's impact on specific outcomes is reduced, acknowledging that multiple factors contribute to those outcomes beyond the program's influence.

- For "Vocational Skills," a 10% discount is applied because skills can be acquired from various sources, such as family-owned businesses, internships, and educational institutes, making it challenging to attribute the program as the sole source of these skills.
- For "Higher Education," a 50% discount is considered because factors like family support and personal ambitions also influence pursuing higher education, reducing the program's sole attribution.
- For "Employment" and "Income/Savings," a 20% discount is applied as these outcomes can be influenced by personal networks, ambitions, and skill sets, making it difficult to attribute them solely to the program.
- For "21st Century Skills," a 10% discount is justified as these skills are typically developed from various sources and settings, making it challenging to attribute them solely to the program.
- For "Career Growth," a 10% discount is applied because this outcome marks the early stages of career development, involving learning vocational skills, job prospects, and network formation, with potential contributions from other sources.

The above values are in parity with the FGD analysis of the question "How much of your present employment status would you attribute to this skills training program in percentage terms?" The FGD analysis attributes approximately 73% of the current outcomes to the training programme with the variation ranging from 40% to 100%.

Calculating the SROI

Table 9: Program Budget and Expenditures

HDFC-P-272 Project Budget Details	HDFC Direct Contribution	HDFC Indirect Contribution ⁶	Total Government Contribution	Total Community Contribution	Total Contribution
Apr 2018 to Mar 2019	₹1,52,58,000	₹57,45,171	₹1,92,000	₹0	₹2,11,95,171
Apr 2019 to Mar 2020	₹1,90,12,500	₹43,11,749.99	₹0	₹0	₹2,33,24,249.99
Apr 2020 to Mar 2021	₹64,62,500	₹13,24,125	₹0	₹0	₹77,86,625
Apr 2020 to Mar 2021	₹78,35,000	₹15,08,750	₹0	₹0	₹93,43,750
Total Contribution	₹4,85,68,000	₹1,28,89,795.99	₹1,92,000	₹0	₹6,16,49,795.99

Table 10: Average Costs incurred by Alumni

Average Cost incurred by Alumni	Total %	Average Cost Per Alumni	Total Input Cost
Transport	66%	15234 (N=246)	43053112
Books	6%	416(N=22)	106879
Fees	1%	750 (N=2)	32115
Other Costs	22%	1458 (N=82)	1373494
Overall Cost			₹4,45,65,600

This SROI ratio underscores the social and financial benefits derived from the program. For every unit of investment made, the program has generated value in terms of improved vocational skills, higher education, employment, income, savings, contribution to households, 21st-century skills, and career growth.

The Social Return on Investment (SROI) analysis of the program reveals a compelling impact on the lives of participants and society as a whole. The input cost of the program amounted to ₹10,62,15,396. However, when we consider the cumulative value of outcomes generated by the program, which totals ₹62,83,49,744, the SROI ratio is: 5.69:1.



⁶ Includes Human Resource, Administration and Management Costs



Table 11: SROI Calculation

SROI Calculation									
Education	Total Value	Deadweight	Displacement	Attribution	Drop Off	Impact 22-23	Impact 23-24	Cumulative Impact	NPV
Vocational Skills	77986564	10%	20%	10%	30%	50535294	85909999	136445293	123194328
Higher Education	21669676	15%	10%	50%	0%	8288651	16577302	24865953	22398303
Employment	401490307	55%	40%	20%	30%	86721906	147427241	234149147	211409616
21st Century Skills	90791287	10%	15%	10%	20%	62509801	112517642	175027443	157896873
Career Growth	30014476	10%	15%	10%	20%	20664967	37196940	57861907	52198752
						228720619	399629125	628349744	567097872
							Input Cost	106215396	99732766
								SROI	5.69
								SROI Ratio	5.69:1

Net Present Value:

The input value and impact value is discounted to compute the net present value (NPV) of the outcome values. The idea is to reflect the present-day value of benefits. A discount rate of 6.5% (present repo rate) has been used for the NPV calculations.

$$\text{NPV} = \text{Value of benefits} / ((1 + \text{discount rate}) \times \text{time})$$

4. CONCLUSIONS AND RECOMMENDATIONS

The Social Return on Investment (SROI) ratio has played a crucial role in identifying and prioritizing key outcomes valued by stakeholders in the vocational training and placement program. By analyzing each of these outcomes, we can uncover actionable recommendations aimed at increasing the number of program participants who experience these outcomes. This, in turn, will contribute to a higher SROI ratio, indicating a more impactful program. These recommendations focus on strengthening the program's capacity to scale, deepen, and extend the duration of outcomes, ultimately enhancing its effectiveness in bringing positive changes to the lives of youth and communities.

Research Question 1: Which outcomes contribute the most value to the lives of youth and communities?

The evaluation aimed to identify the outcomes that contribute the most value to the lives of youth and communities in the vocational training and placement program.

Employment: Employment is identified as the most valuable outcome by the students, underscoring the primary motivation for program participation.

Vocational Skills: The acquisition of practical vocational skills is also highly valued, indicating the immediate employment prospects associated with these skills.

21st Century Skills: This outcome, focusing on soft skills like communication and confidence, is notably valued, highlighting the importance of holistic skill development.

Higher Education: While valued, it is perceived as less valuable than employment and skills, indicating that students prioritize immediate outcomes.

Career Growth: Career growth is considered less valuable, possibly because it is not the primary motivator for program participation.



Research Question 2: What are the principal factors contributing to the final outcomes?

Understanding principal factors that contribute to final outcomes allows for targeted interventions and program enhancements to maximize the achievement of desired outcomes and better support program participants in their career journeys.

Employment

- **Availability of Jobs:** Local job availability plays a crucial role in employment outcomes. If there are limited job opportunities in the area, it can hinder participants' chances of securing employment.
- **Family Permissions:** Family support and permissions also impact employment outcomes. If participants' families do not permit them to work, it can affect their ability to secure jobs.
- **Mindsets Toward Higher Education:** Participants' attitudes and aspirations regarding higher education can influence their decision to seek employment immediately after completing the program.
- **Low Salaries and Job Mobility:** Low starting salaries and frequent job changes can impact the sustainability of employment outcomes.

Vocational Skills

- **Quality of Courses:** The quality and relevance of the vocational courses offered in the program determine the skills participants gain as an outcome. Well-designed courses with practical components are essential for skill development.

21st Century Skills

- **Exposure to Work Environments:** Exposure to real work environments and experiences contributes significantly to the development of 21st-century skills, particularly communication and confidence.

Higher Education

- **Awareness of Opportunities:** Participants' awareness of higher education opportunities, including upskilling courses and related scholarships, influences their decisions to pursue further education.
- **Strengthened Professional Networks:** Building professional networks can enhance access to higher education opportunities and career advancement.
- **Career Mindset:** Participants with a career-focused mindset are more likely to pursue higher education for skill enhancement and career growth.

Career Growth

- **Awareness of Opportunities:** Similar to higher education, awareness of career advancement opportunities is crucial for career growth outcomes.
- **Strengthened Professional Networks:** Building and leveraging professional networks can lead to career growth and advancement.
- **Promotion of Opportunities:** Providing information about potential career growth opportunities can motivate participants to pursue career development.

Research Question 3: How can the most valuable outcomes be maximized?

The study aimed to explore strategies for maximizing the most valuable outcomes of the vocational training and placement program. Based on the analysis, the following recommendations can be implemented to enhance these outcomes:

Employment Opportunities

- **Establish Partnerships:** Form partnerships with reputable local and national corporations to increase job opportunities for program participants.
- **Conduct Job Fairs:** Organize job fairs or recruitment drives in collaboration with partner companies to facilitate direct employment.
- **Create Employer Outreach Team:** Develop a dedicated employer outreach team responsible for building relationships with potential employers and matching participants with suitable job openings.
- **Facilitate Internships:** Introduce internship programs to bridge the gap between education and employment. Collaborate with local businesses to offer practical work experience.

Vocational Skills

- **Regular Review of Course Content:** Continuously review and update course content to ensure its relevance and alignment with industry needs.
- **Introduce Practical Exercises:** Incorporate practical exercises and real-world scenarios into training modules to enhance hands-on skill development.
- **Invest in Modern Equipment:** Provide modern equipment and tools for practical training to simulate real work environments.
- **Conduct Skill Assessments:** Implement regular skill assessments to monitor participants' progress and identify areas for improvement.

Regular Review of Course Content:

- **Mock Interviews:** Integrate mock interview sessions into the program to boost participants' confidence and communication skills. Provide constructive feedback to improve interview performance.
- **English Language Modules:** Include English language modules in the training curriculum to enhance participants' employability, especially in industries with international communication.

Higher Education

- **Promote Awareness:** Create awareness platforms and information sessions about higher education opportunities, upskilling courses, and available scholarships.
- **Scholarships:** Actively promote scholarship opportunities among program participants to encourage them to pursue higher education for skill enhancement.

Career Growth

- **Exposure Visits:** Organize exposure visits to various workplaces, industries, and job sites to provide participants with practical insights into potential career growth paths.
- **Basic Computer Training:** Offer basic computer training to improve candidates' digital literacy, a valuable skill in many industries.

- **Provide Travel Allowances:** Reduce input costs for alumni by offering travel allowances to overcome transportation barriers and encourage wider participation.

By undertaking these strategic actions, we anticipate a significant increase in the number of participants reporting positive outcomes, such as improved employability, vocational skills, 21st-century skills, higher education pursuits, and career growth. As a result, the overall value of the program will increase, contributing to a higher Social Return on Investment (SROI) in the future. These actions are designed to empower program participants, enhance their skills and opportunities, and ultimately lead to more impactful and meaningful outcomes, aligning with the program's objectives and mission.



LIST OF ANNEXURES

Annex 1: Study Design and Methods

In order to understand the outcomes created by the program and to estimate the value of these outcomes, a mixed methods study was undertaken.

Quantitative Methods

- **Surveys:** Telephone surveys were conducted with alumni of the skill training institutes. These surveys collected data on various aspects, including demographics, current employment status, income levels, and changes in skills and knowledge acquired before and after participating in the training program.
- **Secondary Data Analysis:** Existing data sources, such as employment and job platform data, government employment records, and program records, were reviewed. This data analysis provided insights into participant outcomes, including employment rates and income levels, contributing to an understanding of the program's impact.
- **Economic Models:** Economic modeling techniques were employed to estimate the value of program outcomes. This involved assigning economic values to specific outcomes, such as increased income, cost savings, and other financial benefits derived from program participation.

Qualitative Methods

- **Semi-Structured Interviews:** One-on-one interviews were conducted with various stakeholders, including family members of program alumni, trainers, and employers who had engaged with program graduates. These interviews captured insights into their experiences, perceptions, and the impacts of the training program.
- **Focus Group Discussions (FGDs):** Focus group discussions were organized with both current students and program alumni. These discussions facilitated dialogues on the impacts of the program. Topics covered included changes in employment status, perceived benefits of the program, and the influence of program participation on social dynamics.
- **Document Analysis:** An extensive review of program-related documents, reports, and participant testimonials was undertaken. This document analysis extracted data, including success stories, program challenges, and narratives shared by program participants.

Limitations of the study

- Separate group discussions for boys and girls were intended; however, this arrangement could not be executed due to the unavailability of students.
- Participation in the Focused Group Discussions (FGDs) was limited due to constraints related to working hours, resulting in fewer students taking part.
- During the Focus Group Discussions, notable variations in gender ratios were observed across different courses. For instance, courses like General Duty Assistant and Assistant Beauty Therapist exhibited a higher representation of females, whereas courses such as Assistant Electrician and Warehouse Picker and Packer had a higher male ratio.
- Students, being employed, preferred to schedule telephonic data collection appointments during the early morning or after 7 pm.
- Due to the passage of several years, some students experienced difficulty recalling information related to their HDFC training program.
- In the telephonic interview, some students hesitated to share information because they had not yet received their course certificates and had not received placement calls from the training center.

Annex 2: Other Skill Training Institutes in the Vicinity

Other Institutes	Course
Bhubaneswar	
Tech Mahindra	General Duty Assistant
LightHouse	General Duty Assistant and Retail and sales
Dalmia Foundation	General Duty Assistant, Customer Care Executive
Data entry operator	General Duty Assistant and Retail and sales

Annex 3: Companies in which exposure visit conducted by gender

Company	Female (n=30)	Male (n=15)	Total (n=45)
AIIMS & other hospitals	40%	20%	33%
Reliance	20%	27%	22%
HDFC Bank	4%	20%	7%
Hotels	4%	7%	6%
Call center	0%	7%	4%
DLF	4%	0%	4%
Flipkart company	4%	0%	2%
Honda showroom	0%	7%	2%
Other companies	24%	12%	20%
Total	100%	100%	100%

Annex 4: Learning from Exposure Visit

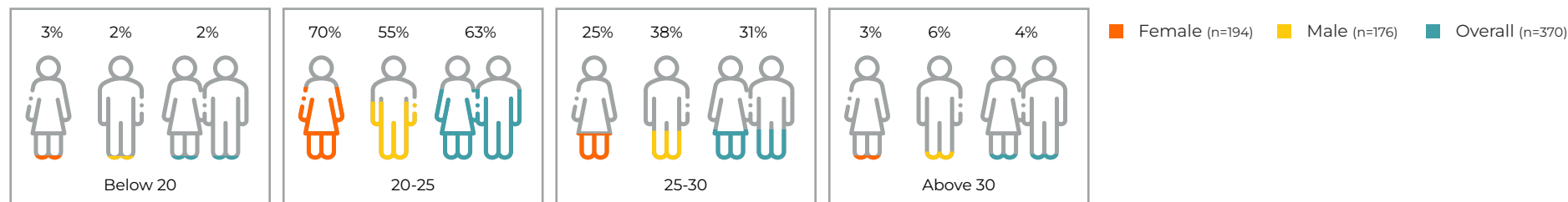
Learning from Exposure Visit	Female (n=30)	Male (n=15)	Total (n=45)
New Skills and Techniques	60%	53%	60%
Communication Skills	43%	67%	51%
Time Management	50%	47%	49%
Customer Service	43%	53%	47%
Personal and Professional Growth	30%	27%	29%
Networking and Contacts	17%	47%	27%
Teamwork and Collaboration	30%	20%	27%
Industry Insights	17%	33%	22%
Market Trends	17%	33%	22%
Technology and Automation	10%	27%	16%
Total	100%	100%	100%

Annex 5: Center location feedback

Center location	Female (n=194)	Male (n=176)	Total (n=370)
Convenient (Not too far, transport was available)	25%	34%	29%
Highly Convenient (Very close to residence)	11%	11%	11%
Neutral (Not too far, not too close)	35%	30%	32%
Highly Inconvenient (Was very far)	10%	9%	9%
Inconvenient (Far)	20%	16%	18%
Grand Total	100%	100%	100%

Annex 6: Sample Alumni Profiles

The average age is 26 for both genders, with slightly more females (52%) than males (48%) out of a total of 370 individuals. Males have a lower representation in the 21–25 age group (55%) compared to females (70%), while there is an almost equal representation of gender percentage of females (3%) than males (2%) in the below 20 years category.



The young demographic still showcases that 70% were unmarried, 16% were married, while data of 14% was not recorded. 94% alumni remained in Odisha showcasing no trends of migration.⁷

Annex 7: Distribution of Candidates by Education and Gender

Education Status	Female (n=194)	Male (n=176)	Total (n=370)
Up to 5th class	0%	1%	0%
9th or 10th class	5%	4%	5%
11th or 12th class	17%	14%	15%
Diploma/certificate	3%	6%	4%
Graduation	46%	40%	44%
ITI	1%	2%	1%
Post-graduation and above	28%	32%	30%
Pharmacy	0%	1%	1%
Total	100%	100%	100%

⁷1 alumni had moved to Ahmedabad, Gujarat at the time of survey.

Annex 8: NEET Reason

NEET Reasons	Pre-Program			Post-Program		
	Female (n=45)	Male (n=35)	Overall (n=80)	Female (n=79)	Male (n=26)	Overall (n=105)
Preparing for exams - want to continue study	18%	23%	20%	10%	35%	16%
Not finding a good job	2%	0%	1%	24%	23%	24%
Not wanting a job due to household commitments	4%	6%	5%	19%	4%	15%
Family permissions - social reasons	16%	6%	11%	28%	0%	21%
Did not have the required training / qualification / age for work	13%	11%	13%	0%	0%	0%
Do not wish to migrate from the village	18%	17%	18%	4%	0%	3%
Did not get placement after training	11%	17%	14%	19%	38%	24%
Just completed studies	27%	29%	28%	3%	15%	6%
Total	2%	3%	3%	4%	0%	3%

Annex 9: Description of types of part-time jobs (pre and post)

Part time jobs	Pre-Program			Post-Program		
	Female (n=11)	Male (n=11)	Overall (n=22)	Female (n=12)	Male (n=9)	Overall (n=21)
Unskilled						
Helper	0%	18%	10%	0%	0%	0%
Daily Wage Labour	0%	0%	0%	17%	11%	14%
Driver	0%	0%	0%	0%	11%	5%
Semi-Skilled						
Advance Beauty Therapist	0%	0%	0%	8%	0%	5%
Electrician	0%	0%	0%	0%	11%	5%
Machine operator	0%	0%	0%	0%	11%	5%
Online work	0%	0%	0%	8%	0%	5%
Skilled						
Teacher	45%	9%	27%	33%	0%	19%
Sales person	0%	27%	14%	8%	11%	10%
Office Assistance	18%	9%	14%	8%	0%	5%
Tally & Account Executive	9%	18%	14%	8%	0%	5%
Computer Operator	0%	9%	5%	8%	11%	10%
Management	9%	0%	5%	0%	11%	5%

Annex 10: Description of types of full-time jobs (pre and post)

Full time Job	Pre-Program			Post-Program		
	Female (n=5)	Male (n=11)	Overall (n=16)	Female (n=66)	Male (n=107)	Overall (n=173)
Unskilled						
Daily Wage Labour	0%	0%	0%	2%	2%	2%
Driver	0%	0%	0%	0%	3%	2%
Labor work	0%	0%	0%	0%	1%	1%
Security Guard	0%	0%	0%	0%	2%	1%
Servant	0%	0%	0%	0%	1%	1%
Semi-Skilled						
Electrician	0%	13%	13%	0%	3%	2%
Tailoring	0%	0%	0%	11%	0%	4%
Technician	0%	0%	0%	0%	2%	1%
Tour operator	0%	0%	0%	0%	1%	1%
Skilled						
Assistant	6%	13%	19%	14%	17%	16%
Sales person	0%	0%	0%	6%	13%	10%
Computer Operator	6%	6%	13%	5%	5%	5%
Teacher	6%	6%	13%	12%	1%	5%
General Duty Assistance	0%	0%	0%	5%	4%	4%
Tally & Account Executive	0%	0%	0%	2%	3%	2%
Retailer	0%	6%	6%	0%	0%	0%
Store manager	0%	6%	6%	0%	0%	0%

Annex 11: Job benefits

% with Type of Job Benefits	Pre-Program		Post-Program	
	Part-Time (n=22)	Full-Time (n=21)	Part-Time (n=16)	Full-Time (n=173)
Health/Life insurance	9%	5%	31%	52%
Maternal/Paternal leaves	0%	0%	6%	5%
Earned Leaves/ Casual Leave /Medical Leave (Paid time off)	50%	19%	50%	72%
Provident Fund	14%	0%	25%	58%
Transportation allowance	0%	5%	6%	9%
Accommodation	0%	0%	0%	8%

Annex 12: Employer feedback

Skills rated by Employer	Orion Candidate score	Other Candidate score	Code
Hard Work	5	5	
Confidence	4	3	
Knowledge	4	5	
Communication	6	5	
Problem solving	4	4	
Team Work	4	4	
Timeliness	6	4	

Annex 13: Reasons for Drop Off from the Program

Reasons for Drop Off	Female (n=89)	Male (n=87)	Total (n=176)
Knowledge was not useful	10%	17%	14%
Did not complete training / Attended less sessions	10%	5%	7%
Unavailability of Opportunities	66%	67%	66%
Not working / Personal commitments	33%	18%	26%
Due to Marriage	1%	0%	1%
Skills not required in current	1%	1%	1%

Annex 14: Documents Reviewed_ Shared by HDFC

Sr.no	Document Name	2018-19	2019-20	2020-21
1	Employer and Trainer	1 A & B. 18-19 FY	1 A & B. 19-20 FY_Summary	1 A ,B & C. 21-22 FY_Summary
2	HDFC Bank CSR Initiative_Proposal for Phase 4	CSR_HDFC_BBSR 2018	1 I. IMPACT_HDFC_BBSR_Phase2_04022020	1 D. OES_BBSR_1 Quarterly report_APRIL_JUNE 2022
3	OES_BBSR_1 Quarterly report_APRIL_-JUNE 2022	Final_Impact Report	2 Candidate List	1 L. Project Impact Report_Phase 4_HDFC_OE_BBSR
4	OES_QPR_Q2	FUEL & ORION_ 2nd Qtr Report HDFC CSR	Annex A_ Project Budget Plan - HDFC Bank CSR - Phase II	4. Placement Details
5	OES_QPR_Q3	HDFC_PARIVARTAN REPORT	CSR_HDFC_BBSR 2019-20	Candidate_Data_FY21-22
6	Project Impact Report_Phase 4_HDFC_OE_BBSR (1)	Placement data 18-19	IMPACT_HDFC_BBSR	HDFC Bank CSR Initiative_Proposal for Phase 4
7	Project Monitoring Plan - HDFC Bank CSR - BBSR Phase 4	Project Activities Details	Project Activities Details	HDFC MoU BBSR 2021-22
8		Project Budget Plan - HDFC Bank CSR - FRDP-BBSR (2)	Project Proposal	OES_BBSR_1 Quarterly report_APRIL_JUNE 2022
9		Project Monitoring Plan - HDFC Bank CSR - FRDP (3)	Work Plan_Project Monitoring Plan	OES_QPR_Q2
10		Project Proposal 18-19	Student Details_1920	OES_QPR_Q3
11		Beneficiary data_2250		Project Budget Plan - HDFC Bank CSR - Phase IV FRDP-BBSR
12				Project Impact Report_Phase 4_HDFC_OE_BBSR
13				Project Monitoring Plan - HDFC Bank CSR - BBSR Phase 4
14				2. Candidate_Data_FY21-22

This research was conducted with the highest standards of independence and objectivity. No member of the research team has any financial interest, advisory role, or affiliation with entities that could influence the outcomes of this study.

This study adheres to ethical guidelines for research involving human subjects. Informed consent was obtained, confidentiality was upheld, and participant welfare was prioritized.

ABOUT 4TH WHEEL

4th Wheel Social Impact established in 2010, is a research and advisory firm specializing in monitoring and evaluation of social development programs. Our focus is on providing sophisticated insights to enable data-driven decisions in the realm of social development. We offer strategic advisory services to build robust monitoring, evaluation and learning (MEAL) systems for managing social projects. Our approach integrates practical, culturally relevant social impact assessment strategies involving diverse stakeholders.

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