Impact Assessment of Projects undertaken by ITC's Social Investments Programme across India under Theme: Human Capital Development- Support to Education & WASH Programme & Skilling of Youth Programme

Enduring Value

give | grants

2026

Background

Theme 1: Support to Education Programme

ITC's Support to Education initiatives aim to improve infrastructure and learning outcomes for children in underserved communities through an integrated, child-friendly approach. Aligned with Samagra Shiksha Abhiyan and NEP 2020, the programme operates mainly around ITC's manufacturing and agri-business locations. The impact assessment in Andhra Pradesh, Telangana and Tamil Nadu covered three key components: development of child-friendly, climate-resilient infrastructure and WASH facilities in schools and Anganwadi centres; enhancement of foundational literacy and numeracy through activity-based and digital learning at primary and upper primary levels; and strengthening Early Childhood Care and Education through capacity building of Anganwadi Sevikas and sustained community engagement to support inclusion, retention, and long-term educational outcomes.

Total number of beneficiaries: 2,16,763 (estimated)

Theme 2: Skilling of Youth Programme

ITC's Horizon-II: Building Capabilities for Tomorrow focuses on strengthening human capital through large-scale youth skilling aligned with national frameworks such as Skill India, PMKVY, and NAP-SDP. Implemented across ITC's factory and agribusiness catchments, the initiative targets unemployed youth, including women, SC/ST communities, and persons with disabilities. It delivers market-relevant technical and employability skills through centre-based and community-level training models, improving access in remote areas. By supporting pathways to wage employment and entrepreneurship, Horizon-II has trained over 1.2 lakh youth, contributing to inclusive, resilient, and future-ready livelihood outcomes. The impact assessment was conducted in Andhra Pradesh, Telangana, and Tamil Nadu.

Total number of beneficiaries: 1,468

Approach & Methodology

ITC Limited engaged Give Grants to undertake an impact assessment of its Social Investments Programme, with a focus on two thematic areas: (i) Support to Education and (ii) Skilling of Youth. The assessment aimed to evaluate the effectiveness, efficiency, and sustainability of ITC's social impact initiatives under these themes. A mixed-methods approach, combining quantitative and qualitative research, was adopted to assess programme outcomes, informed by consultations and discussions with ITC. The scope of work included a desk review of project documents, mapping of key programme stakeholders, development of the research methodology, field-based data collection, and analysis and report writing. The control sample was selected from adjacent blocks/districts, where ITC's intervention had no outreach or influence.

Sampling Plan

Quantitative Sample

Theme	Sample size for project group	Sample size for control group
Support to Education & WASH	596	235
Skilling of youth	156	46
Total	752	281

Qualitative Sample

Theme	Sample size for KIIs
Support to Education & WASH	64
Skilling of youth	34
TOTAL	98

OECD -DAC Assessment Framework used for the assessment

Relevance | Coherence | Efficiency | Effectiveness | Impact | Sustainability

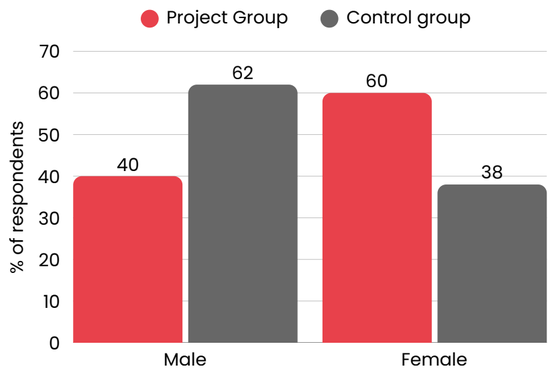
Support to Education & WASH Programme

Impact Findings: Education Outcomes-School Students (Project vs Control)

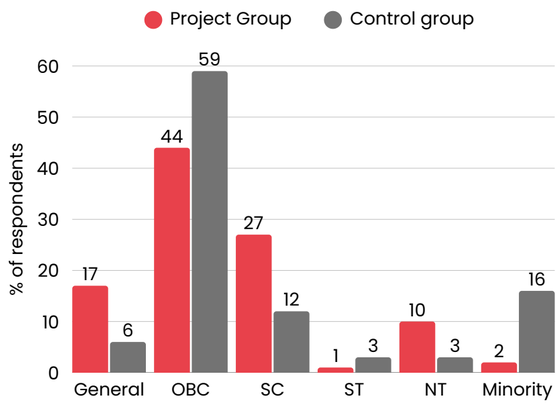
Education programme

Profile of the respondents

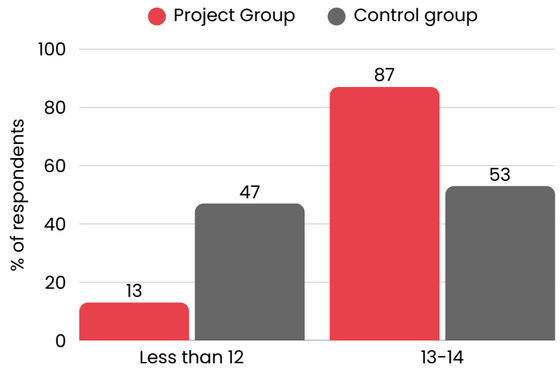
Gender distribution



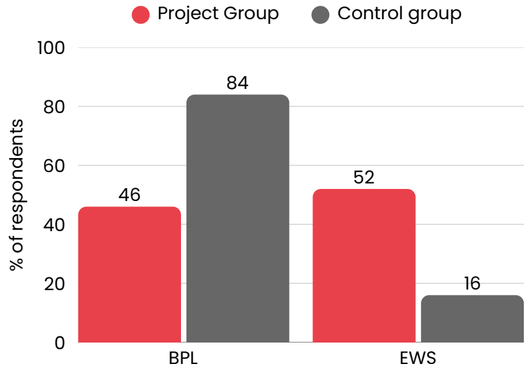
Social Category distribution



Age Distribution



Economic Criteria Distribution



Learning Levels and Academic Improvement

- Students in the project group began with significantly lower baseline learning levels, with only 16% able to read or solve independently, compared to 53% in the control group, indicating larger initial learning gaps in project areas.
- Post-intervention, 71% of students in the project group reported the ability to perform previously difficult tasks such as reading stories and solving mathematics problems.
- Fluent reading ability was notably higher in the project group (88%) compared to the control group (66%), reflecting stronger literacy gains.
- Improved exam performance was reported by 88% of students in the project group, whereas only 31% of students in the control group were able to keep pace with classwork, indicating comparatively weaker academic progression.

Student Engagement and Confidence

- A higher proportion of students in the project group (88%) reported asking questions when in doubt, compared to 69% in the control group.
- Active participation in group activities was reported by 53% of students in the project group, with an additional 43% participating occasionally.
- The need for repeated explanation was significantly higher in the control group (75%), indicating lower levels of comprehension.
- However, only 40% of students in the project group reported increased participation in exams and classroom speaking, suggesting that gaps in confidence persist despite improved engagement.

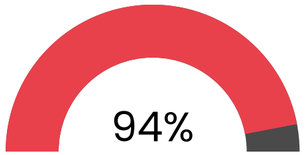
Teaching-Learning Processes and Classroom Experience

- Activity-based pedagogy was nearly universal in project group(99%), compared to only 19% in control group, where teaching remained largely traditional.
- Access to structured learning materials (such as worksheets and story cards) was reported by 99% of students in the project group, compared to just 16% in the control group, highlighting a significant gap in learning support. Additionally, 98% of students in the project group reported exposure to materials beyond textbooks, compared to 22% in the control group.

Support to Education & WASH Programme

Attendance and Interest in Schooling

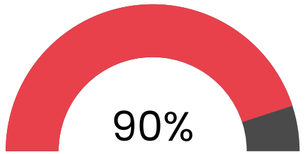
- Full attendance (all school days in the previous week) was higher in the project group (94%) compared to the control group (88%).
- An increase in attendance post-intervention was reported by 90% of students in the project group, while 78% of students in the control group reported regular attendance without a clear improvement trend.
- Interactive teaching methods were identified as a key motivator by students in both groups (100%), although these were more consistently implemented in project group schools.



Project Group

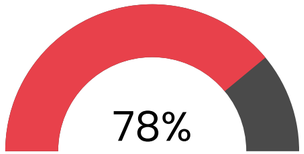
% of students with full attendance under each group in the previous week of data collection

Control Group



Project group students reported an increase in attendance post-intervention

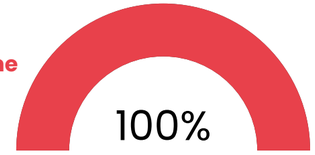
Attendance patterns reported by both the groups



Control group students reported regular attendance

Project Group students reported interactive teaching as a key motivator

Key motivator reported by both the groups



Control group students reported interactive teaching as a key motivator

Career Awareness and Aspirations

- The findings indicate low exposure to career guidance among respondents, with only 22% of students in the project group and 16% in the control group having participated in career guidance activities.
- Across both the project and control groups, students who had access to and participated in career guidance sessions were able to identify their career paths clearly(100%). This underscores that timely exposure to career guidance equips students to make more informed and appropriate career choices.
- Overall, clarity of career aspirations was higher among students in the project group (74%) compared to those in the control group (50%).
- Awareness of employability skills was also significantly higher in the project group (53%) compared to the control group (22%).

Application of Learning and Spillover Effects

- Application of learning at home was equally high in both groups (91%), indicating similar levels of basic skill transfer.
- However, peer learning and knowledge sharing were slightly higher in the project group (88%) compared to the control group (84%).
- Independent reading habits were stronger among students in the project group, with 68% reporting borrowing books, compared to 50% of students in the control group having access to library facilities.
- Self-learning at home was also higher in the project group (62%) than in the control group (53%).

Sustainability of Learning Practices

- A majority of students in the project group (62%) reported an intention to continue learning independently, compared to 53% of students in the control group already engaging in such practices.
- However, 25% of students in the project group remained uncertain, indicating that while behaviour change has begun, it is not yet fully institutionalised.

CONCLUSION

Students in the project group demonstrate markedly stronger improvements in learning outcomes, classroom engagement, and adoption of interactive learning practices compared to the control group, despite starting from lower baseline levels. The intervention appears to have effectively strengthened foundational skills, participation, and academic progression. While gains in confidence and career awareness are evident, these remain areas for further reinforcement. Overall, the findings indicate a positive shift towards more active, self-driven, and sustained learning among students in the project group.

Support to Education & WASH Programme

Impact Findings: Early Childhood Development Outcomes - Anganwadi Students (Project vs Control)

Education programme

Please note: All assessments were conducted with the support of Anganwadi Workers, who are familiar figures to the children and helped provide instructions and guide them through the activities. Their involvement ensured that children were comfortable and able to respond naturally during the assessment process.

Social-Emotional Development and Hygiene Behaviour

- Participation in group activities was substantially higher among children in the project group, with 65% willingly participating, compared to 36% in the control group, where disengagement levels were also higher.
- Patience and turn-taking skills were stronger in the project group, with 59% of children able to wait calmly for their turn, compared to 28% in the control group.
- Peer interaction outcomes were more positive in project centres, where 62% of children shared willingly, compared to 50% in the control group.
- Personal hygiene practices were significantly better among children in the project group, with nearly 60% appearing neat and clean independently, compared to 33% in the control group demonstrating full independence.
- Independent handwashing behaviour was high in both groups (70% in the project group and 83% in the control group).

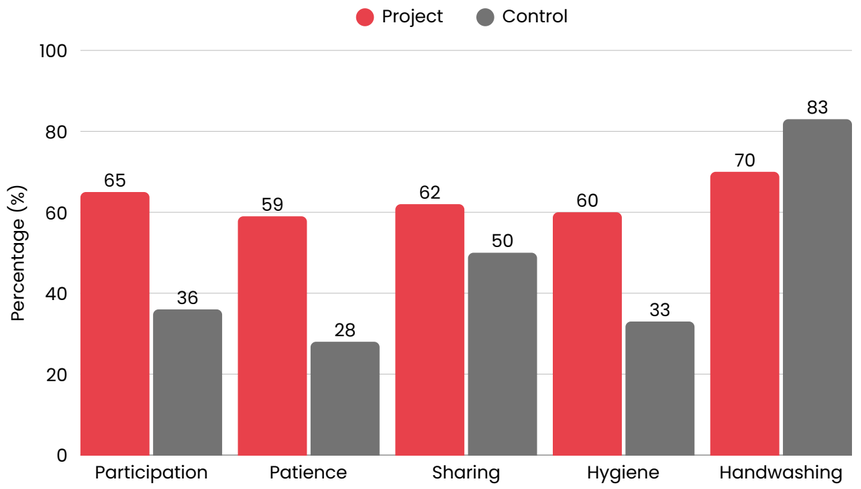
Physical Development (Gross Motor Skills)

- Children in the project group demonstrated stronger motor coordination across activities such as heel-walking and toe-walking, with approximately 76–80% successfully completing tasks, compared to 61% in the control group.
- Balance endurance was also higher in the project group, with more children able to sustain one-leg standing for longer durations, whereas most children in the control group were able to balance only for 10–20 seconds.
- Ball-catching ability was stronger in the project group (85% successful) compared to 69% in the control group.

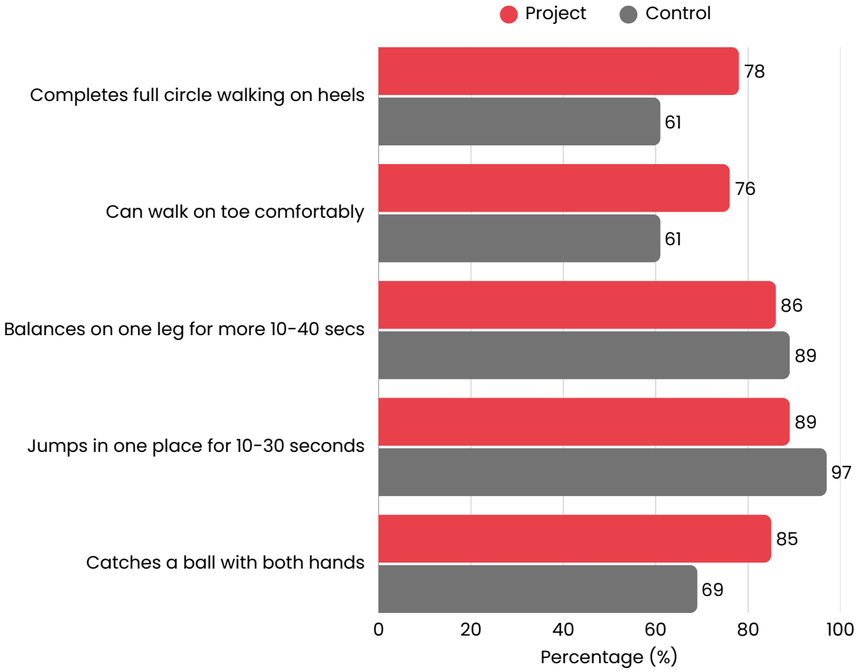
Sensory-Perceptual Development

- Recognition of common animal sounds was high in both groups but consistently stronger among children in the project group, with over 90% accuracy across most sounds.
- Odour identification showed a clear advantage for the project group, with substantially higher recognition of scents such as powder and soap compared to the control group.
- Taste identification abilities were also stronger in the project group, where over 86% of children correctly identified sweet and sour/bitter tastes, compared to lower recognition levels in the control group.

Comparison of Socio-Emotional & Hygiene Behaviours



Comparison of Physical Development



Support to Education & WASH Programme

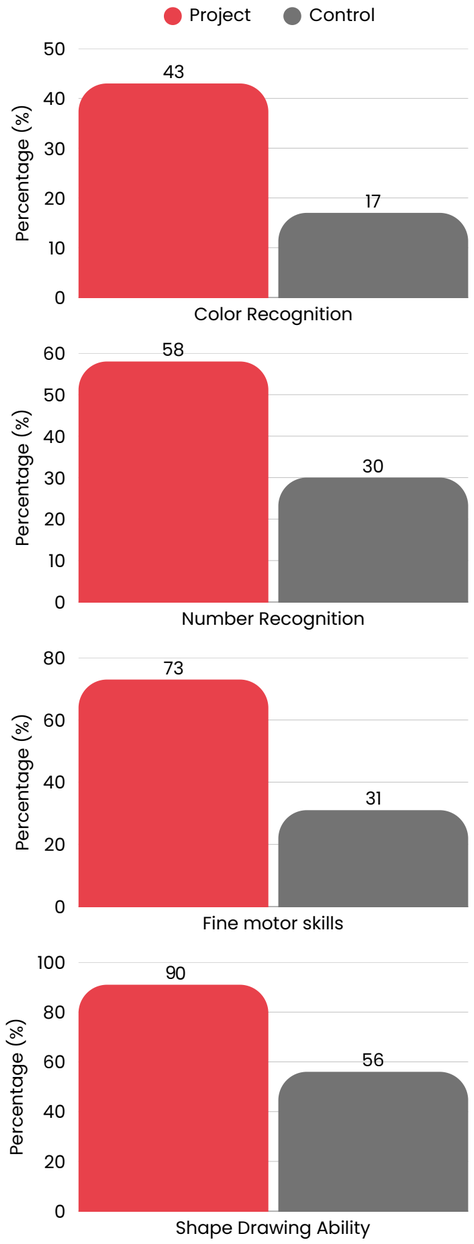
Cognitive Development

- Colour recognition was significantly stronger among children in the project group, with 43% identifying all four colours compared to 17% in the control group.
- Counting ability up to 10 was more common in the project group, while the control group had a higher proportion of children unable to count reliably.
- Number recognition showed a substantial gap, with 58% of children in the project group identifying 8–10 or more numbers, compared to approximately 30% in the control group.
- The ability to follow instructions, particularly multi-step directions, was stronger among children in the project group, indicating better comprehension and attention.
- Knowledge indicators (such as naming animals or vegetables) were also higher in the project group, with more children able to name five or more items.

Fine Motor Development

- Fine motor skills were markedly stronger among children in the project group. Around 73% were able to colour within boundaries, compared to only 31% in the control group.
- Paper manipulation and pasting abilities were significantly higher in the project group, while most children in the control group required assistance or were unable to complete the task.
- Shape-drawing ability also showed a substantial gap, with 90% of children in the project group able to draw shapes compared to 56% in the control group.

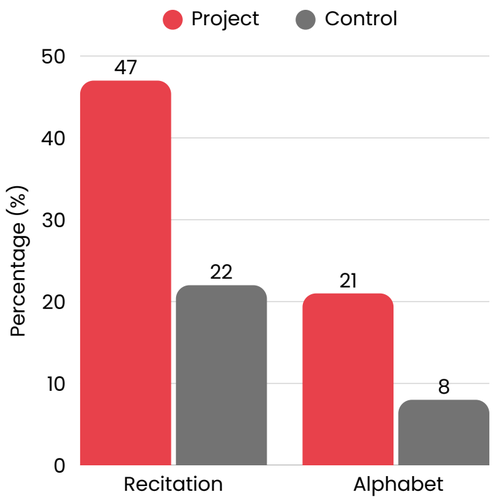
Comparing Development between Project Group and Control Group



Language and Communication Development

- Recitation of rhymes with actions was significantly higher among children in the project group (47%) compared to the control group (22%).
- Expressive language skills were stronger in the project group, with more children able to speak in complete sentences and fewer unable to communicate verbally.
- Alphabet recognition showed one of the largest gaps, with 63% of children in the project group able to identify three or more alphabets, including 21% recognising all, compared to only 8% recognising all in the control group.

Language and Communication Outcome



Behavioural Observations

- Observations from project centres indicated predominantly positive engagement, with many children demonstrating good, satisfactory, or outstanding participation levels.
- Active involvement and responsiveness were commonly observed among children in the project group, with only a small proportion requiring additional attention.
- In contrast, observations from control centres indicated less structured environments and comparatively lower levels of consistent engagement.

CONCLUSION

Children in the project group demonstrate consistently stronger outcomes across social-emotional, physical, cognitive, and language development compared to the control group. The findings indicate that structured interventions have contributed to improved engagement, foundational skills, and overall school readiness. Notable gains in hygiene practices and behavioural outcomes further reflect holistic development. However, select areas such as independent hygiene behaviours and sustained engagement may require continued reinforcement.

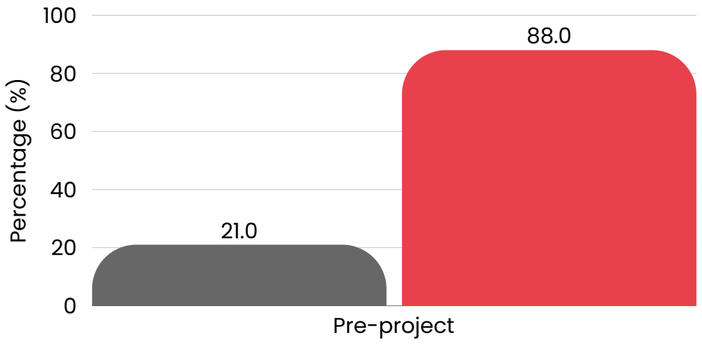
Support to Education & WASH Programme

Impact Findings: Education Outcomes- Anganwadi Workers (Project vs Control)

Education programme

Attendance and Enrolment Trends

- Anganwadi workers in the project group reported a significant improvement in regular attendance, with the proportion of children attending 76–90% or more increasing from 21% (pre-intervention) to 88% (post-intervention), compared to 50% reported by respondents in the control group.
- Low attendance (<50%) declined sharply in the project group, from 47% (pre) to 0% (post), while 7% of respondents in the control group continued to report low attendance, indicating stronger retention in the project group.
- Dropout rates, which were already low, showed further improvement in the project group. Respondents reported an increase in zero dropout from 82% to 88% overall, and from 85% to 91% among girls, compared to 67% zero dropout among girls as reported in the control group.



Improvement in attendance amongst Project Group

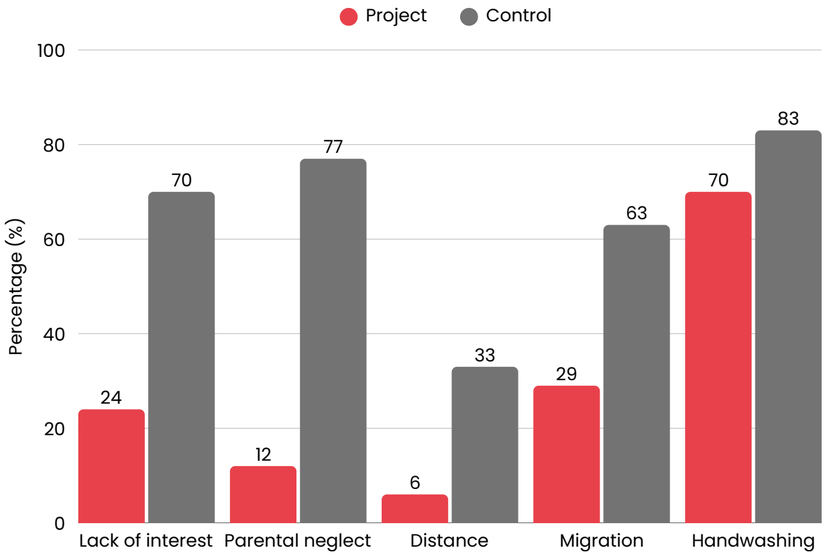
Improvement in Anganwadi Worker's Skills

- Anganwadi workers in the project group reported significant improvements in their facilitation skills. Language activity facilitation was rated as good or excellent by 94% of respondents post-intervention, compared to 47% in the control group.
- Numeracy facilitation improved to 91% good or excellent in the project group, compared to 27% in the control group.
- Multi-age classroom management was also stronger in the project group, with 85% reporting good or excellent capability, compared to 33% in the control group.

Reduction in Barriers to Attendance

- Anganwadi workers in the project group reported a substantial reduction in lack of interest as a key driver of absenteeism, declining from 88% (pre) to 24% (post), while it remained high in the control group (70%).
- Absenteeism attributed to parental neglect decreased significantly in the project group, from 79% to 12%, compared to 77% reported in the control group, indicating stronger parent engagement.
- Structural barriers such as distance (6% in project vs 33% in control) and migration (29% vs 63%) were also reported less frequently by respondents in the project group.

Key Barries to Attendance



Support to Education & WASH Programme

AWW Confidence and Behavioural Change

- Confidence in facilitating child development improved significantly among respondents in the project group, with 88% reporting being confident or highly confident post-intervention, compared to 27% in the control group.
- Confidence in engaging with parents on nutrition improved to 91% in the project group, compared to 37% in the control group.
- Similarly, confidence in facilitating language activities was higher in the project group (91%) compared to the control group (20%).

Child Development Outcomes

- Anganwadi workers in the project group reported stronger child development outcomes. Social development was reported as often or very frequently positive by 85% of respondents, compared to 20% in the control group.
- Group participation was reported as often or very frequently by 88% of respondents in the project group, compared to 20% in the control group.
- Problem-solving abilities were reported as often or very frequently by 47% in the project group, compared to 13% in the control group.

Learning Outcomes: Literacy and Numeracy

- Respondents in the project group reported a substantial increase in children demonstrating higher literacy levels (51–75% or more), from 6% (pre) to 91% (post), compared to 40% in the control group.
- Basic numeracy levels also improved significantly, with 85% of respondents in the project group reporting 51–75% or higher competency, compared to 17% in the control group.

Parent and Community Engagement

- Anganwadi workers in the project group reported significant improvements in parent engagement, with weekly engagement increasing from 3% to 94%, compared to 23% in the control group.
- Parent awareness of learning milestones increased from 18% to 97% in the project group, compared to 47% in the control group.
- Community participation was also stronger, with 56% of respondents in the project group reporting high levels of involvement, compared to 13% in the control group.

Sustainability and Programme Adoption

- All Anganwadi workers in both the project group and control group (100%) reported an intention to continue activity-based learning, indicating broad acceptance of the approach.
- However, perceived improvement in professional capability was significantly higher in the project group, with 88% reporting improvement to a great extent, compared to 37% in the control group.
- Overall programme satisfaction was also higher in the project group, with 100% reporting satisfaction or high satisfaction, compared to 37% in the control group, where the majority (63%) remained neutral.

Infrastructure and Learning Resources

- Respondents in the project group reported substantial improvements in the availability of play and learning materials, with access to play kits increasing from 27% to 100%, and educational materials from 24% to 91%. This compares to 43% and 67% respectively as reported by respondents in the control group.
- Core infrastructure (rooms, kitchens, and toilets) was reported as universally available (100%) in the project group post-intervention, while respondents in the control group reported some gaps (83–100%).

Capacity Building and Training Effectiveness

- Training effectiveness was rated higher by Anganwadi workers in the project group, with 91% reporting it as effective or highly effective, compared to 33% in the control group.
- Understanding of child development was also stronger among respondents in the project group, with 62% rating their knowledge as good or excellent, compared to 27% in the control group.
- Educational kits were universally perceived as useful in the project group (100% agreement), compared to only 27% agreement among respondents in the control group.

CONCLUSION

Anganwadi workers in the project group report significant improvements in attendance, reduction of barriers, and enhanced child development outcomes compared to the control group. The intervention has also strengthened worker capacity, confidence, and adoption of activity-based learning practices. Higher levels of parent and community engagement further indicate a more supportive ecosystem in project areas. Overall, the findings reflect a strong shift towards improved service delivery and sustained programme adoption among respondents in the project group.

Support to Education & WASH Programme

Impact Findings: WASH Outcomes - School Students (Project vs Control)

WASH programme

Awareness and Knowledge of Hygiene Practices

- 60% of school students were aware that handwashing with soap helps prevent illness, suggesting that the programme achieved a meaningful improvement in awareness. However, the findings also indicate that a knowledge gap remains, which the programme will need to address in future interventions.
- Menstrual Hygiene Management (MHM) sessions reached nearly half of the eligible girls in the project group, compared to only about one-fifth of students in the control group reporting similar exposure.
- Demonstrations on toilet use and maintenance were highly effective, with all students in the project group (100%) reporting improved understanding, while no such structured inputs were reported by students in the control group.
- The ability to demonstrate the six steps of handwashing was substantially higher among students in the project group (68% fully able), whereas students in the control group showed weaker adherence, with over half reporting handwashing without soap.
- Safe water handling practices were also stronger in the project group, with approximately two-thirds reporting the use of ladles or taps instead of dipping hands into containers, compared to 42% in the control group.

Handwashing Behaviour

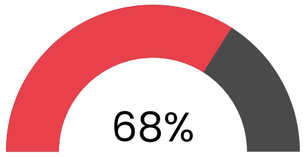
- Students in the project group reported universal adherence to handwashing with soap before meals and after toilet use, while students in the control group reported lower adherence to proper handwashing practices.
- Handwashing after play was reported by 85% of students in the project group, compared to 71% in the control group.
- Continuation of hygiene practices beyond school was notably stronger in the project group, with all students (100%) reporting handwashing during holidays, compared to 65% in the control group.
- A large proportion of students in the project group (95%) reported encouraging family members to adopt handwashing practices at home, compared to about half of students in the control group, indicating stronger spillover effects.

Institutional Reinforcement and Monitoring

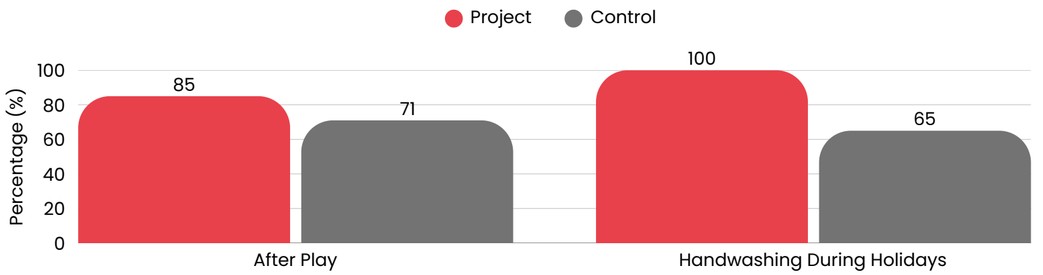
- Students in the project group reported strong institutionalisation of student-led monitoring mechanisms, with 100% indicating oversight by Child Cabinets for handwashing practices, compared to 42% reporting any form of student monitoring in the control group.
- Participation in hygiene-related games and competitions was nearly universal in the project group (99%), while no students in the control group reported such activities being organised.
- Awareness of reporting mechanisms for broken or unclean facilities was higher among students in the project group (74%) compared to those in the control group (65%).
- Once issues were reported, students in both groups indicated that repairs were generally carried out promptly, suggesting responsiveness where reporting systems are in place.

100% Project Group reported improved understanding on toilet use and maintenance

68% Project Group could demonstrate the six steps of handwashing



Handwashing Behaviour Comparison



Support to Education & WASH Programme

Use of Safe Water and Sanitation Facilities

- Toilet usage was high in both groups; however, facility functionality and access were stronger in project schools.
- 100% of project students reported functional toilets, handwashing stations, and drinking water, compared to 67.7% reporting functional handwashing facilities in control schools.
- Accessibility was universal (100%) in the project group vs. 77.4% in control group.

Behavioural Change and Student Agency

- Project schools demonstrated significantly stronger behaviour change and student ownership.
- 95.9% discouraged poor hygiene practices, vs. 74.2% in control.
- 94.6% promoted hygiene at home, vs. 51.6% in control.
- 98.6% participated in hygiene activities, while none were reported in control schools.
- Awareness of reporting systems was higher (74.3% Project vs. 64.5% Control), with 96.4% reporting timely resolution in project schools.

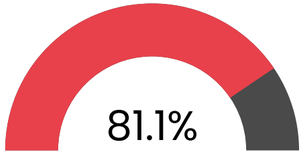
Health and Attendance Outcomes

- Project schools show moderate but clearer improvements. 37.8% reported reduced illness-related absenteeism.
- Attendance increased for 60.8% (project) vs. 54.8% (control).

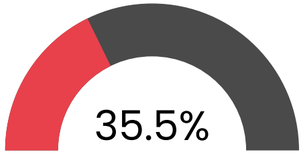
Availability of Hygiene Resources

- Soap availability remained inconsistent across both groups, but access gaps were significantly lower in project schools.
- Soap was always available for 32.4% (project) vs. 35.5% (control).
- However, no access was reported by only 6.8% in project vs. 25.8% in control.
- 81.1% of project students contributed to a “Soap Bank”, compared to 35.5% in control, indicating stronger collective ownership

81% Project Group brought a small piece of soap from home to contribute to class Soap Bank



35% Control Group mentioned teachers asking them to bring soap / cleaning materials from home



Menstrual Hygiene and Safe Disposal

- Access remains limited but better in project schools. 32.4% reported safe disposal access (project) vs. 19.4% (control).
- 80.6% in control reported no access, highlighting a critical gap.

School Environment and Engagement

- Clean infrastructure was a key driver of attendance in both groups, more strongly in project schools. 75.7% attended all school days (project) vs. 74.2% (control).
- Clean toilets influenced attendance for 85.1% (project) vs. 74.2% (control).

CONCLUSION

Students in the project group demonstrate stronger awareness, adoption, and reinforcement of key WASH practices compared to the control group, supported by structured interventions and student-led mechanisms. The findings highlight improved hygiene behaviours, greater student agency, and positive spillover into household practices. While infrastructure and resource gaps persist in both groups, they are less pronounced in project schools. Overall, the intervention has contributed to a more enabling and behaviour-driven WASH environment among students in the project group.

Support to Education & WASH Programme

Impact Findings: WASH Outcomes - Anganwadi Students (Project vs Control)

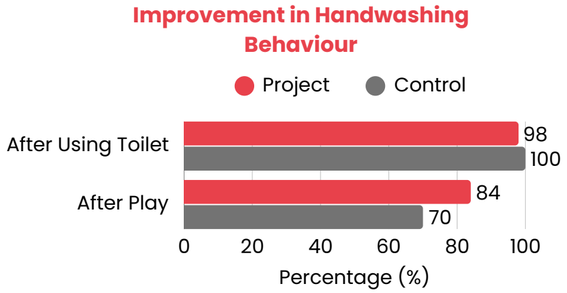
WASH programme

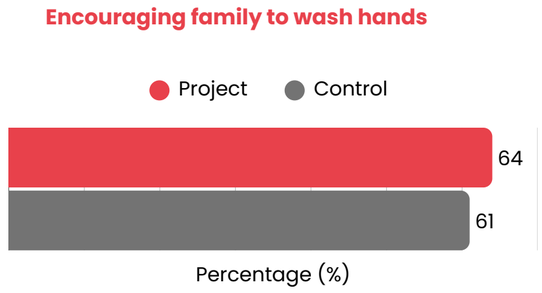
Hygiene Awareness and Knowledge

- Awareness that handwashing with soap prevents illness is substantially higher in the project group (89%) compared to the control group (48%), indicating a strong programme effect on foundational knowledge.
- Depth of understanding is also stronger: 38% of children in the project group could demonstrate all six steps of handwashing, compared to 24% in the control group, where a larger proportion (65.5%) showed only partial understanding.

Handwashing Behaviour

- Handwashing before meals is nearly universal in both groups (100% project; 99% control), indicating well-established habits.
- Behaviour during other critical moments is stronger in the project group, particularly after play (84% vs. 70%), while post-toilet handwashing is high in both groups (98% project; 100% control).
- Encouragement of hygiene at home is slightly higher in the project group (64%) compared to the control group (61%), suggesting modest but comparable spillover effects.





Availability of Hygiene Resources

- Access to soap is a key differentiator: 67% of children in the project group reported that soap is always available, compared to only 18% in the control group.
- In contrast, inconsistent access remains a major issue in the control group, with 70% reporting that soap is only sometimes available and 11% reporting no availability.

Use of Sanitation Facilities

- Toilet usage and acceptance are high across both groups (100% project; 99% control), indicating positive attitudes.
- However, facility functionality is more reliable in the project group (100% vs. 93%), supporting sustained usage.

Health Outcomes

- Lower levels of frequent illness are reported in the project group (18%) compared to the control group (26%), suggesting early health gains linked to improved hygiene practices.
- A majority of children in both groups reported not falling sick regularly.

Facility Availability and Accessibility

- WASH infrastructure is more consistently available in the project group, with 100% reporting functional toilets and handwashing facilities.
- In the control group, gaps persist-24% reported non-functional handwashing facilities and 7% reported non-functional toilets.
- Drinking water access is high in both groups, though slightly lower in the project group (84%) compared to the control group (94%).

Behavioural Reinforcement and Spillover Effects

- A substantial proportion of children in both groups reported encouraging handwashing at home (64% project; 60% control), indicating early-stage behaviour transfer beyond the Anganwadi.
- While differences are modest, this reflects emerging child-led reinforcement of hygiene practices at the household level.

CONCLUSION

Children in the project group demonstrate stronger hygiene awareness, access to resources, and adoption of key WASH behaviours compared to the control group. Improved availability of soap and functional infrastructure appears to support more consistent practice of hygiene behaviours. While spillover effects into households are emerging in both groups, they are slightly stronger in the project group. Overall, the findings indicate a positive shift towards improved health and hygiene outcomes among children in the project group.

Support to Education & WASH Programme

Impact Findings: WASH Outcomes - Anganwadi Workers (Project vs Control)

WASH programme

Programme Participation and Capacity Building

- Participation in WASH planning was universal in the project group (100%) compared to 26% in the control group, indicating stronger ownership.
- Training exposure was significantly higher, with 100% of project respondents attending at least two trainings and 53% attending four or more, while 68% of the control group reported no training.

Perceived Effectiveness of WASH Interventions

- Perceived improvements in children's hygiene were higher in the project group, with 79% reporting improvement to a great extent compared to 58% in the control group.
- Similarly, 68% of project respondents reported substantial reductions in illness and open defecation, versus 42% in the control group.
- WASH awareness activities were rated very effective by 63% in the project group, compared to 26% in the control group, where 58% found them only somewhat effective.

Community Engagement and Behaviour Change

- Community participation in maintenance was higher in the project group (100%) than in the control group (84%).
- Mothers' groups were also perceived as more impactful, with 84% of project respondents reporting strong impact compared to 21% in the control group; notably, 63% in the control group reported only limited impact.
- Improvements in household WASH practices were reported by 89% of project respondents, compared to 42% in the control group.

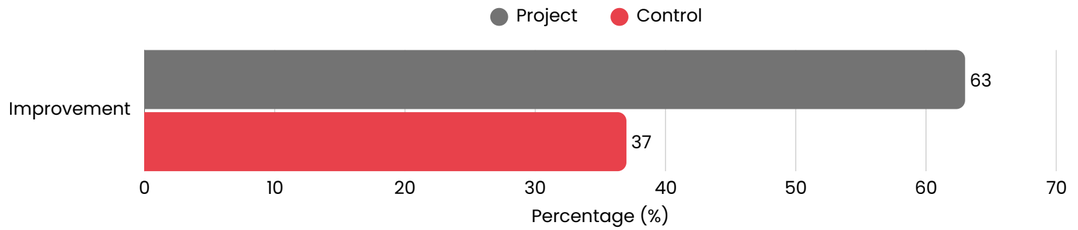
Infrastructure and Resource Availability

- Availability of maintenance funds was higher in the project group (58%) than in the control group (21%), though gaps remain in both.
- Hygiene kit distribution was limited, with 74% of project respondents and 68% of control respondents reporting no distribution.

Child Health and Attendance Outcomes

- Improvements in child attendance and health were reported by 63% in the project group, compared to 37% in the control group.
- No change in attendance was reported in the control group (11%).

Improvement in Attendance and Health



Sustainability and Institutionalisation

- Regular maintenance of WASH facilities was reported by 100% of the project group, compared to 90% in the control group.
- Participation in refresher trainings was similar across both groups (79%), though initial exposure was higher in the project group.
- Digital engagement was widespread, reported by 95% in the project group and 100% in the control group.
- Dedicated maintenance funds remained limited (37% in the project group and 32% in the control group).

Awareness and Programme Visibility

- Programme awareness was near-universal, reported by 100% in the project group and 95% in the control group.

CONCLUSION

Anganwadi workers in the project group reported stronger participation, capacity building, and perceived effectiveness of WASH interventions compared to the control group. The programme has contributed to improved community engagement, behaviour change, and child health outcomes, supported by higher training exposure and institutional ownership. While sustainability mechanisms are largely in place, gaps in resource availability persist across both groups. Overall, the findings indicate more robust implementation and deeper programme integration in the project group.

Stakeholder Insights

Government Education Official

Infrastructure Gains, Sustainability Risks:
WASH upgrades improved safety, inclusion, and girls' attendance. However, maintenance gaps and funding constraints, especially in tribal areas, pose risks to long-term sustainability.

Women & Child Development / ICDS Officials

Anganwadi Strengthening with Capacity Gains:
Improved infrastructure and training enhanced worker confidence, attendance, and child participation. Sustained impact depends on maintenance funding and better learning resources.

School Representatives

Shift to Activity-Based Learning with Targeted Gains:
Teaching became more engaging and child-centric. Small-group remedial support improved foundational skills, while hygiene integration strengthened daily practices. Maintenance and water availability remain concerns.
Average Ratings on Multiple Aspects Given By School Representatives:

- Teaching capability strengthened: 4.8
- Community values teaching: 4.8
- Enrolment improved: 4.8
- Confidence to continue independently: 4.8
- Activity-based approach sustained: 5.0

Panchayati Raj Institution (PRI) Members

Strong Community Enablement, Weak Formal Systems:
PRIs drove mobilisation, monitoring, and behaviour change, strengthening parental confidence. However, lack of formal maintenance systems and dedicated funding remains a key gap.

Implementing Partners (NGO Staff/Programme Team)

Effective Delivery, Systemic Gaps Persist:
Integrated implementation and strong monitoring drove outcomes. Key challenges include teacher retention and limited convergence with government funding.

Mothers Group - Education

Mothers as Emerging Change Agents:
Mothers actively supported learning at home, improving child outcomes and signalling ownership. However, broader family engagement remains limited

Child Cabinet Members (Bal Manch) (FGD)

Student-Led Behaviour Change Driving Impact:
Child Cabinets enabled peer monitoring, accountability, and leadership, strengthening hygiene practices and creating positive spillover at the household level.

School Management & Development Committee (SMDC) (FGD)

Improved School–Community Linkages:
Strong parental engagement reduced absenteeism and improved confidence in schools. However, sustainability continues to rely on community support due to lack of dedicated funds.

Mothers Group - WASH

High Satisfaction, Low Ownership:
Infrastructure improvements were well received, and hygiene practices improved. However, limited community contribution to maintenance poses sustainability risks.

"After 20 years of teaching, ITC's CSR training through Pratham revolutionised my classroom. The '4 Corners' approach enables 360-degree development. My students now master slokas and show enhanced cognitive skills. This empowerment earned me the 'Best Anganwadi Teacher Award,' proving that quality training transforms lives." - Anganwadi Sevika

"ITC and Pratham's '4 Corners' approach revolutionised our Anganwadi. My daughter is now more confident and active, even reminding us to practice hygiene like handwashing. The Mothers' Group keeps us connected, providing simple activities to reinforce learning at home using daily items. We feel truly involved in her growth." - Parent of Anganwadi-going child (Education)

"ITC's infrastructure and WASH initiatives transformed our Anganwadi into a colorful, child-friendly haven. Unlike my elder child's experience in a rented building, my younger child now enjoys modern hygiene facilities and engaging learning spaces. Cleanliness and joy have replaced our worries, fostering visible growth and confidence." - Parent of Anganwadi-going child (WASH)

Support to Education & WASH Programme

OECD-DAC Analysis

RELEVANCE

- Strong alignment with learning gaps & WASH access needs
- Integrates foundational learning + hygiene interventions
- Focus on ECD, activity-based learning, vulnerable groups

COHERENCE

- Education + WASH components mutually reinforcing
- Aligned with schools, Anganwadis, ICDS systems
- Strong stakeholder coordination (AWWs, Panchayats, community)

EFFICIENCY

- Uses low-cost, high-impact inputs (TLMs, behaviour tools)
- Child Cabinets, peer monitoring reduce external dependency
- Gaps in maintenance funding & consumables (soap)

EFFECTIVENESS

- High performance across learning, hygiene, participation indicators
- Strong gains in AWW capacity & student confidence
- Effective adoption of activity-based pedagogy

IMPACT

- Improved learning outcomes, hygiene behaviour, child development
- Reduced illness + better attendance
- Strong spillover effects (home hygiene, parental engagement)

SUSTAINABILITY

- Strong behaviour change & institutional ownership
- Systems like Child Cabinets, Soap Banks support continuity
- Risks: maintenance gaps, supply issues, training dependency

Challenges Faced by the Respondent Groups

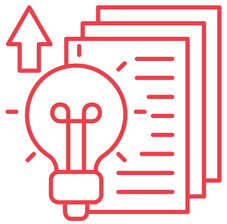
Project Group

- **Sustainability Constraints Despite Strong Gains:** While education and WASH outcomes have improved significantly, maintenance of infrastructure remains inconsistent due to limited funding, affecting long-term functionality.
- **Gaps in Consumable Availability:** Irregular access to essentials like soap continues to pose risks to sustained hygiene practices.
- **Partially Developed Outcomes:** Areas such as student participation confidence, menstrual hygiene management, and independent learning behaviours remain uneven.
- **Dependence on Continued Support:** Variations in community engagement and reliance on ongoing training and monitoring indicate the need for sustained programme support to consolidate gains.

Control Group

- **Foundational Gaps in Education Delivery:** Limited access to structured teaching-learning materials and activity-based pedagogy continues to constrain student engagement and learning outcomes.
- **Weak Hygiene Behaviour Adoption:** Inconsistent practices driven by low awareness, absence of behaviour change interventions, and weak monitoring systems.
- **Infrastructure Deficits:** Gaps in functional handwashing facilities and soap availability further limit hygiene outcomes.
- **Systemic and Institutional Weaknesses:** Limited training exposure, weak institutional mechanisms, and structural barriers (migration, distance, low parental engagement) continue to impact participation and effectiveness.

Recommendations



Project Group

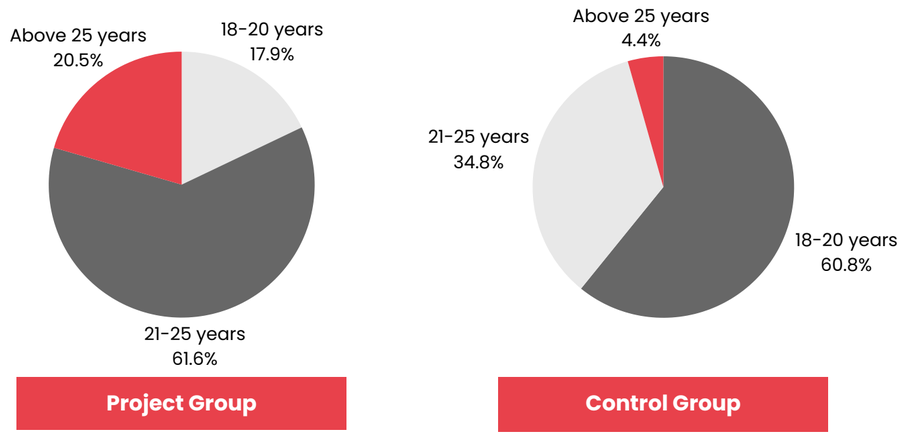
- Strengthen Maintenance Systems: Establish dedicated funding and clear accountability for upkeep of WASH infrastructure.
- Ensure Consumable Availability: Introduce reliable mechanisms for continuous supply of soap and hygiene materials.
- Sustain Capacity & Behaviour Gains: Institutionalise refresher trainings and deepen behaviour change on MHM and independent learning.

Control Group

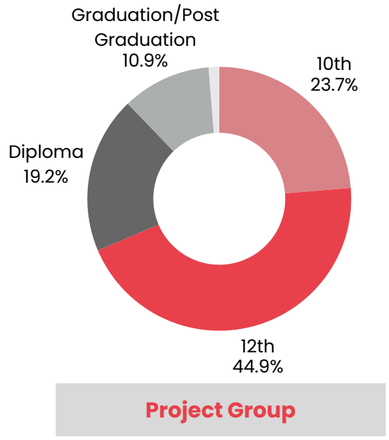
- Introduce Activity-Based Learning: Scale structured pedagogy and teaching-learning materials to improve foundational skills.
- Strengthen WASH Behaviour Systems: Implement hygiene education, demonstrations, and student-led monitoring mechanisms.
- Build Frontline Capacity & Engagement: Expand training for teachers/AWWs and strengthen parent-community involvement.

Profile of the respondents

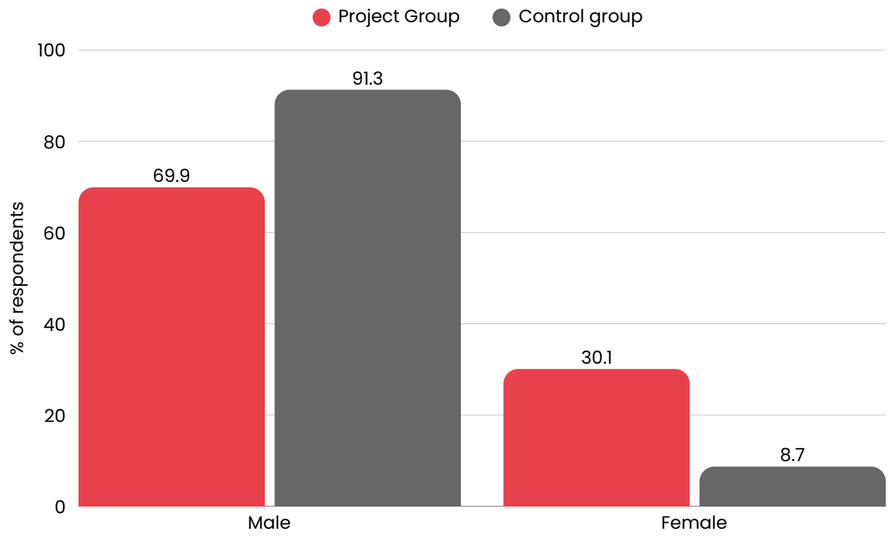
Age distribution of the respondents

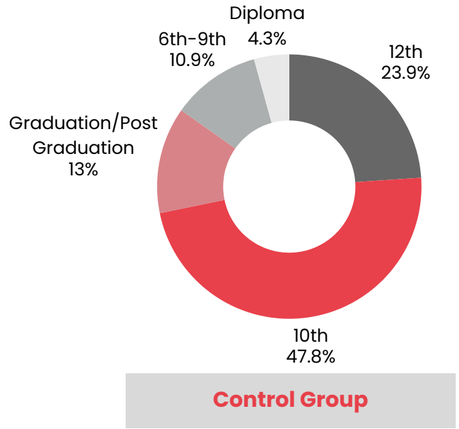


Education distribution of the respondents



Gender distribution of the respondents





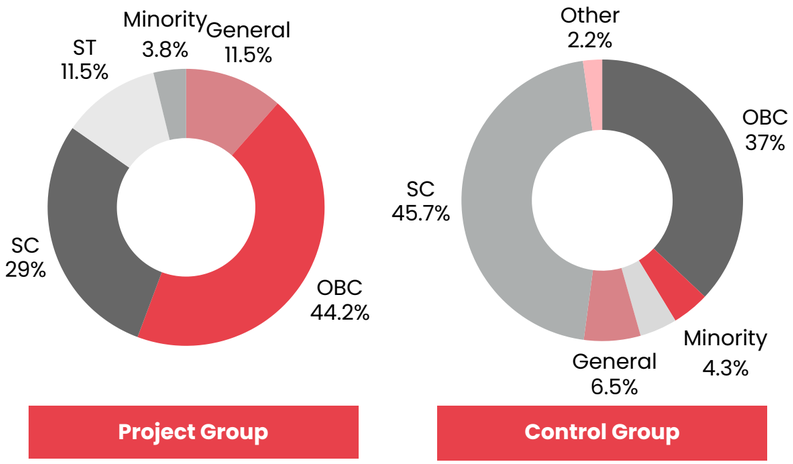
Vocational Training Programme

- In the project (experimental) group, a majority (61.6%) were aged 21–25 years, followed by 17.9% aged 18–20 years. About 20.5% were aged above 25 years, indicating participation across early and slightly later youth segments.
- In the control group, 60.8% were aged 18–20 years, while 34.8% were 21–25 years. Only 4.4% were aged above 25 years, suggesting that the control group was more concentrated in the younger age bracket.
- In the project group, the participant pool was predominantly male (69.9%), with women constituting 30.1%, indicating moderate female inclusion in vocational trades.
- In the control group, participation was more male-dominated (91.3%), with women representing only 8.7%, suggesting comparatively lower female exposure or access to vocational pathways.
- In the project group, most participants had completed Higher Secondary (Class 12) (44.9%), followed by Senior Secondary (Class 10) (23.7%) and Diploma (19.2%). A smaller proportion had completed Graduation/Post-Graduation (10.9%) or Professional Courses (1.3%), indicating a largely school-educated cohort with some technical qualifications.
- In the control group, participants were primarily concentrated at Higher Secondary (47.8%) and Senior Secondary (23.9%) levels, with 13.0% holding Graduation/Post-Graduation qualifications and 10.9% educated up to Classes 6–9. Diploma holders constituted 4.3%, reflecting a mixed but comparatively lower technical qualification base.
- Within the project group, course enrolment was diversified. The largest share was in Assistant Electrician (39.7%), followed by Hospitality (19.9%), Beautician (16.0%), Welding (11.5%), Customer Care Executive (6.4%), and Retail Sales Associate (5.8%), with 0.6% enrolled in other vocational courses. This indicates a broader distribution of trade preferences rather than concentration in only two trades.

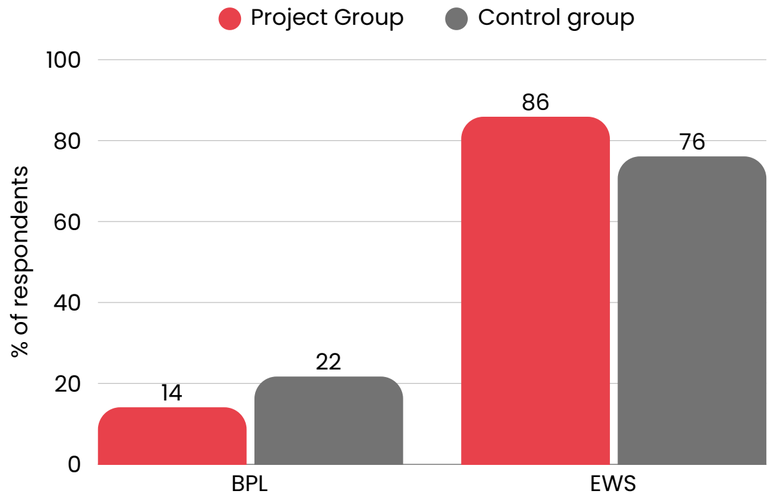
Skilling of Youth Programme

Profile of the respondents

Social category distribution of the respondents



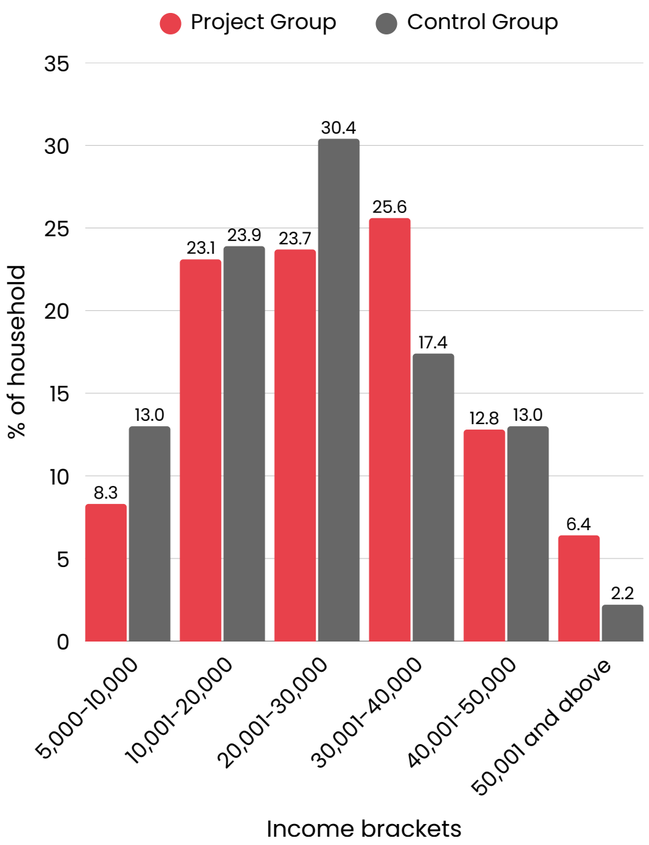
Economic criteria of the respondents



Vocational Training Programme

- In the project (experimental) group, a large proportion belonged to OBC (44.2%) and SC (29%) categories, followed by General (11.5%) and ST (11.5%) participants, with 3.8% from Minority communities. This reflects substantial inclusion of socially marginalised groups, particularly OBC and SC communities.
- In the control group, SC participants formed the largest share (45.7%), followed by OBC (37.0%). General (6.5%), ST (4.3%), Minority (4.3%), and Other categories (2.2%) constituted smaller proportions, indicating continued social vulnerability among non-beneficiaries as well.
- In the project group, a majority (86%) belonged to the EWS category, while 14% were classified as BPL.
- In the control group, 76.1% belonged to EWS households and 21.7% to BPL, with 2.2% reporting no specific economic classification. This suggests comparable economic vulnerability across both groups, though the control group had a slightly higher proportion of BPL households.
- In the project group, most households (61.3%) had two earning members, followed by 16.8% with one earning member and 18.7% with three earners, suggesting shared income responsibility in a majority of households.
- In the control group, 47.8% reported two earning members, while 32.6% had only one earning member. Smaller proportions had three (13.0%), four (4.3%), or five (2.2%) earners, indicating relatively higher dependency in a segment of control households.

Monthly household income distribution of the respondents (Project vs Control group)

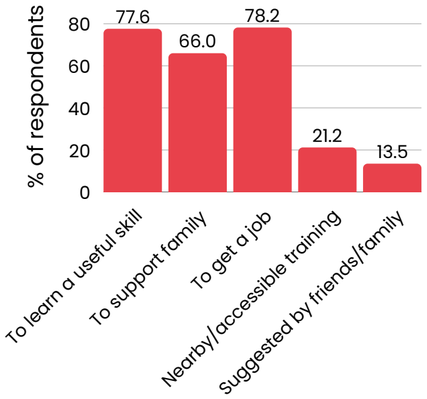


- In the project group, household incomes were distributed across brackets, with the largest shares in ₹30,001–₹40,000 (25.6%), ₹20,001–₹30,000 (23.7%), and ₹10,001–₹20,000 (23.1%). Only 8.3% reported incomes between ₹5,000–₹10,000, indicating that while participants largely came from lower- to lower-middle-income backgrounds, incomes were not concentrated in the lowest bracket alone.
- In the control group, the highest proportion (30.4%) reported incomes between ₹20,001–₹30,000, followed by ₹10,001–₹20,000 (23.9%) and ₹30,001–₹40,000 (17.4%). Smaller proportions were in the ₹5,000–₹10,000 (13.0%) and ₹40,001–₹50,000 (13.0%) brackets, with 2.2% earning above ₹50,000. This indicates a broadly similar income distribution with slight variation at the higher end.

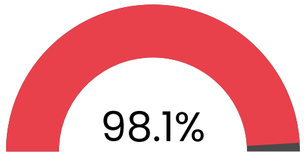
Skilling of Youth Programme

Impact Findings: Strong Alignment of ITC Vocational Training with Youth Aspirations and Local Skill Needs

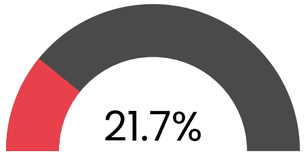
Reasons for joining the skill training (project group)



98.1% of the project group participants were aware of ITC'S CSR support



21.7% of the control group participants were aware of ITC'S CSR support



Motivation for Joining Skill Training:
In the project group, motivation was mainly driven by employability and skill acquisition: "to get a job" (78.2%), "to learn a useful skill" (77.6%), and "to support family" (66.0%). Other factors included nearby location (21.2%) and suggestions from friends/family (13.5%). The control group showed similar trends, with 80.4% motivated to learn a skill, 76.1% to get a job, and 52.2% to support family, indicating strong aspirations across both groups.

Source of Awareness and Outreach Effectiveness:
Among project group, awareness came primarily through NGO members (71.8%), followed by friends (32.1%), ITC members (20.5%), family (18.6%), social media (18.6%), and awareness camps (12.8%). In contrast, only 17.8% of the control group had come across free skill training programmes, while 82.2% had not, showing major outreach gaps.

Awareness of ITC's CSR Support:
Awareness was very high in the project group (98.1%), but low in the control group (21.7%), with 78.3% unaware. Among aware participants, 94.9% learned through training centre/NGO staff and 40.4% through mobilisation meetings.

Information Dissemination Before Enrolment:
Transparency was strong: expected job roles (99.4%), course content (97.4%), duration (96.2%), and salary range (93.6%) were communicated to nearly all participants.

Addressal of Doubts and Pre-Admission Support:
In the project group, 87.2% had their doubts addressed and 12.8% had no doubts. In the control group, only 58.7% had someone to seek guidance from, while 41.3% did not.

Admission and Enrollment Process:
The process was efficient: 76.3% completed enrolment on the same day, 23.1% within 1–3 days, and 0.6% took more than 3 days.

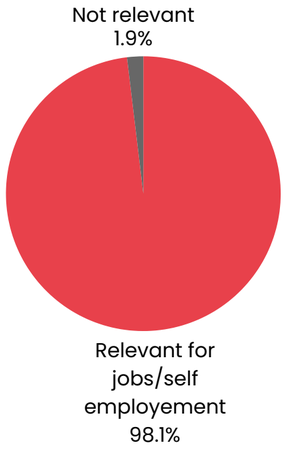
Course Motivation & Alignment:
Project group chose courses mainly for job assurance (81.4%) and interest (78.8%), followed by placement support (52.6%), location (18.6%), and no fee (17.3%). In the control group, job guarantee (84.8%) and free training (76.1%) were top priorities.

Career Guidance Sessions:
98.1% of the project group gained clarity from sessions (1.9% partial). In the control group, only 15.2% had attended such sessions, while 84.8% had not.

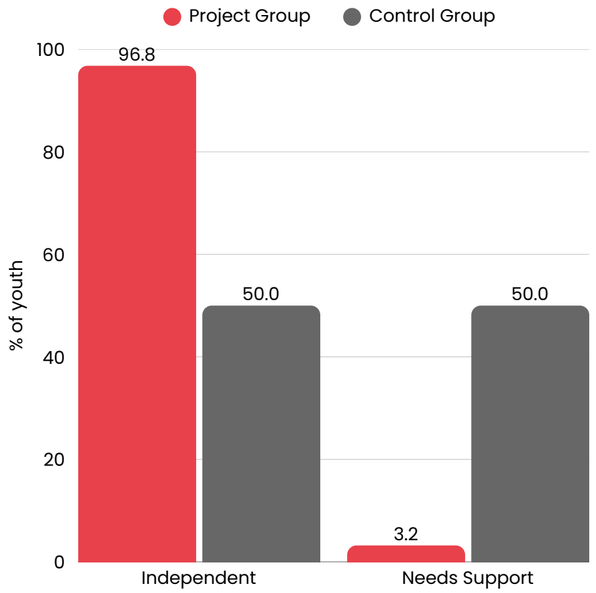
Skilling of Youth Programme

Impact Findings: Strong Training Delivery, Practical Learning, and Skill Confidence

Course relevance for jobs as per the project group



Confidence in Trade Tasks



Clarity of Concept Explanation by Trainers

Instructional effectiveness appears exceptionally strong within the project. 99.4% of project group reported that trainers used examples, demonstrations, and practice exercises, with only 0.6% indicating partial usage. This reflects a highly structured, learner-centric pedagogy designed to enhance comprehension and retention.

In contrast, control respondents were not asked about actual trainer experience, but when asked about preferred learning methods, they overwhelmingly indicated a preference for hands-on practice (97.8%) and practical demonstrations (82.6%), suggesting a demand for structured, instructor-led experiential learning that may not be consistently available to them.

Use of Practical Demonstrations and Hands-on Learning

Practical exposure emerged as a core strength of the programme. 98.1% of project group reported that practical or hands-on sessions were conducted daily, with only 1.9% indicating weekly frequency. This demonstrates a strong emphasis on applied skill-building rather than purely theoretical instruction.

Among control respondents, 89.1% believed that more than 75% of training time should ideally be allocated to hands-on practice, reinforcing that experiential learning is considered essential. However, their responses reflect perception rather than direct experience, underscoring the structured delivery advantage within the project.

Usefulness of Course Content for Work and Self-Employment

The training content shows strong alignment with employability outcomes. 98.1% of project group reported that the course content included skills required for job roles or self-employment, with only 1.9% indicating otherwise. This indicates high perceived relevance of curriculum design to labour market needs.

In the control group, while 89.1% believed that skilled individuals are more likely to be consulted for work or advice in the community, this perception is not grounded in direct training exposure. The contrast suggests that the project translates belief in skills into structured, applicable learning.

Confidence in Performing Trade-Related Tasks

Post-training confidence levels among project group were notably high. 96.8% reported being able to perform basic trade tasks without supervision, reflecting strong competency development and practical mastery.

Additionally, 81.4% reported completing their daily work responsibilities consistently (“daily/always”), indicating both skill confidence and applied discipline.

In contrast, within the control group, only 50% reported being able to complete daily responsibilities without external assistance, while 50% indicated difficulty. This gap suggests that structured vocational exposure significantly strengthens task-level confidence and autonomy.

Impact Findings: Strong Training Delivery, Practical Learning, and Skill Confidence

Course Quality and Participant Satisfaction

Programme delivery indicators suggest high overall participant satisfaction.

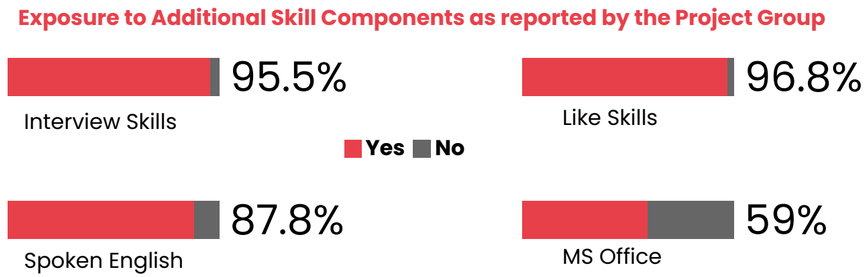
- 94.2% reported that tools and materials were available whenever required, with only 0.6% reporting unavailability. In contrast, 91.3% of the control group respondents believed that availability of tools and materials is an essential requirement before enrolling in training.
- 100% reported dedicated time slots for practice or doubt-clearing sessions. 95.7% of the control group respondents mentioned that they would want an instructor support or supervision to complete tasks during hands-on practice.
- 99.4% confirmed that the training was completed within the initially communicated timeline.
- 98.1% reported that the centre collect their feedback regularly during training
- 80.1% received a certificate after completing the vocational training course. Additionally, 87% of the control group respondents would use a feedback or grievance mechanism if provided by the training centre.

These operational indicators collectively reflect strong course management, structured pedagogy, and high delivery consistency, all of which contribute to perceived quality.

Exposure to Additional Skill Components

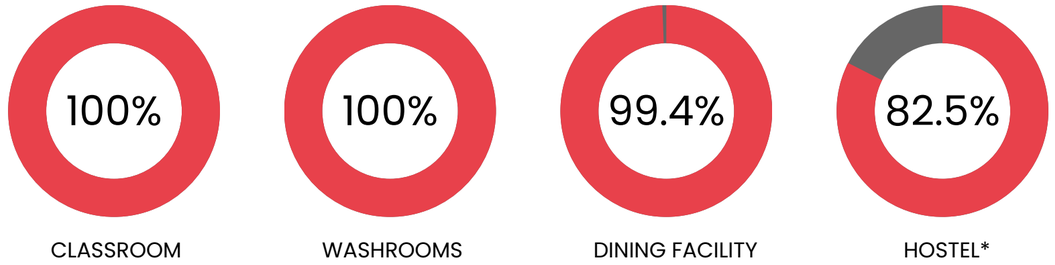
The project ensured substantial exposure to employability-enhancing modules beyond core technical skills.

-Interview Skills (95.5%) -Life Skills (96.8%)
-Spoken English (87.8%) -MS Office (59.0%)



Personality Development (reported widely; multi-response data)

In contrast, control respondents identified these as desirable components rather than experienced ones, for example, 76.1% preferred Life Skills training and 73.9% preferred MS Office, indicating aspirational demand for such modules. The gap suggests that the project significantly enhances exposure to integrated employability skills beyond trade-specific training.



Only respondents from Chennai had access to hostel facilities, of whom 82.5% confirmed availability.

% of project group respondents who expressed the availability of the following facilities at the training centre.

Course-Specific Ratings – Project Group

Course / Module	Average Rating (out of 5)
Training Topics	4.4
Financial Literacy	3.2
Personality Development	3.8
Basic Computer Skills	2.9
POSH Training	3.5
Language Skills	2.5

Skilling of Youth Programme

Impact Findings: Improved Employment and Income Outcomes

- **Engagement in Income-Generating Activity (Pre- and Post-Training):** Before training, 72% of the project group were not engaged in any income-generating activity, compared to 56.5% in the control group (current status). Regular employment before training in the project group stood at 12.2%, with 15.4% in occasional work. This reflects a vulnerable baseline among trainees prior to programme participation.

- **Employment Status After Training:** Post-training, 67.3% of project group were employed in the same field through the programme, 10.3% were employed in a different field, and 9.0% were self-employed. Only 12.8% were currently not working. In contrast, 58.7% of control respondents were currently not working, with only 21.7% employed in a different field and 15.2% self-employed. This reflects a clear difference in structured employment outcomes.

- **Relevance of Current Work to Training:** Among project group, 96.8% reported being able to perform basic trade tasks without supervision, indicating strong skill alignment with employment readiness.

- **Placement Support:** Project group reported receiving structured placement assistance, including placement drives (89.7%), interview preparation (87.8%), job counselling (87.2%), and CV preparation (85.9%), indicating strong facilitated transition mechanisms.

- **Asset Creation:** A significant 83.3% of project group reported purchasing new assets after training.

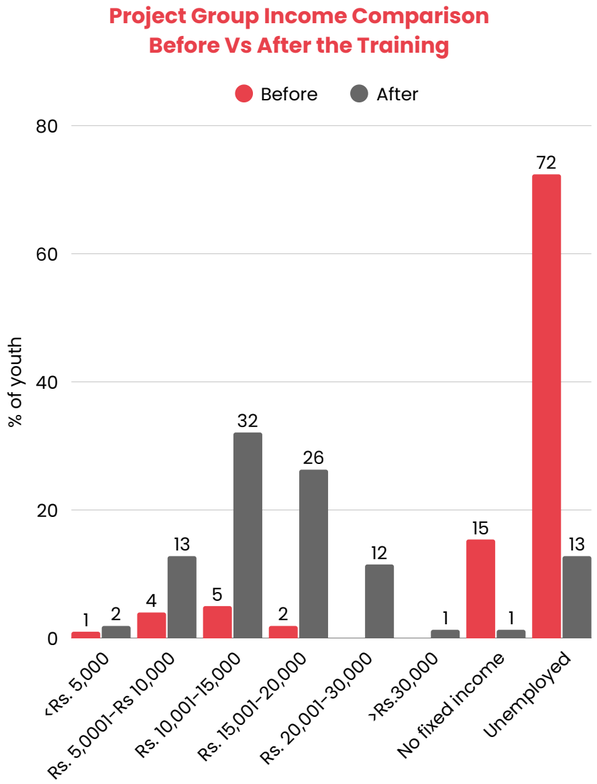
- **Pre-Training Employment Status):** Prior to joining the programme, most respondents were not engaged in any income-generating activity (72%). Only 12% were in regular employment or self-employment, while 15% were engaged in occasional or part-time work, indicating low baseline livelihood engagement.

- **Income Before Training:** Among the 19 respondents who reported earning prior to training, income levels were generally low, with 47% earning upto ₹10,000, 37% earning between ₹10,001–₹15,000, and 16% earning between ₹15,001–₹20,000.

- **Post-Training Employment Status:** Post-training, 67.3% of respondents were employed in the same field through programme-supported placements. A further 10.3% were employed in different fields and 9.0% were self-employed, while 12.8% remained unemployed. This reflects strong employment conversion, particularly in programme-aligned roles.

- **Monthly Salary by Type of Employment**

1. **Employed in Same Field (Programme Placement):** Monthly earnings are concentrated in the lower-to-mid brackets: 43% earn ₹10,001–15,000 and 31% earn ₹15,001–20,000. Smaller shares earn ₹5,001–10,000 (14%) and ₹20,001–30,000 (12%), with only 1% earning below ₹5,000.
2. **Employed in Same Field (Own Efforts):** This category has negligible representation (less than 1% of respondents), and no meaningful salary distribution is available, indicating very limited transition into same-field jobs without programme support.
3. **Employed in a Different Field:** Earnings are more varied, with 44% earning ₹15,001–20,000 and 38% earning ₹5,001–10,000. Smaller proportions earn ₹20,001–30,000 (13%) and ₹10,001–15,000 (6%), indicating mixed outcomes in non-aligned roles.
4. **Self-Employed:** Income levels show greater spread: 31% earn ₹10,001–15,000 and another 31% earn ₹20,001–30,000. Smaller shares earn below ₹5,000 (15%), above ₹30,000 (15%), and ₹15,001–20,000 (8%), reflecting variability typical of self-employment.



- **Contribution to Household Income:** In terms of contribution to household income, 48.7% of project group are major contributors, and 34.6% are partial contributors, meaning 83.3% are contributing financially to their households. In contrast, 54.3% of control respondents reported no contribution to household income, highlighting stronger economic participation among trained youth.

Impact Findings: Enhanced Financial Security, Confidence, and Social Empowerment

- **Savings Behaviour:** In the project group, 61% reported saving regularly, 16.7% saved sometimes, and 22.4% did not save. In the control group, 47.8% reported being able to save, while 52.2% reported an inability to save. This indicates relatively stronger saving behaviour among the project group.

- **Insurance Coverage:** In the project group, 30.1% reported having health or life insurance, compared to 13% in the control group. While overall coverage remains limited, the project group show relatively higher financial inclusion.

- **Confidence Levels:** Among the project group, 81.4% reported completing daily responsibilities consistently, and 96.8% reported ability to perform trade tasks independently, indicating high functional confidence. In the control group, only 50% reported being able to complete daily responsibilities without assistance, reflecting comparatively lower confidence in independent functioning.

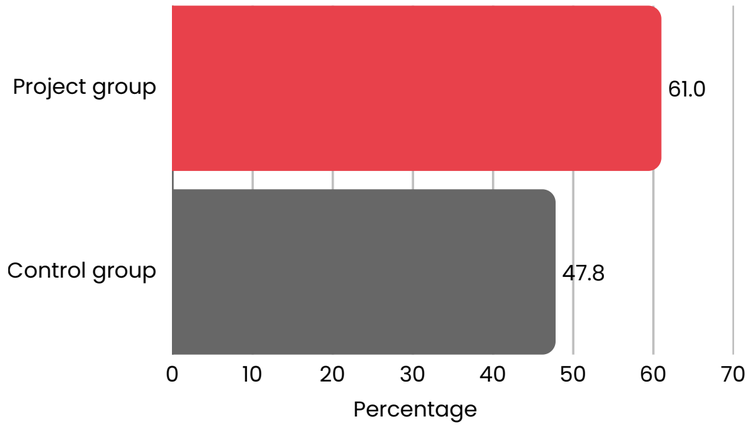
- **Expansion of Social Networks:** A substantial 96.2% of project group reported interacting with new peers, trainers, or employers during or after training.

- **Decision-Making Power in the Household:** In the project group, 97.4% reported being involved in household decisions related to income, work, or expenses. In the control group, 91.3% reported being involved in household decision-making, indicating high participation in both groups, though economic contribution is stronger among project group.

- **Social Respect in Family and Community:** In the project group, 82.7% reported increased respect after gaining skills, 14.7% reported no change, and 2.6% reported no improvement. In the control group, 89.1% believed skilled individuals are more likely to be consulted for work or advice, reflecting a positive perception but not necessarily a personal skill-linked change.

- **Job Fairs and Recruitment Outcomes:** In the project group, only 23.1% of the respondents attended job fairs while training under the ITC VT programme. Among those who attended these events, the project group saw an exceptionally high success rate, with 88.9% of the attendees receiving job offers. In the control group, only 4.3% had attended any job fair within the past 12 months, out of which 12.5% had secured a job, highlighting a significant gap in access to formal employment platforms.

Graph showing % of saving behaviour (regular savings) of the respondent groups



Skilling of Youth Programme

Impact Findings: Skill Continuity, Knowledge Diffusion, and Career Progression

- **Continuation of Skills Post-Training:** In the project group, 67.7% reported practising skills regularly, 11.6% periodically, and 20.0% as and when required. In the control group, 50.0% stated they would practise regularly if they learned a skill, while 45.7% would practise as required. The project group reflects actual post-training practice rather than hypothetical intent.

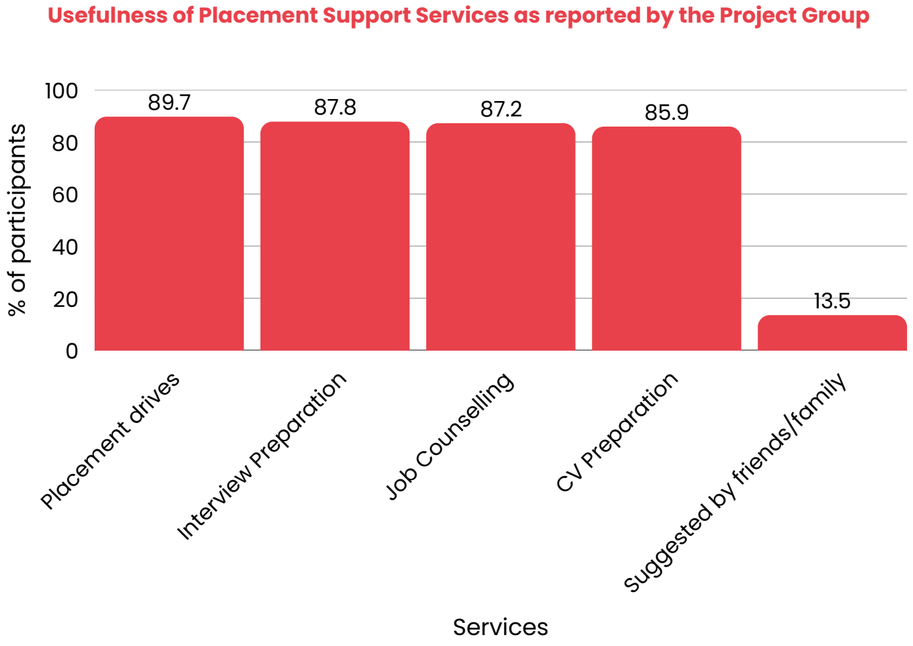
- **Knowledge Sharing with Peers and Family:** In the project group, 91% reported having taught or shared their skills with friends or family members. In the control group, 95.7% reported that they like sharing new learning with others, indicating strong willingness but not necessarily applied technical skill transfer.

- **Willingness to Upgrade Skills:** Among project group, 69.9% plan to upgrade their skills through advanced training, 19.2% responded "maybe," and 10.9% do not plan further training.

- **Confidence in Sustaining Self-Employment:** Within the project group, 28.8% of respondents reported feeling fully prepared and 62.8% mostly/somewhat prepared to sustain self-employment, while 8.3% reported that they do not feel sufficiently prepared to be self-employed. Overall, these findings indicate moderate to strong levels of preparedness among the majority of trainees in terms of exploring the avenues of self-employment.

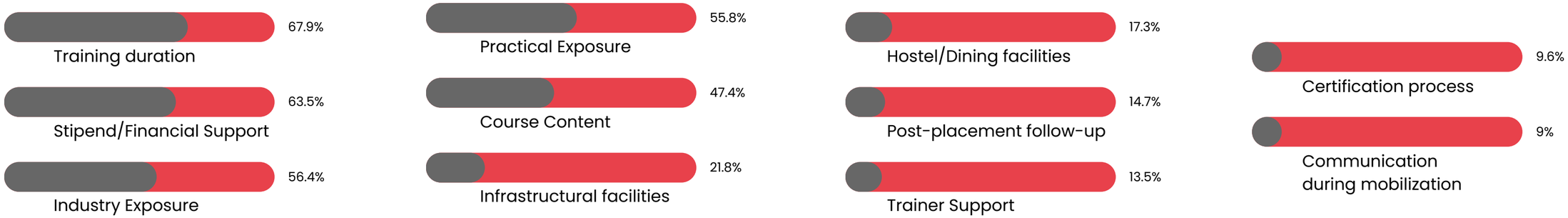
- **Usefulness of Placement Support Services:** Project group reported receiving structured placement services, including:
  - Placement drives (89.7%)
  - Interview preparation (87.8%)
  - Job counselling (87.2%)
  - CV preparation (85.9%)
  - Suggested by friends/family (13.5%)

- **Post-Placement Follow-Up:** Among project group, 60.9% reported monthly follow-ups from the training centre post placement, 8.3% weekly, 30.1% rarely, and 0.6% not at all. This indicates structured post-placement engagement for most beneficiaries.



Impact Findings: Areas for Improvement and Challenges Faced

Areas where the project group respondents believe enhancements and improvements are necessary:



21.8% of the project group beneficiaries faced challenges during placements/training

- Resource and Infrastructure Gaps: The most prominent challenge was a lack of tools or equipment, affecting 12.2% of the participants. Additionally, 5.8% cited poor infrastructure as a concern during their training period.
- Administrative and Career Transitions: Some participants faced procedural or outcome-based difficulties, with 3.8% reporting delays in certification and an equal 3.8% noting specific placement-related challenges.
- Socio-Economic and Personal Constraints: Minority shares of the group dealt with external pressures, including financial constraints (1.9%), health-related issues (1.3%), and family-related constraints (1.3%).
- Accessibility and Communication: Low-level barriers included language differences (0.6%) and difficulties with transportation or distance to the centre (0.6%).

For control group respondents, the most significant barrier reported by 10.9% was current work commitments, suggesting that existing labour obligations often conflict with training schedules. Financial constraints were cited by 6.5% of respondents, while household or caregiving responsibilities as well as lack of a nearby training centre were reported by 4.3%. 2.2% reported gender-related mobility restrictions.

- In terms of support that would enable them to enroll in a skill training project, the most significant driver for enrollment is the provision of free or subsidised training, cited by 87% of the control group.
- This is closely followed by the need for a stipend or financial assistance and a guaranteed interview or placement linkage (73.9% each).
- Proximity and residential support are critical, with 63% of respondents indicating that having a training centre closer to home would enable their participation, and an equal 63% expressing a need for hostel facilities.
- The value of the outcome is a major factor, as 60.9% of the group identified recognised certification as a key enabler.
- Additionally, flexible timings (50%) and short-duration courses (32.6%) were highlighted as necessary to accommodate existing personal or work commitments.
- Transportation support was noted by 41.3% of the group, while 13% felt that community information sessions would help facilitate their entry into the programme.

Skilling of Youth Programme

Stakeholder Insights

Placement Coordinators

Strong Placements, Retention Challenges Persist:
High placement rates (86–95%) driven by end-to-end support. However, retention is affected by relocation, family constraints, and gaps in soft skills and digital literacy—requiring stronger mentorship and industry exposure.

Government Officials

Complementary to Public Systems, Sustainability Gaps Remain:
Programme fills critical skill gaps and strengthens local skilling ecosystems. However, trade saturation and low migration willingness persist—highlighting the need for skill gap assessments and pathways beyond placements (e.g., entrepreneurship).

Vocational Skill Trainers

Bridging Foundational Skill Gaps Effectively:
Hands-on, industry-aligned training significantly improves technical skills, confidence, and employability among first-generation learners. Long-term impact requires advanced courses and deeper industry exposure.

Mobiliser/Centre Staff

Deep Community Reach, Behaviour Change Enablement:
Intensive outreach and counselling effectively mobilise vulnerable youth despite motivation and family barriers. Strong monitoring improves confidence and readiness, supported by high community trust.

Centre Heads

High-Quality Training with Strong Placement Outcomes:
Targeted mobilisation of disadvantaged youth, NSDC-aligned curriculum, and integrated technical, soft, and digital skills ensure strong training quality and high placement rates. Future focus: expand industry partnerships and advanced courses for sustainability.

Employer / Placement Organisation

High Satisfaction, Need for Advanced Skills:
Employers report strong satisfaction (80–90%) with job-ready candidates. However, roles often require additional on-the-job training. Retention challenges persist, with local placements proving more stable.

Experimental Group (Women Youth) - Focus Group Discussion

Skill Gains High, Employment Linkages Weak:
Training improved technical skills, confidence, and independence. However, lack of hostel facilities, limited local job opportunities, and mobility restrictions constrain employment outcomes. Strong need for women-centric placement strategies and local livelihood options.

Experimental Group (Men Youth) - Focus Group Discussion

Strong Skill Gains, Need for Enhanced Soft Skills:
Hands-on training effectively builds technical skills, confidence, and employability. However, gaps remain in computer skills, resume building, and interview preparation. Employment has enabled financial independence.

"Before this training, I was just working to survive. Today, I have a skill, a stable job, and the confidence to support my family. I am truly thankful to Pratham and ITC for giving me this opportunity to change my life."
-Welding Trainee

"Through ITC CSR–supported beautician training by Pratham, I gained skills and confidence to start my own beauty business in Bhadrachalam. With continuous practice and self-investment, I now earn sustainably and employ another trained youth, proving that skill training and determination can create lasting livelihoods."
- Beautician Trainee

Skilling of Youth Programme

OECD-DAC Analysis

RELEVANCE	COHERENCE	EFFICIENCY
• Addresses key employability gaps in vulnerable youth • Delivers market-relevant trades & skills • Strong alignment with aspirations (jobs, income, skills)	• Integrates technical + soft skills + placement support • Creates end-to-end skilling-to-employment pathway • Aligned with local labour market needs	• Delivered on time with adequate resources • Strong infrastructure, tools & materials availability • Effective placement systems & trainer engagement

EFFECTIVENESS	IMPACT	SUSTAINABILITY
• Improved skills, confidence & practical exposure • Strong performance vs control group indicators • High satisfaction with training quality & delivery	• Improved employment, income & asset creation • Increased household contribution • Enhanced confidence, agency & social standing	• Continued skill use & peer learning • Interest in advanced training/self-employment • Supported by certification & placement linkages

Challenges Faced by the Respondent Groups

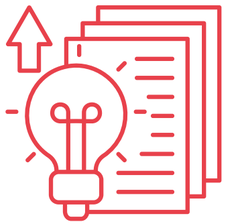
Project Group

- **Transition Barriers Post-Training:** Placements in distant locations created challenges related to relocation, travel costs, and family responsibilities—particularly for women facing mobility constraints.
- **Workplace Readiness Gaps:** Some trainees required time to adapt to workplace culture, communication norms, and professional expectations.
- **Advanced Skill Exposure Gaps:** While foundational skills were strong, limited exposure to advanced machinery and complex tasks necessitated additional on-the-job training.
- **Communication Constraints:** Gaps in English and digital skills affected confidence for a subset of participants.
- **Retention Driven by External Factors**: Drop-offs were primarily linked to health issues, salary expectations, and adjustment challenges rather than training quality.

Control Group

- **Limited Awareness and Access:** Low awareness of training programmes and weak mobilisation efforts significantly constrained enrolment.
- **Economic and Time Constraints:** Financial pressures, informal work, and household responsibilities reduced ability to participate in full-time training.
- **Access Barriers:** Distance to training centres and concerns around course duration further discouraged participation.
- **Unclear Employment Pathways:** Limited access to career guidance and placement support created uncertainty around outcomes.
- **Gender and Vulnerability** Constraints: Mobility restrictions and family dependence further limited participation among women and vulnerable youth.

Recommendations



Project Group

- Enhance Local Placement Linkages: Strengthen partnerships with district-level industries and promote local hiring to reduce migration-related dropouts.
- Deepen Advanced Practical Exposure: Introduce more industry-based internships, factory simulations, and exposure to complex machinery to bridge advanced skill gaps.
- Strengthen Post-Placement Mentorship: Provide structured follow-up, alumni networks, and relocation counselling to improve retention and career progression.

Control Group

- Expand Community-Level Mobilisation: Increase door-to-door outreach, parent counselling, and awareness campaigns to improve enrolment among vulnerable youth.
- Provide Career Guidance and Counselling: Establish structured counselling and aptitude assessment support to clarify career pathways and reduce uncertainty.
- Improve Financial and Access Support: Offer stipends, flexible schedules, and nearby training options to address income pressure and mobility constraints.

Assumptions and Limitations

The following assumptions and limitations apply to the impact assessment of the programme.

- As per the original evaluation plan, a total of 30 WASH experimental Anganwadis were to be visited. However, within the given financial year, only 19 centres had been constructed and were operational, thereby limiting the achievable sample size for field assessment.
- A similar constraint was observed for the WASH Anganwadi control group, where against a planned coverage of 30 centres, only 19 could be included. This reduced the intended balance between experimental and control samples.
- This limitation restricted the planned sample size and may have affected the robustness and comparability of findings between planned and actual coverage, particularly in drawing statistically strong comparisons across intervention and control groups.
- Despite this, efforts were made to ensure that the covered sample was representative and provided meaningful insights into programme implementation and outcomes within the available timeframe.

Thank you

give | grants

2026