

Education, Employability and Empowerment (E³ for Youth)

Objective

The objective of the proposal is to engage with adolescents and youth from M East Ward, Mumbai aged 16-25 to enable them to achieve the following:

- Complete Higher Education
- Develop Aspirations and gain employability skills with a focus on sustaining livelihoods
- Become Community Leaders through Life Skills and Citizenship training

The proposed outcome of this intervention is that 250 youth with greater formal and social education, sense of gender parity, along with employability skills, will work as role models within the community.

Target audience

Youth aged 16-25 years within 12 slum clusters in Shivaji Nagar, Govandi
Direct Beneficiaries (Approximate Figures): 250 youth
Indirect Beneficiaries (Approximate Figures): 45,000

Context

Apnalaya works in the most underserved and marginalised slum settlements in the city of Mumbai. Out of Mumbai's 41.8 % people living in slums, 11% live in M East municipal ward. As per our recent survey report¹ that studied 6627 households in the slums of M East Ward, 29% children in the Right to Education age group (6-14 years), are out of school. The average monthly family income of these children is INR 7,802 (\$109.37) which means per-person per day income is INR 52 (\$0.73). Half of these households subsists on just INR 6,000 (\$84.10) or less; which means a per day income of INR 40 (\$0.56). Of those who are employed, 62.8% males and 54% females are engaged in casual labour.

Dropouts from Formal Education: In M East Ward, youth face the pressure to earn as soon as they enter their teens. Completion of higher education takes a backseat in the face of lack of opportunities and roles models in the community.

Socio-Cultural Barriers: In M East Ward, the incidence of underage marriage among girls is 38.3% and boys is about 48%. Restrictive elements of religion and patriarchy also prevent girls

¹ Arun Kumar and Annabel Mehta (eds.). 2017. *Life on the Margin: Charting Realities*. Apnalaya, Mumbai.

from completing their formal education and traveling out of the community in search of education, training or employment. Early marriages also result in the burden of earning and supporting their families for the youth.

Problem: The aforementioned issues lead to limited schooling, low aspirations and, consequently, low skill sets. This hampers the access to sustainable livelihoods and upward mobility of the youth in the community. They are forced to serve as casual labour and continue living like their parents. Therefore people are unable to break the inter-generational cycle of marginalisation and poverty (ill-health, poor education and unemployment) due to the lack of basic services, and unfulfilled social entitlements.



Proposed programme:

In order to end marginalisation of an extremely deprived community, a holistic approach is needed. Our 'Education, Employability and Empowerment' (E³) programme proposes to build human and social capital of a cohort of 250 youth over a period of They will be enrolled into the programme in the 9th or 10th standard and supported for a period of two years. In order to create a conducive environment supporting education, employability and leadership of youth in the community, we will also work with the parents by providing information about the programme; garner their support through increased involvement and feedback process. The unique factor of our programme is the robust experiential curriculum that takes the adolescents

through self-awareness, social awareness, critical thinking, which prepares them to be active community leaders in society.

Rationale

In order to break the intergenerational cycles of poverty, illiteracy and ill-health, this programme seeks to address the following issues:



Programme Description

In order to end marginalization of an extremely deprived community, a holistic approach is needed. Our programme proposes to build human and social capital of 250 youth between the ages of 16-25 years.

The programme structure which would be implemented over two years is as follows:

a) Educational Fellowships²:

Continuing higher education helps minimise drop outs, delay marriage for girls and prevents entry into labour force for boys. A fellowship is provided to the participants of this programme, which supports them in completing higher education after 10th and 12th in a technical course or graduation. This will create an incentive to continue education.

b) Empowerment through Life Skills:

Central to the programme is the Experiential Citizenship Curriculum on life skills including modules on knowing oneself, knowing society, SRHR, constitutional rights and civic responsibilities, how to access civic entitlements, and financial literacy. The

² **Criteria for Fellowship**

We provide financial assistance to the most vulnerable youth in the community who come under the following criteria:

- Youth with disabilities
- Youth from women-headed families
- Youth from families of waste segregators

curriculum takes the individual through a journey from self-awareness to social awareness to critical thinking and finally enables collective action;

- **Improved Self-awareness:** Adolescents and youth gain a better understanding of self-including strengths, weaknesses, emotions and motivation. They also learn the ability for reflection and critical thinking. This helps them to understand other people better, their perceptions and responses in the moment.
- **Social awareness:** Adolescents and youth gain a better understanding of their social context and issues within their communities relating to gender, violence, a lack of basic amenities, marginalization and early age marriage.
- **Gender parity:** To address gender parity, Apnalaya does not work only with girls; we work with both genders to tackle prevalent issues such as gender-based violence, early age marriage and street harassment. The young girls of Shivaji Nagar have always had the odds stacked against them with gender and social norms restricting their education, movement, choice of attire and almost every aspect of their lives. Through our life-skills curriculum we begin conversations about gender among the youth on aspects like gender roles, discrimination, equality etc.
- **Civic Education:** Knowledge of the constitution is an important component in our life skills education. The adolescents and youth are made aware of their rights and responsibilities so that they can become diligent citizens as well.

c) Employability:

Based on our work till date, we are beginning to find that of the youth who have gone through both employability and Life Skills training, the retention rate in the labour force is greater than those who have not gone through Life Skills training. However, greater intervention is required as 49% of people in this area are engaged in casual labour. There is a need to enable the youth to understand their aptitude and aspirations for employment. This would help to chart out a plan for sustainable employment and career development as well.

The knowledge of the existing employment opportunities in different sectors is also important for the youth to make an informed choice. To address this, we currently work in partnership with an organisation to improve employability skills of our youth and make them career-ready. This year we would be rolling out a pilot of our in-house Aspiration building and Employability modules with 75 youth who are part of the E³ for Youth programme. Our programme seeks to address these issues through the following:

- Understand their aspirations
- Improve financial literacy
- Support in building employability skills
- Understand employment opportunities and sectors and connect with aspirations
- Improve awareness and access to relevant government schemes

- Provide access to vocational training where applicable

This improves access to sustainable livelihoods making youth self-reliant and further improving their quality of life.

To further support the youth in their journey towards empowerment, counselling would be provided as when required for career and mental health related aspects. Among the 250 youth who would be supported through the E³ programme, 38 would become mentors for the 38 adolescent groups who would also be supported to continue education and imparted life-skills and sports education. This will also inculcate the value of peer leadership and sense of community within the youth fellows

At the end of year two of the engagement the following would be the outcomes of the project:

1. 250 youth are supported to continue higher education and get better social education
2. 250 youth demonstrate increased understanding of their aptitude and possible career opportunities
3. 250 Parents are supportive of young people (particularly girls) continuing their education

Proposed Budget

Sl No	Expense item / Budget Head	1st Year Costs	2nd Year Costs	Euros
A	Project Costs (<i>cost per activity, including project staff salaries</i>)	€ 32,194	€ 35,074	€ 67,268
1	Fellowships	€ 18,592	€ 20,451	€ -
2	Orientation of Youth supported through Fellowship	€ 262	€ -	€ 262
3	Life Skills training with Youth	€ 2,944	€ 3,238	€ 6,182
4	Aspiration Building Sessions with Youth	€ 2,479	€ 2,727	€ 5,206
5	Employability Sessions with Youth	€ 2,665	€ 2,931	€ 5,596
6	Sessions on Gender and Financial Literacy with Parents	€ 2,727	€ 3,000	€ 5,726
7	Exposure Visit to familiarise with workplace	€ 232	€ 251	€ 483
8	Youth Led Civic Action	€ 2,293		€ 4,769

B	Programme Management	€ 5,354	€ 5,768	€ 11,122
C	Overheads	€ 2,172	€ 2,389	€ 4,560
	TOTAL	€ 39,720	€ 43,231	€ 82,951