

The Articulated vision for NEENV

Rationale:

Thirteen years hence, even today, the youth in Jogeshwari are inflicted with insecurity, a low morale, inadequate educational facilities, lack of job opportunities and are vulnerable to social ills. Feeling unsure and unsettled, they lack the confidence to dream and aspire in life. This is further aggravated owing to the **lack of proper information available to them**. However, **simmering below are bright sparks and young voices, attempting to create a niche and be heard**. Hopeful that they will be recognized as **youth with ambitions, dreams and value systems** enshrining mutual respect among human beings, co-operation and interdependence and a spirit to be in good health, they want to break away from their painful past. Their quest is for the right direction and support, which will help them, prove their integrity and potential. **Access to knowledge and information could enhance their potential in making them socially aware and economically independent**.

SAHER believes that an effort has to be made to bring about necessary changes in the overall socio-economic environment of any community. Against this backdrop, **a Community Centre** was initiated to help the youth become aware of their abilities, to enable them to build capacities and to instill confidence in them. Several activities and trainings related to self-awareness and generating information regarding different livelihood options were conducted.

Prabhu Chettiyar from Prem Nagar feels that “The SAHER Centre is not just about Computer training or spoken English classes. In fact it is a space for young people like us to interact with various other people from different backgrounds”.

“I have studied in a BMC school till Class VII, but I still don’t know how to read and write, in any language. My self-esteem was affected due to the fact that I could not communicate in English and people made fun of me. I joined the SAHER centre to learn English”.

“My mother was very happy that I am going for a picnic, to a beautiful place, for the first time”.

“We were never allowed to venture out of our homes, unescorted. In fact, there was no question of going for pleasure trips. This is the first time that we are out of our homes on our own, for a picnic, with people of our age, with due consent from our parents”.

In keeping with these experiences, SAHER wishes to add more value to the concept of a community centre. There emerged a strong need to update courses and link them to the market requirements. This will be the highlight of **Neenv- a house of knowledge**. It has been designed as a programme for the youth who would step out into the world, with self-confidence and sensitivity. These youth would create a niche for themselves in their larger environment and thereby add value to existing systems. Hence the goal of Neenv is strategic to SAHER’s larger goal, since it provides a space, where youth from across communities and backgrounds interact and explore together.

Objectives:

- To build a collective of young people, who recognize their self-worth and are aware of their rights
- To build capacities of this collective, to enable them to utilize available opportunities optimally and take responsibility of their decisions, towards their own selves and their immediate environment
- To make knowledge and information accessible for the youth so that it could enhance their potential in making them economically independent.

Employability: A view from our window

Employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and attitudes (KSA's) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work.

Employability is a two-sided equation and many individuals need various forms of support to overcome the physical and mental barriers to learning and personal development (i.e. updating their assets). Employability is not just about vocational and academic skills. Individuals need relevant and usable labour market information to help them make informed decisions about the labour market options available to them. They may also need support to realise when such information would be useful, and to interpret that information and turn it into intelligence. Finally, people also need the opportunities to do things differently, to access relevant training and, most crucially, employment.

Employability was one of the four 'pillars' of the European Employment Strategy until its reformulation in 2000, along with entrepreneurship, adaptability and equal opportunities. It has thus also been a key theme of the **EQUAL Community Initiative**.

For individuals, employability depends on:

- their assets in terms of the knowledge, skills and attitudes they possess
- the way they use and deploy those assets
- the way they present them to employers
- Crucially, the context (e.g. personal circumstances and labour market environment) within which they seek work.

The balance of importance between and within each element will vary for groups of individuals, depending on their relationship to the labour market.

Government policy is aimed:

- more at the development and accreditation of knowledge and vocational skills than at the 'softer' skills and attitudes
- more on the demonstration of assets than their deployment — particularly for adults (e.g. lack of provision of a careers education and guidance service for adults)
- more at individuals looking to enter the labour market (e.g. from education or unemployment) than within
- More on the individual and the supply side, than on employers and the demand side (i.e. the labour market contextual factors).

Origins of Employability

The concept of employability has been in the literature for many years. Current interest has been driven by:

- The changing nature of public employment policy, with increasing emphasis being given to skills-based solutions to economic competition and work-based solutions to social deprivation.
- the supposed end of 'careers' and lifetime job security, which have, of course, only ever applied to a minority of the workforce, the greater uncertainty among employers as to the levels and types of jobs they may have in the future, and the need to build new relationships with employees.

Employability: towards a definition

While there is no singular definition of employability, a review of the literature suggests that employability is about work and the ability to be employed;

- the ability to gain initial employment; hence the interest in ensuring that 'key skills', careers advice and an understanding about the world of work are embedded in the education system
- the ability to maintain employment and make 'transitions' between jobs and roles within the same organisation to meet new job requirements, and
- The ability to obtain new employment if required, i.e. to be independent in the labour market by being willing and able to manage their own employment transitions between and within organisations.

It is also, ideally, about:

- The quality of such work or employment. People may be able to obtain work but it may be below their level of skill, or in low paid, undesirable or unsustainable jobs, and so forth.
- The capacity and capability of gaining and maintaining productive work over the period of one's working life. (Muhammad Nawaz Qaisar, MS HRD, NUML, Islamabad, Pakistan)

Four components of employability

This suggests that we can separate out four main elements in respect of individuals' employability: the first three are analogous to the concepts of production, marketing and sales, and the fourth the marketplace in which they operate.

1 Assets

An individual's 'employability assets' comprise their knowledge (i.e. what they know), skills (what they do with what they know) and attitudes (how they do it). There are a number of detailed categorizations in the literature which, for instance, distinguish between:

- 'Baseline assets' such as basic skills and essential personal attributes (such as reliability and integrity).

- ‘intermediate assets’ such as occupational specific skills (at all levels), generic or key skills (such as communication and problem solving) and key personal attributes (such as motivation and initiative), and
- ‘High level assets’ involving skills which help contribute to organisational performance (such as team working, self management, commercial awareness etc.)

Further key points from the literature include the importance of the transferability of these skills from one occupational or business context to another for employability and the increased attention employers are paying to the softer attitudinal skills in selecting employees.

Merely being in possession of employer-relevant knowledge, skills and attitudes is not enough for an individual to either ‘move self-sufficiently’ in the modern labour market or ‘realise their potential’. People also need the capability to exploit their assets, to market them and sell them.

2 Deployment

These are a linked set of abilities which include:

- Career management skills and life skills — commonly identified as self-awareness (i.e. diagnosing occupational interests and abilities), opportunity awareness (knowing what work opportunities exist and their entry requirements i.e. labour market knowledge), decision-making skills (to develop a strategy of getting from where you are to where you want to be) and transition skills. The latter generally includes:
- Job search skills — i.e. finding suitable jobs. Access to formal and informal networks is an important component of job search and employability.
- Strategic approach — being adaptable to labour market developments and realistic about labour market opportunities, is occupationally and locationally mobile.

There is obviously an important inter-relationship between assets and deployment. The extent to which an individual is aware of what they possess in terms of knowledge, skills and attitudes and its relevance to the employment opportunities available may affect their willingness to undertake training and other activities designed to upgrade their skills etc.

3 Presentation

Another key aspect of employability is being able to get a particular job, once identified — sometimes included under career management skills, but is given prominence as a separate element here due to its crucial importance to securing employment. It centers on the ability to demonstrate ‘employability’ assets and present them to the market in an accessible way. This includes:

- the presentation of CVs etc., (including Records of Achievement)
- the qualifications individuals possess (both academic and vocational), perhaps accredited through prior learning
- references and testimonies
- interview technique, and, of particular importance,
- Work experience/track record.

4 In the context of personal circumstances and the labour market

Finally and crucially, the ability to realise or actualize 'employability' assets depends on the individual's personal and external circumstances and the inter-relationship between the two. This includes:

- personal circumstances — e.g. caring responsibilities, disabilities, and household status can all affect their ability to seek different opportunities and will vary during an individual's life cycle; while
- External factors such as macro-economic demand and the pattern and level of job openings in their labour market, be it local or national; labour market regulation and benefit rules; and employer recruitment and selection behaviour.

Priorities for action

For the state, as well as raising the skill profile of the existing workforce, especially at lower levels to boost flexibility and competitiveness, there are a number of potential priority groups including:

- labour market entrants
- labour market re-entrants
- disadvantaged groups
- insecure or under-utilized employees

Where different policies may need to be targeted according to different circumstances.

For employers the priorities might be to help key groups of staff to develop both those assets which have explicit, immediate value to the organization as well as those transferable ones which have a wider, longer term currency, thereby engendering a sense of security, encouraging commitment, risk-taking and flexibility among employees.

For the individual the need is to boost those aspects of their employability which will most enhance their opportunities in the light of their circumstances.

Issues for public policy

The above definition of employability provides a basis for analyzing the policies affecting the employability of certain groups (e.g. 16 and 17-year-old school leavers), or conversely how major policy initiatives (e.g. the New Deal) impact on employability. A brief review of government initiatives in this area suggests that policy is aimed:

- more at the development and accreditation of knowledge and vocational skills than at the 'softer' skills and attitudes
- more on the demonstration of assets than their deployment — particularly for adults (e.g. lack of provision of a careers education and guidance service for adults)
- more at individuals looking to enter the labour market (e.g. from education or unemployment) than within
- More on the individual and the supply side, than on employers and the demand side (i.e. the labour market contextual factors).

This policy orientation may reflect a variety of factors such as difficulties in defining, assessing and verifying 'soft skills', and difficulties identifying and accessing specific groups of employees at which to target limited resources.

Thus some key questions for future policy interventions include:

- who are the priority groups
- where the most serious gaps are for such groups be they related to e.g. which assets, dimensions of deployment or presentational skills
- how these gaps might best be remedied and
- Which of the arms of public policy are best placed to add such value and how through interventions.

Finally, whatever the interventions, they need to be evaluated so that lessons can be fed back into further improvements and to the decision to continue with, change or stop such interventions. Potential measures include those relating to input measures, e.g. possession of vocational qualifications, or the receipt of careers management training; perception measures, e.g. the views of employers and the workforce of their employability; and outcome measures, e.g. the speed at which people are able to get jobs or 'measurements of failure', e.g. the numbers or proportion of people with difficulty finding or keeping work, or the number of job changes, however defined. Obviously there is room for some combination of all three. Whatever route is chosen, it is important to take account of the overall state of the labor market and how it is changing, to take account of any dead-weight effect and assess true additionality.

PART 3

Quantitative Data

Our Community

*We surveyed our community
to gather statistical data and learnt
to analyse it.*

- Survey of Community Youth:
Key Findings for 244 respondents
- Survey of Community Youth:
Key Findings for 72 youth
- Survey of Service Providers

SURVEY OF 242 REpondENTS FOR MARKET STUDY

Our first survey was onducted by volunteers

Macro Level Key Findings

1. The survey of a large population was conducted with random sampling of 242 youths living in Jogeshwari (E). The analysis carried out at a macro level examines the trends and co-relations in the population over gender and socio-religious backgrounds.
2. The spread of the sample and demographic characteristics is shown :

Table1: Demographics of Respondents

Religion	Avg. Age	Males	%	Avg. Age	Females	%	Total
Hindu	22.4	93	41%	21	5	33%	98
Muslim	21.8	134	59%	21.6	10	67%	144
Grand Total	22.1	227	100%	21.3	15	100%	242

- 2.1. Muslims comprise **67%** and Hindus comprise **33%** of the sample.
- 2.2. Men comprise **93%** and women comprise **7%** of the sample
- 2.3. Within Men group, Hindus are **41%** and Muslims are **59%**
- 2.4. Within Women group, Hindus are **33%** and Muslims are **67%**.
- 2.5. The average age of Men is 22 years and of women is 21. The average age of the sample is in the range of **21 – 22 years**.
3. Distribution of Education and Religion is presented to examine the trends in the 2 major socio-religious classes – Hindu and Muslims:

Table 2A: Distribution of Education over Religion (Male)

Education	Hindu	Muslim	Total	Hindu %	Muslim %	Total %	Cumm Hindu %	Cumm Muslim %	Cumm. %
No formal	75	66	141	79.8%	49.3%	61.8%	79.8%	49.3%	79.8%
Primary	1	4	5	1.1%	3.0%	2.2%	80.9%	52.2%	80.9%
Madrasa		1	1		0.7%	0.4%	80.9%	53.0%	80.9%
Class 5-7		19	19		14.2%	8.3%	80.9%	67.2%	80.9%
Class 8-10	2	11	13	2.1%	8.2%	5.7%	83.0%	75.4%	83.0%
SSC	6	14	20	6.4%	10.4%	8.8%	89.4%	85.8%	89.4%
Class 11-12		7	7		5.2%	3.1%	89.4%	91.0%	89.4%
HSC	3	6	9	3.2%	4.5%	3.9%	92.6%	95.5%	92.6%
ITI	3	3	6	3.2%	2.2%	2.6%	95.7%	97.8%	95.7%
UG	4	2	6	4.3%	1.5%	2.6%	100.0%	99.3%	100.0%
Graduate		1	1		0.7%	0.4%		100.0%	100.0%
Grand	94	134	228	100%	100%	100%			

Occupation	No formal	Graduate	Under Graduate	ITI	HSC	class 11-12	SSC	Class 8-10	Class 5-7	Madrassa	Primary	Grand Total	%
													%
Tailor	3											3	1.3
Office Boy	1						1					2	0.9
Self Employed	1				1							2	0.9
Teacher	2											2	0.9
Ticketing	2											2	0.9
Hawker	1											1	0.4
Navy	1											1	0.4
Grand Total	141	1	6	6	9	7	20	13	19	1	5	228	100

- 4.1. **34%** of the Male sample is tradesmen. Then the next classes of about **8%** are shopkeepers, students, unemployed and in catering occupations. The remaining occupations are all distributed in various activities without any large group.
- 4.2. It is seen that most of these occupations are possible with almost negligible capital and capital accrual is through the working capital of the business like in the case of tradesmen.
- 4.3. Half of the tradesmen have no formal education with some having studied upto primary level. No major preference emerges for occupations and education. The socio-economic influence of tradesmen and the community is being reflected as the opportunities available.
- 4.4. If the tradesmen, shop keepers, artisans, bag makers, tailors and self employed are pooled together, this amounts to **64%** of the sample who may be `classified as entrepreneurs.

Table 3B: Education and Occupation (Female)

Occupation	No formal	Graduate	HSC	SSC	Under Graduate	Class 8-10	Grand Total
Computer	1	1			1		3
Office clerk	1						1
Teacher	1						1
Self-employed	2						2
Student			1		3	1	5
Housewife			1	1			2
No Job				1			1
Grand Total	5	1	2	2	4	1	15

- 4.5. The trend emerging from the data shows 3 groups –
 - (1) **46%** have chosen a executive position in IT, teaching and office work or are self employed
 - (2) **20%** are at home or not in the formal workplace
 - (3) **33%** are students. It may be extrapolated that in future the student group may join the first group of ‘out of home’ working women.

5. Effect of occupation and income levels is also examined. The market value and potential for income is shown:

Table 4A: Occupation and Income Levels (Male)

Occupation	Nil	Less than Rs. 5,000	5000 - 10000	10000 - 15000	Total
Tradesmen	1	50	25	1	77
Shop		15	2	2	19
No Job	15	4			19
Students	15	2			17
Catering		15		1	16
Driver		6	7	1	14
Artisan		6	3	2	11
Broker		4	4	3	11
Labourer	1	7	2		10
Executive	1	1	2	3	7
AC Mechanic		5		1	6
IT		1	4		5
Bag Maker		3			3
TL		1	1	1	3
Office Boy		2			2
self employed			2		2
Teacher		2			2
Ticketing	1		1		2
Hawker		1			1
Navy				1	1
Grand Total	34	125	53	16	228
%	15%	55%	23%	7%	100%
Cumm %	15%	70%	93%	100%	

- 5.1. **15%** of males have no income presently either because of no job or only studying.
- 5.2. **55%** have income of less than Rs. 5,000 per month. Cumulative sample below Rs. 5,000 income is 70%.
- 5.3. **23%** of the sample earn between 5,000– 10,000 p.m. And 7% earn upto Rs. 15,000 p.m.
- 5.4. The trend show that the average earning for various occupations is distributed between those earning upto Rs. 5,000 and those earning upto Rs. 10,000.

Table 4B: Occupation and Income Levels (Female)

Occupation	Nil	Less than Rs. 5,000	5000 - 10000	10000- 15000	Total
No Job	1				1
Computer	1	1	1		3
Office clerk		1			1
Student	4	1			5
Self-employed		2			2
Teacher		1			1
Housewife	2				2
Grand Total	8	6	1		15
%	53%	40%	7%	0%	
Cumm. %	53%	93%	100%		

5.5. **53%** of the women have no income. **40%** earn upto Rs. 5,000 and 1 respondent in computer occupation earns between 5,000-10,000.

5.6. The income levels are in tune with accepted salaries for office and executive work.

6. The aspirations of the respondents were captured in the data regarding their interests for further qualifications or areas of preferred vocations.
 - 6.1. Male respondents were aware of many careers and some were aspirational and others were interesting or perceived through Peers.
 - 6.2. **30%** of the sample had no interest in career development and were satisfied or had not made a decision.
 - 6.3. **28%** showed interest in enterprises and entrepreneur pursuits.
 - 6.4. **9%** showed interest in IT and computers.
 - 6.5. Unique choices are: IT, Electrical, Business, Artisan, Driver, Enterprise, Government Job, Shop, Car Mechanic, Catering, Civil, Airline, Social Worker, CA, Sports, Broker, Call Centre, Doctor, Executive, Graduate & Working , Navy Officer, Office Job, Teacher, Fashion Designer, Painter, Photography, Professional Skill Development, Sailor, Sales, And Tailoring.
 - 6.6. In the case of female sample, the choices were few but resolute.
 - 6.7. **20%** were not interested in career development.
 - 6.8. **20%** were interested in computer and office work.
 - 6.9. **33%** showed interest in teaching, nursing and social work.

SURVEY OF 72 RESPONDENTS FOR MARKET STUDY

By now, we learn how to emply the scientific method and prepared a survey form. We were trained as emunators and how to collect valid data for each field. We interview 72 repsondents from the original 242 respondents. We also learnt how to enter the data in a spreadsheet and then create pivot tables for its analysis.

Micro Level Key Findings

INTRODUCTION

The survey of a large population was conducted with random sampling of 242 youths living in Jogeshwari (E). From these, a group of 72 respondents were chosen and a detailed survey was completed in 3 sections: Personal, Household and Work. The Survey tool appears as Appendix (). The analysis carried out at a micro level examines the trends and co-relations in the sample on various indicators for understanding the socio-economic nature of the household.

SECTION ONE: PERSONAL DATA

1. The spread of the sample and demographic characteristics is shown :

Table 5: Demographics of 72 Respondents

Gender	Hindu	Muslim	BC	Total	%
Female	4	5	1	10	14%
Male	32	29	1	62	86%
Total	36	34	2	72	
%	50%	47%	13%	100%	

- 1.1. 62 males (**86%**) and 10 females (**14%**) were chosen as the sample.
- 1.2. **50%** were Hindu, **47%** are Muslim and **3%** are Backward Class.
- 1.3. The average age is **23**. The average age for males is 23 and for females are 22.
- 1.4. The range for age was between **17-30**.

Table 6: Average of Age

Gender	Hindu	Muslim	BC	Average
Female	22	24	21	22
Male	24	22	23	23
Average	23	23	22	23

2. The education level in reference to gender is analyzed for any trends.
 - 2.1. **63%** of the males and **50%** of the females have received an education upto SSC.
 - 2.2. **82%** of the males and **60%** of the females have studied upto Class 12
 - 2.3. **12%** of the males have studied further than class 12 - upto graduation whilst **40%** of the females have studied further for comparable range
 - 2.4. **36%** of the sample has studied upto secondary (higher primary).
 - 2.5. Out of which **31%** of the sample have only received primary level of education.

Table 7: Education Status on Gender

Education	Male	Female	Total	Cumm. Males	Cumm. Female	Cumm Total	Cumm % Male	Cumm % Female	Cumm % Total
Primary	3	1	4	3	1	4	5%	10%	6%
Higher Primary	17	1	18	20	2	22	32%	20%	31%
Secondary	4		4	24	2	26	39%	20%	36%
SSC	15	3	18	39	5	44	63%	50%	61%
11-12	2		2	41	5	46	66%	50%	64%
HSC	10	1	11	51	6	57	82%	60%	79%
Under Graduate	3	3	6	54	9	63	87%	90%	88%
Graduate	8	1	9	62	10	72	100%	100%	100%
Total	62	10	72						

3. The geographical dispersion of the sample was also considered to understand the spatial distribution of the sample.
 - 3.1. Almost all the Muslim respondents were from Prem Nagar locality.
 - 3.2. Hindu respondents were distributed mainly in Gandhi Nagar and IT colony and Meghwadi.

Table 8:Geographical Distribution of Respondents

Locality	Hindu	Muslim	BC	Total
Andheri Plot	3	0	0	3
Gandhi Nagar	12	0	0	12
IT Colony	9	0	1	10
Majaswadi	3	0	0	3
Meghwadi	5	1	1	7
Prem Nagar	2	33	0	35
Sarvodaya Nagar	2	0	0	2
Grand Total	36	34	2	72

4. Language skills are analyzed in the basket of generally used languages - Hindi, Marathi and English.
 - 4.1. **78%** of the sample can speak, read and write in Hindi.
 - 4.2. **61%** of the sample can speak, read and write in Marathi.
 - 4.3. **43%** of the sample can speak, read and write in English.

Table8 : Language Skills

Ability	Hindi	Marathi	English	Urdu	Gujarati
Understand	2	4	7	4	1
Speak	14	2	1	8	2
Write	56	44	31	11	4
Total	72	50	39	23	7

5. The source of acquiring primary work skills shows the following:
 - 5.1. **68%** of the sample have acquired their skills as apprentice (informal)
 - 5.2. **7%** have learnt their skills through family vocation. (informal)
 - 5.3. **25%** have acquired formal skills through Certification (21%), Diploma (1%) and Degree (3%)

Table 9:Primary Skills -Formal and Informal

Skill	Informal	Formal	Total
Apprentice	49		49
Family Induction	5		5
Certificate		15	15
Diploma		1	1
Degree		2	2
Grand Total	54	16	70

6. Secondary skill show that:
7. **61%** of the sample have a secondary skill
8. Out of the above, 43% have acquired these by Apprenticeship, 11% through Certificate courses, 4% by Family training and only 2% have a diploma.

Table 10: Secondary Skills: Formal and Informal

Skill	Informal	Formal	Total	%
Certificate	8		8	11%
Diploma	2		2	2%
Apprentice		31	31	43%
Family		3	3	4%
Grand Total	10	34	44	61%

SECTION TWO: HOUSEHOLD DATA

1. **71%** of the sample have a father and mother.
2. **26%** of the population does not have a father living in the household. Of that **6%** had neither parents residing with them.
3. **24%** of the sample did not have a mother residing in the household. This includes the **6%** who had nether parents living at home.

Table 11: Parents in the household

Father	Mother		Total	%
	No	Yes		
No	4	15	19	26%
Yes	2	51	53	74%
Total	17	66	72	100%
%	24%	92%	100%	

4. **82%** of the sample had between 0- 2 brothers. **92%** of the sample had between 0-2 sisters.

Table 12: Brothers and Sisters in the household

Count	Brothers	%	Sisters	%
0	18	25%	15	20%
1	28	39%	36	50%
2	14	19%	16	22%
3	5	7%	4	6%
4	2	3%	1	1%
5	3	4%		
7	1	1%		
8	1	1%		
Total	72	100%	72	100%

5. The size of the family unit (siblings) is as follows:

Table 13: Typical Sibling Count

Size	Count
0	4
1	19
2	18
3	15
4	6
5	4
6	1
8	3
9	1
10	1
Total	72

6. The size of the family household unit was:

7. Survey of grandparent living in the household shows **82%** had grandparents and **18%** had no grandparent in the household.

Table 14: Number of Employed Members in Household

Grandparents	Count of Grand parents	%
No	59	82
Yes	13	18

8. Number of employed members in the household is as follows:

Table 15: Number of Employed Members in Household

Employed Members in Family Count	Count
1	6
2	25
3	28
4	8
5	1
8	2
Invalid	2
Total	70

Table 16: Number of employed family members and corelation to family size

Count of Employed Members	Family Size						Grand Total
	1	2	3	4	5	8	
1	1						1
3	1	4	1				6
4	2	10	2				14
5	2	7	8	2			19
6		1	7	2			10
7		1	5	2			8
8		2	3				5
9					1		1
10			1	2		1	4
12			1				1
13						1	1
Grand Total	6	25	28	8	1	2	70

Table 17: Number of employed father and mother

Row Labels	Count of Father employed	Count of Mother Work
No	25	24
Yes	46	46
Grand Total	71	70

SECTION THREE: WORK DATA

1. The sample is divided into those who are employed and those in self employment as follows:

Table 18: Number of employed father and mother

Type	Count
Employed	48
Self employed	14
(blank)	10
Grand Total	72

2. Those in employment have the following occupations:

Table 19: Number of different occupations

Occupation	Count	%
IT	8	17%
Tailor	8	17%
Tradesmen	6	13%
Not working	5	10%
AC Mechanic	3	6%
Broker	3	6%
Driver	3	6%
Labourer	3	6%
Catering	2	4%
Self Employed	2	4%
Shopkeeper	2	4%
Artisan	1	2%
Executive	1	2%
OB	1	2%

- 2.1. 17% of the sample is in IT and Computers and another equal number are in Tailoring. 13% are tradesmen. 44% are in various service and trades.
 - 2.2. 10% of the sample is unemployed or not working.
 - 2.3. Unemployment is between 1 – 3 months. The average is 1.6 months
3. The method of Job referrals is as follows:

Table 20: Method of Job referrals

Mode	Count	%
Family	39	67%
Contacts	15	26%
Advertisement	4	7%
	58	

- 3.1. 67% are referred by Family. 15% received Peer referrals and 7% referred to advertisements.

4. The choice of Job is determined by:

Table 21: Factors governing Job Choice

Row Labels	Count of Job choice
Family	14
Interest	33
Work Experience	7
Grand Total	54

5. Job satisfaction was:

Table 22: Job Satisfaction

Response	Count	%
No	20	34%
Yes	38	66%
Total	58	100

6. Personal competency assessment for the job on hand shows:

Table 23: Personal Competency rating (self assessment)

Rating	Counts
A	11
B	2
C	4
D	1

7. When asked if they knew where training is available:

Table 24: Knowledge of Training Sources

Row Labels	Count of Where Training
N	29
Y	43
Grand Total	72

8. What type of training is required:

Table 25: Resource Type Required for Training

Row Labels	Count
Money	16
Guidance	26
Information	10
Motivation	1
Others	19

9. 3 year life plan

Table 26: Expectations after 3 years

Row Labels	Count
Higher income	33
Promotion	16
Same Status	4
Resume studies	4
Family	8
Better qualified	5
Grand Total	70

10. Life skills required:

Table 27: Life Skills Required

Row Labels	Count
All	34
Confidence	18
Communication	8
Decision making	1
Creative thinking	4
Negotiation	1
Team work	2
Grand Total	68

Community Voices

FGD: FINDINGS

Some of the finding came out of the FGD were:

1. Discussing on the causes hindering people to achieve their goals in life many factors surged. Lack of money, lack of time, lack of qualification, family responsibility was some of the common reason hindering their growth in life and limiting scope in occupation. Facilitator also observed a special case where in redtapisim and favoritism created obstacles on his way to destination.
2. Explaining the factors making them satisfied at work, Member gave many reasons. One of the important issue came out was self-respect. Majority of participants felt that recognition and accepting workers worth was the most important element leading to job satisfaction. Some other members felt that learning something new also provides them fulfillment in the job. Some of the seasonal unemployed members shared that nothing is more satisfying than getting engaged in an occupation for the entire year. Some other reasons included customer's treatment, progress in business, and respect from boss affecting individual's job satisfaction.
3. While discussing question- whether education, skills and qualification helps in getting better job majority of the people agreed to that but some of the members had a different opinion on the issue. For some members it was the influence and reference that helps a person to get better job in the market. Their past experience had made them to realize that not only qualification and education is but also referral and influence is also equally needed to get a desired job. For some members experience was also one of the key factors helping a person to get a desired occupation.
4. Discussing the on individuals' stimuli to work many issues emerged. For some it was money that made them work, for some it was thrust towards better life and prosperous future. Two of the members felt that family responsibilities were one of the main reason compelling people to work.
5. Replying on their career dream members gave varied answers related to occupation. Pilot, driver, hotel industries, self-employment, electrical engineering and contractor were some of the job dreamt by the people. Most of the members were not able to meet their dreams. In spite of this reality, members had a hope to achieve their dreams. They believed that more training and qualification would help them to achieve their dreams. Members looked progressive in their nature.

6. Members wish to get training on both life skills and hard skills. Members are ready to spare some hours in the week for the training out of their busy schedule. People prefer to get training in their own locality then going to other places. Members felt that they would not feel comfortable learning something with others whom they don't know. For many members building confidence and improving communication were also importance for progress in life and employment

NARRATIVES

Followings are the significant narratives identified during the Neenv data collection.

Narrative- 1

During the data collection worker had identified a case of child labour. "A" is a 14 year child working at a juice centre at Prem nagar (Jogeshwari). Child hails from one of the villages of neighbouring state Rajasthan. According to the child he was migrated to Mumbai for better livelihood opportunities with the purpose to help his family to come out from severe poverty and hardship. Child was brought to Mumbai by a contractor who promised the child and the family to give child good salary. The process of child migration was done with parents consent.

After coming to Mumbai child was forced to work at a juice centre at Jogeshwari. Poor sanitation, low and irregular remuneration (monthly- 1200), long working hours, verbal abuse, were some of the inconveniences faced by the child at working place. In addition, poor shelter and food were some of the problems aggravating child's existing problems. All these problems cross-fertilized each other and made child's living obnoxious in Prem nagar. While data collection child expressed desire to go back to his native where he can meet his loved ones and live a lesser exploitative life.

Lack of money, little information of native and transport are some of the reason obliging the child to stay back at Prem nagar.

Narrative- 2

Mr. "A" is a 24 year old resident of Prem nagar. He owns a provision shop which is his only sources of livelihood. According to Mr. "A" the present work is not pleasing for him as he is more interested in jewellery making. He is excellent in carving golden jewelleryes. He also had experience of working at various jewellery shops in and around Jogeshwari. Till last year Mr. "A" was working at jeweller shop. When he left the job in search for better salary in the same field he realized that he was not able to get a new job.

According to Mr. "A" being a Muslim is the soul reason for not getting job in the market. His Muslim name and social labelling of the entire community is becoming obstacle to get a job in his interested field. At present Mr. "A" is not glad with his own small provision shop.

Narrative-3

While doing data collection, worker identified 21 years old respondent with surprising answer, amazing the family members. While answering worker's question on "dreams" worker was told that respondent dreams of designing a CNG kit for one of the MNCs. The important thing which worker observed was that family member's reaction to the respondent's wish. All family members were surprised with the answer and got in to discussion in detail. Family members were not aware of the respondent's craving, which he had incubated for last many years. While analyzing the situation worker came to a conclusion that poor interpersonal relation, lack of communication and understanding has resulted in the present situation.

Narrative-4

Mr. "Z" is a 24-year-old youth residing at Majaswadi (Jogeshwari-E). Mr. "Z" is one of the respondents faced during the Neenv data collection. During worker's interaction with the respondent worker was informed that presently respondent was employed in packaging company, which was his family's source for survival in Mumbai city. The respondent along with his family had migrated from one of the towns in Pune district. Respondent was a civil contractor before shifting to Mumbai. Respondent was very perplexed answering workers question – "where do you see yourself three years down the line". Respondent was answerless to worker's question.

Next day when worker had a conversation with the respondent he was told that respondent had changed his present occupation at packaging company and shifted to his previous civil contract business. This makes worker to conclude that questions in the questionnaire provokes various thoughts in respondents mind. And Mr. "Z" shift in occupation was one of the instances.

Narrative- 5

This is a case of housewife with two kids residing in Prem nagar. Originally lady hails from Mumbai city and has shifted to present habitat after her marriage before shifting to Jogeshwari lady used to keep herself engaged in giving tuitions to dropout students and some other scholastically backward students of BMC. According to lady she is not able to take tutorials for the students at Prem nagar. The soul reason for her inability of undertaking tutorials is her in-laws rigidity. She also expressed her wish to start tutorials with some NGO help.

Report of Market Research

Strong individuals form the foundation of a strong society i.e., it is important to empower each & every member of the society to completely empower the humanity where channelizing young energies plays a vital role. Keeping this in mind, Saher has initiated 'Neenv', a youth programme involving several activities and trainings related to self-awareness and generating information regarding different livelihood options. Against this backdrop, a Community Centre was initiated to help the youth become aware of their abilities, to enable them to build capacities and to instill confidence in them. SAHER believes that an effort has to be made to bring about necessary changes in the overall socio-economic environment of any community. Hence, a market research was conducted in order to gather information on employment opportunities available to the community youth. Through this exercise, we are able to build contacts with various organizations and are able to gather information which at times, matches with the interest area of the youth.

Place: - British council Library
Purpose: - For individual and organizational membership
Address: - British Council Division, British Deputy High Commission, Mittal Tower,
'C' Wing, 2nd Floor, Nariman Point.
Mumbai: - 400 021 INDIA.
Tel: - +91 (0)22 2279 0101
Fax: - +91 (0)22 2285 2024
Web site: - www.britishcouncil.org.in
Email id: - keshv.shetty@in.britishcouncil.org
Contact person: K.S. Shetty
Collected Information: To access the library resources and borrow items they provide us membership list and they offers different categories of memberships

Membership	Entitlements	Loan Period	Fee Yearly	Fee Renewal	Fee 6 Monthly
Individual	3 books/CD-ROMs, 2 periodicals	3 weeks	Rs.1500/-	Rs1400/-	Rs.800/-
Classic (music)	3 books/CD ROMs, 2periodicals, 3 music CDs	3 weeks	Rs.2200/-	Rs.2000/-	Rs.1200/-
Classic (DVDs)	3 books/CD ROMs, 2periodicals, 2 DVDs	3 weeks, 2 weeks for DVDs	Rs.2200/-	Rs.2000/-	Rs.1200/-
Classic	A Total of 6	3 weeks	Rs.2200/-	Rs.2000/-	Rs.1200/-

Classic (junior)	A Total of 6 books (inclusive of junior collection) + 2 periodicals	3 weeks	Rs.2200/-	Rs.2000/-	Rs.1200/-
Family	Total of 18 items from books, junior collection, CD – ROMS, music CDs, multimedia CDs and DVDs (DVDs not more than 3) + 2 periodicals	3 weeks, 2 weeks for DVDs	Rs.3500/-	Rs.3000/-	Rs.1800/-
Reference	No borrowing privileges		Rs.250/- per		

Place: - British Council IELTS (International English Language Testing System)

Purpose: - English Testing

Address: - British Council Division, British Deputy High Commission, Mittal Tower,

‘C’ Wing, 2nd Floor, Nariman Point. Mumbai: - 400 021

INDIA.

Tel: - +91 (0)22 2279 0101

Fax: - +91 (0)22 2285 2024

Web site: - www.ielts.org

Email id: - ielts.mumbai@in.britishcouncil.org

Collected Information: - Broacher, Application form, Schedule for the IELTS and Fees information. And the fees is Rs.6825/-. It can be register online also on www.britishcouncil.org.in/ielts

To apply for the IELTS you must have a Passport or National ID

Test format: - For the IELTS British council is helping to prepare for the test. Official practice materials are available from test centres. This includes a full practice test with an answer key, a CD of the listening test and three sample speaking tests so that candidates can get some idea of their level and familiarize themselves with the format of the test.

The tests taken are as follows: - Listening, Reading, Writing and Speaking

For listening: - The listening test takes 30 minutes. There are 40 questions and four sections. The listening test is recorded on CD and is played ONCE only.

Reading: - The reading test takes 60 minutes. There 40 questions, base on three reading passages with a total of, 2,000 to 2,750 words. Both the academic reading and general training reading tests have same format.

Writing: - The writing test takes 60 minutes. There are two tasks to complete. It is suggested that about 20 minutes is spent on task 1 which requires candidates to write at least 150 words. Task 2 requires at least 250 words and should take 40 minutes.

Speaking: - The speaking test takes between 11 and 14 minutes and consists of an oral interview between the candidate and an examiner. All speaking tests are recorded.

Place: - Sujaya Foundation

Purpose: - Basic English Spoken and computer training courses for the youth of community who were interested to do

Address: - Sujaya Foundation, 2nd Floor, Adarsh Mithai Mandir, Near Grant road Station

Tel: - +91 (0)22 2207 8490/2207 6238

Web site: - www.sujayafoundation.org

Email id: - info@sujayafoundation.org

Contact Person: - Ms. Neelambari Store Rao

Collected Information: - The broacher and the course contents.

English Language Skills: - Basic and advanced level intensive courses

Mathematical Skills: - Strengthening basic concepts

IT Skills: - Working knowledge of operating computers and using standard software

Help with Placements: - Students are helped in finding a suitable job

For English basic course the fees is Rs.1000/- and for Basic Computer is also Rs.1000/- the fees is refundable if the student is attended all the class

Batches: 1.5 hrs daily, Mon – Fri for 3 months. Microsoft Word, Excel, Power Point, Internet.

Place: - Keerti Computers

Purpose: - Computer training courses for the youth of community who were interested to do

Address: - 1st Floor, Opposite Samarth Hospital, Rodriguez Chawl, Bandrekarwadi, Jogeshwari (E), Mumbai: - 400 060

Tel: - +91 (0)22 2824 0299/ 9702069986

Contact Person: - Chhaya madam, 9821894225

Web site: - NA

Email id: -

Collected Information: - The broacher and the course contents are

FUNDAMENTALS & O.SINTERNET & WEB PAGE

CONCEPT OF HARDWARE

- | | | |
|--|----------------------------|---------|
| 1. Computer Competency System | 9. Internet | 19. I/O |
| 2. System Software Storage Concept | 10. Outlook (Browser, PIM) | 20. |
| 3. Windows Vista O.S. Hardware Concept | 11. Web & E-Commerce | 21. |

4. Application Software Networking Concept	12. Front Page	22.
MS-OFFICE 2007 ANIMATION	13. Concepts of Multimedia DESK TOP PUBLISHING	INTRO. OF
5. MS-Word 2007 Animation?	14. Page Maker	23. What is
6. MS-Excel 2007 & 3D Animation?	15. CorelDraw	24. What is 2D
7. MS-Power Point 2007 of Animation	16. Photoshop	25. Scope
8. MS-Access (level-1)	17. Printing Concept	
PERSONALITY DEVELOPMENT	FINANCIAL ACCOUNTING	
	18. Tally-9(A/c Package) Public Speaking	26. Effective
	Accounts & Inventory, Confidence Building	27.
	VAT, TDS, Service Tax, Decision Making	28.
	FBT, TCS, ODBC.	

The fee for the whole course is Rs.5000/-

Place: - Zarapkar Tailoring

Purpose: - Based on our data collection we have come to know that in our community youth wanted to know about the courses and they wanted to upgrade their current skills from tailoring to cutting master or in their professional they wanted to increase their skills

Address: - Senapati Bapat Marg, Near Tilak Bridge, Dadar (W), Mumbai: - 400 028.

Tel: - 2421 0147

Web site: - NA

Email id: - zarapkar@mtnl.net.in

Collected Information: - The Broacher and the course content with their fees and duration

No.	Courses	Garments	Duration	Fees
1.	Ladies and Gentleman Diploma	25	10 months	Rs.7500/-
2.	Gentlemen's Certificate	12	5 months	Rs.4000/-
3.	Ladies Basic Certificate	14	4 months	Rs.3500/-
4.	Ladies Advance Certificate I	12	4 months	Rs.4000/-
5.	Ladies Advance Certificate II	10	4 months	Rs.5500/-
6.	Selected Garments	-	2 months	Rs.1500/-
7.	Basic Embroidery Certificate	15+	2 months	Rs.1000/-

Batches and Timing are as shown below: -

Batch number	From	To
1.	08:00 am	10:00 am

2.	10:15 am	12:15 pm
3.	12:45 pm	02:45 pm
4.	03:00 pm	05:00pm
5.	06:00 pm	08:00pm
*6.	11:00 am	05:00 pm
>7.	08:30 am	10:00 am
>8.	06:30 pm	08:00 pm

***The batch no. 6 is a Sunday's batch, > the batch no. 7 and 8 is for embroidery**

Place: - PAN (Permanent Account Number) card agent
Purpose: - Based on data collected some youth wanted to open their bank account but due to their documents proof is not completed they haven't be able to do they wanted to know about how to open the PAN
Address: - PAN card Authorized agent, opposite Bank of Maharashtra, Near Shiv Sena Bhavan, dadar (W),
Tel: - 2430 7705
Web site: - NA
Email id: - NA
Collected Information: - Form for application of PAN and which documents are needed
Why the PAN card is necessary with some important message downloaded from internet

Place: - Meena Enterprises, Imperial Sewing Machine Pvt. Ltd., Nerol Stylish Stitcher.
Purpose: - Some youth wanted to know about how to start their own workshop so we started to collect the prize list of the sewing machines
Address: - Imperial Enterprise, Shop No. 2,E/21, Padhye wadi, Near Ram Mandir, Bhavani Shanker Road, Dadar(W), Mumbai: - 400 028.
Tel: - 2421 4590/2422 4590
Web site: - www.imperialenterprise.in
Email id: - info@imperialenterprise.in
Collected Information: - Broacher of Indian and china sewing machine with prize list

One needle machine made in china – Rs.9800/-
Over lock machine made in china -
Rs.14000/-
Tailor model made in India - Rs.4160/-
Juki machine made in china -
Rs.15000/- (varies for different for different shop)

Place: - M.H. Saboo Siddik Polytechnic College
Purpose: - Since some youth are skilled worker but they don't have trade certification or ITI certificate due to this they are not getting jobs in recognized company. We have gone here because this college is providing the courses for 8th class students and 10th class also those who have not clear the 10th class. And part time diplomas in engineering for 12th class pass students.

Address: - M.H. Saboo Siddik Polytechnic, 8, Saboo Siddik Polytechnic Road, Byculla, Mumbai – 400 008.

Tel: - 2308 4881/ 2308 4882/ 2309 6617

Fax: - 2307 0924

Web site: - www.mhsspolytech.com

Email id: - principal_mhssp@mhsspolytech.com

Collected Information: - Broacher of the part time diploma courses in engineering and form. And ITI courses for 8th class pass and 10th class fail students

Sr. No.	Courses	Basic Qualification	Duration of Course	Days (Morning / Evening)	Intake Capacity	Fees
1.	D'Man (Piping & Ducting)	S.S.C. Pass	1- year	Monday to Friday	25	7500
2.	Draughtsman Mechanical	S.S.C. Pass/ Fail	1- year	Monday to Friday	25	7500
3.	Architectural D'Man	S.S.C. Pass/ Fail	1- year	Monday to Friday	25	7500
4.	Mechanic Diesel	VIII Pass & Above	1- year	Monday to Friday	25	6200
5.	Mechanic Motor Vehicle	VIII Pass & Above	1- year	Monday to Friday	25	6200
6.	Ref. & Air-condition Mechanic	VIII Pass & Above	1- year	Monday to Friday	25	6200
7.	P.C. Maintenance	S.S.C. Pass	6 months	Monday to Friday	25	6200
8.	Networking	H.S.C. OR P.C. Maint. Pass	6 months	Monday to Friday	25	6200
9.	Auto Cad (2D & 3D)	S.S.C. OR D'Man Pass	3 months	Monday to Friday	25	4000

Place: - Agnel Technical Education Complex.

Purpose: - Since some youth are skilled worker but they don't have trade certification or ITI certificate due to this they are not getting

jobs in recognized company. We have gone here because this college is providing the courses for 8th class students and 10th class also those who have not clear the 10th class. And part time diplomas in engineering for 12th class pass students.

Address: - Agnel Ashram, Bandstand, Bandra, Mumbai – 400 050

Tel: - 2642 3941/42, 2642 3004/48

Fax: - 022 – 6516 831

Web site: - NA

Email id: - NA

Collected Information: - List of all the courses that the institute is providing to the youth of 8th class pass and 10th class fail to 10th class pass and engineering courses.

NAME OF THE INSTITUTE AND COURSES:	DURATION	QUALIFYING EXAM AND ELIGIBILITY	EXAMS CONDUCTED BY
I FR. C. RODRIGUES COLLEGE OF ENGINEERING DEGREE COURSES:			
1.Production Engineering	4 years	H.S.C. Science	University of Mumbai
2.Electronics Engineering	-Do-	H.S.C. Science	-Do-
3.Computer Engineering	-Do-	H.S.C. Science	-Do-
4.Information Technology	-Do-	H.S.C. Science	-Do-
5.M.E. – [Mechanical, (CAD-CAM)]	2 years Full Time	B.E.	-Do-
6.M.E. – (Electronics)	2 years Full Time	B.E.	-Do-
7.M.E. – (Production) [specialization in manufacturing engineering] – (part Time)	3.5 years Part Time	B.E.	-Do-

***Note: -** All part time courses have been stopped but the courses available is full time course

Place: - LIC Development Officer

Purpose: - some of the youth wanted to know be a good LIC agent

Address: - Br. No. 91-Q, 2nd Floor, Satellite Classic Shopping Centre, Caves Road, Jogeshwari(E), Mumbai – 400 060.

Tel: - 2836 3150/ 0838/ 6850/ 2824 6406

Web site: - NA

Email id: - sdraikar@hotmail.com

Collected Information: - If someone wants to be a LIC agent than he/she should apply for it by filling the training form for agent and they will give the training to them for 3 weeks by end they will take the written and oral exam if he/she qualifies then they hire them as an assistant agent they are charging for this training Rs.600/-. It can be given online exam also and the fees for this is Rs300/-

***Note: -**

Place: - P.W.D.

Purpose: - For youth who wants to be a license electrician with certificate the state government is taking the trade exam

Address: - P.W.D near Bhavans College Andheri (E)

Tel: - NA

Web site: - NA

Email id: - NA

Collected Information: - Electrician exam form which has to be filled with an electrical contractor. Their exam is held on May and repeaters exam is on November.

***Note: -**

Place: - Akanksha Foundation for English speaking course

Purpose: -

Address: -

Tel: -

Web site: -

Email id: -

Collected Information: -

***Note: -**
