

Project Profile

Skill development for special children



Gujarat CSR Authority

Project Profile - Skill development for special children

Background and Rationale

In India people who live with a disability face a multitude of barriers in participating equally in society. In particular, their right to education and the right to a dignified life of self-dependence is often not realized which in turn hinders their access to other rights and creates enormous obstacles to reaching their potential and effectively participating in their communities.

Children with disabilities particularly visible ones have very low rates of initial enrolment whereas the ones with intellectual disabilities and challenges are more likely to start attending school but as the level of education rises they are either sidelined by the school teachers, peers or school management or they themselves drop out and leave school early. In some countries, having a disability can almost double the chance of a child not being in school, as compared to their non-disabled peers. A lack of focus on educating disabled children and empowering them by a proper vocational guidance is also impacting on the chances of delivering on the international promise to achieve universal primary education – **a globally-agreed target** set out in the **Opportunities for All** and **Millennium Development Goals**.

The emerging global commitment towards equalizing opportunities for disabled people implies much more than a simple commitment to traditional anti-discrimination principles. It also implies a commitment to removing and preventing social and environmental barriers that have traditionally restricted access for people with disabilities to social and economic opportunities and left some (including millions of children with disabilities) even more marginalized and excluded on the peripheries of society. **People with disabilities may have special needs, but like other marginalized groups, their greatest needs are to be accepted and integrated into their own societies, and to be able to access the same opportunities as non-disabled people.**

The need to be empowered with the skills and the ability to enter and survive in the work market is yet to be fully and systematically approached.

During an early period many government schemes tended to favour quota and quota levy systems against vocational rehabilitation and training strategies. Vocational rehabilitation has enjoyed the most widespread acceptance, and still serves as the centrepiece of many national disability policies. Though clearly an improvement over the custodial care strategies that preceded them, traditional vocational rehabilitation strategies tend to focus too heavily on adapting disabled people to existing marketplaces, and too little on the need to make the marketplaces themselves more accessible and accommodating. They have also tended to waste resources on expensive, counterproductive and socially isolating segregated institutional system.

Disability is an impairment that may be physical, cognitive, intellectual, mental, sensory, developmental, or some combination of these that results in restrictions on an individual's ability to participate in what is considered "normal" in their everyday society. A disability may be present from birth or occur during a person's lifetime.

Objective of the project

Project aims at supporting multiple vocational centres cum schools which imparts vocational skills to individuals with special needs. There is a need to enhance awareness and sensitivity in the society and marketplace on the services that can be offered by special individuals with few adaptations in the work environment as well as in the workplace attitudes

Expected benefits

The support provided by companies would result in tangible and intangible benefits for Sponsor Company as outlined below:

Tangible Benefits	Intangibles
<ul style="list-style-type: none">❖ Community support & appreciation❖ Social license to operate, through cooperative community engagement❖ High levels of employee satisfaction through their participation in social responsibility projects❖ Recognition through awards and appreciation	<ul style="list-style-type: none">❖ Enhanced reputation by way of supporting projects benefitting communities at the 'bottom of the pyramid'❖ Social branding❖ Enhanced credibility within community and sector❖ Contribute towards national and state goals aligned with Integrated Child Development Services (ICDS) Scheme and Gujarat State Nutrition Mission

Opportunities for CSR intervention

Tackling this severe discrimination is a matter of urgency. Firstly, the denial of the right to education robs children of the future benefits of education and the opportunity to access other rights – for example, by limiting employment opportunities or participation in civic affairs. It restricts full participation in society, exacerbating exclusion, and can limit a person's chance of escaping poverty. Far too often, exclusion from the classroom marks the beginning of a lifetime of exclusion from mainstream society. This and other barriers faced by people living with disabilities means they are usually among the poorest of the poor

Through this CSR project aims is to provide quality facilities in identified vocational centres cum schools for special children and address the educational, emotional and social skill enhancement needs of children that would further enhance their work-skills. Accordingly, under this model:

- The private partner (funder / corporate) finances project facilities (infrastructure, if required) and services (e.g. books, tables, chairs, cupboards if required etc.).
- The ownership of the new assets at the end of the agreement period is usually transferred to the government or the partnering NGO. The panchayat shall use these facilities and services for running the vocational centres.
- The NGO will ensure proper maintenance of the facilities. These support facilities and services are bundled along with trainings for trainers and field staff. The NGO (project implementing partner) will also ensure that the vocational centre is spacious with separate boys and girls bathrooms, drinking water facility, ventilation, natural light and security. The NGO will try to mobilize current government infrastructure and resources to the extent possible.

A tripartite contractual agreement(s) shall be signed between all three parties (GCSRA, Corporate and NGO).

Potential project area

Entire rural Gujarat (district wise).

Target group

Target population covers rural children aged 6 - 18 years primarily from weaker section of the society.

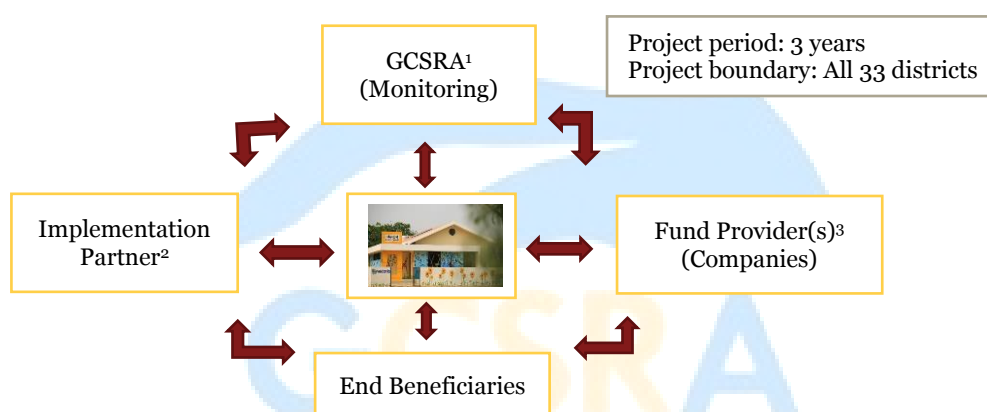
Project Implementation

The Project shall be implemented by GCSRA as a monitoring agency, with support from NGO(s) and corporates. The project aims to **cover all 33 districts** of Gujarat and hence multiple NGOs (on-ground project implementing partners) may need to be identified. The project would be implemented for a minimum period of three years.

A. Implementation

The detailed implementation plan is provided below.

Figure 1: Implementation model



¹ GCSRA will act as monitoring partner for the project. GCSRA will channelize the fund to implementing agency.

² Implementation partner will be an NGO having expertise in implementing skill based projects for special children.

³ Fund Provider(s) are the companies undertaking the CSR project in partnership with GCSRA and responsible for timely disbursement of CSR funds.

Process of implementation:

1. NGO partner(s) will map **existing vocational centres cum schools for special children** across all 249 talukas in 33 districts. The centres will then be prioritized based on situational and need assessment.
2. The project aims to support two full-functioning vocational centre cum school in every district. Whether or not the space / infrastructure of the vocational centre is inadequate or needs to be extended, will be decided in consultation with the corporate funder.
3. Following shall be the **key project components** to be addressed through this project -
 - a. **Expansion and development** of an existing vocational centre cum school for special children and establishing a well-equipped and world class **Therapy Centre** for catering to the educational, emotional and social skill enhancement needs of children that would enhance their work-skills required by special-needs individuals to be integrated seamlessly in the vocational training modules.

- b. Establishing the pre-vocational and vocational skills development centre and placement cell for the individuals with special needs. Vocational skills on candle making, chalk-making, doll-making, paper-cup making, and gardening etc. shall be imparted.
- c. Effective **one hour skill-based sessions** shall be organised, on an average each child attends these sessions 4 times a week. The session consists of short activities, keeping in mind that they have a short attention span. All the concepts are taught through select educational aids. Stress is given on spellings, grammar, communication skills and maths. After observing children in few sessions an **Individual Educational Program (I.E.P)** shall be planned. The level of the child is evaluated and it is generally observed that there is a large gap between their level and the academic standard they are in.
- d. It is a known fact that **awareness and sensitization** in this field is lacking. The outreach team will consist of field staff who will visit different schools in order to identify children with learning issues. This group will work towards identifying the special children in the vicinity of vocational enter/ school and convincing the principal and parents to send the child to the vocational centres.
- e. Establishing the following **vocation specific development units** for training and developing children's work-skills:
 - Computer Data Entry Cell
 - Assembly line Working Cell
 - Restaurant and Hospitality Cell
 - Retail Outlet and Direct Customer Interaction Cell
 - Music and Singing Cell
4. One district covering two fully-functioning vocational centres cum schools for special children shall be funded by the interested company. The project aims to cover all 33 districts in Gujarat.
5. A group of **four field workers** could be engaged to manage two fully-functioning vocational centre for special children in one district. These field workers would be responsible for
 - training the staff in management and care of special children
 - organizing train the trainers workshops
 - ensuring that vocational centre cum school for special children is fully equipped with essential training equipments and tools
 - ensuring capacity building and skills development programs are in line with the Government's mantra of **Equal Opportunities for All**
 - replacement of damaged training equipments and tools at the end of every year
 - ensuring high attendance rate at vocational centres and special schools
 - conducting at least two tests in each school and vocational centre to assess the improvement in working- skills of the students

Total of 132 (4 x 33) field workers would be engaged to cover 33 districts.

6. Working with children with special-needs requires a whole team of trained Professionals. This will include:-
 - Clinical Psychologist
 - Special Educators
 - Occupational Therapist
 - Speech Therapist
 - Vocational Experts and
 - Support from Parents and Society.

7. For management of each vocational centre, a **committee of children** would be appointed. This committee would be trained by field workers in the daily business of running a vocational centre.
8. Review attendance and quality of training cum education in individual centres and schools..
9. Funds to be channelized by GCSRA
 - Cost associated with the infrastructure support (if required)
 - Cost associated with the support services
 - Fee associated to running the project with the support of implementation partner (NGO)
 - Fee associated with the monitoring of the project by GCSRA

Table 1: Step By Step Implementation Plan

	Implementation Plan	Roles & Responsibility
Identification of existing vocational centres/schools for special children	Identification of existing vocational centres/schools for special children in 33 district.	GCSRA in consultation with partner NGO
Identification of Beneficiaries	Identification of beneficiaries and developing demographic profile of the beneficiary (children aged 6-18 years)	NGO
Stakeholder Engagement	Identify key project stakeholders and create stakeholder engagement plan	NGO in consultation with GCSRA
Implementation Structure	<ul style="list-style-type: none"> ▪ Dedicated team by GCSRA to manage and monitor the programme ▪ Corporate CSR funds will be channelized through GCSRA ▪ Local NGO partners to help in project implementation, including, but not restricted to conducting sensitization training at schools, training field workers and maintenance of the vocational centres/schools. 	GCSRA and partner NGO
Monitoring and Tracking	<ul style="list-style-type: none"> ▪ Financial monitoring > Annual Plan > Donor Fund management system > Monitoring Report ▪ Identify KPIs (Key performance indicators) for the programme > Improvement in the overall learning environment ▪ Fund utilization report from the NGOs > Mechanisms to measure / report progress and utilization of funds 	GCSRA, NGO & Funding Company
Impact Assessment	<ul style="list-style-type: none"> ▪ Impact assessment of the programme to identify gaps and positive outcome 	GCSRA

List of success indicators

Project Outputs

- Number of vocational centres supported over project period
- Change (increase) in number of special children attending the vocational centres (from baseline levels) over project period
- Increase in usage of vocational centres by the beneficiaries with specific focus on female over project period (from baseline levels)

- Number of special children who have inculcated a particular vocational skill at basic level and / or satisfactory level

Desired Outcomes

- Improvement in the well-being of special children enabling them to be physically, psychologically, socially and culturally ready and competent to seek and / or retain a job
- Change (decrease) in incidence of children dropping out of vocational schools, due to lack of facilities over the project period
- Increased awareness and sensitivity in the society and marketplace on the services that can be offered by special individuals

Potential impacts

- Higher level of personal self-sufficiency and success of the special children, both within the school and in their community, as reflected by:
 - increase in beneficiaries' self-esteem and self-confidence
 - improved mental health status
 - improved productivity levels

B. Implementing agency

The Project shall be implemented by GCSRA as an oversight & monitoring agency, with support from NGO/Implementing agency (having expertise in working with special children within rural communities) being tasked with the responsibility of grass root implementation. The GCSRA/implementing agency shall work in collaboration with Corporates and local communities.

C. Partnerships

Roles and responsibilities

- **GCSRA:** Will provide CSR project monitoring support. GCSRA role shall include inter alia conducting baseline survey, preparing strategic plan for the project, coordinating between donors, technical service providers, project level monitoring & evaluation, project documentation and reporting (physical/financial), facilitating in issuance of compliance certificate for the CSR activities.
- **NGO:** Will provide technical and execution support towards on ground project activities. Implementation support and training of the field workers, trainers, maintenance of the vocational centres, reporting of CSR activities under the project.
- **Corporates:** funding the initiative and timely disbursements of funds.

D. Anticipated benefits from the Project

While the outcomes are difficult to quantify, the changes in the child's personality can be transformational. Following are some anticipated benefits arising from this project:

- distinct change in the self-esteem levels of special children, enabling them to be as independent as possible within society, leading to a positive attitude with peers,
- enhanced IQ levels of children,
- achievement of a higher level of personal self-sufficiency and success in school and their community, and
- improvement in the well-being of special children so that they are considered suitable for all kinds of jobs in the professional field.

Work plan

#	Activity Description	Y1, Q1	Y1, Q2	Y1, Q3	Y1, Q4	Y2, Q1	Y2, Q2	Y2, Q3	Y2, Q4	Y3, Q1	Y3, Q2	Y3, Q3	Y3, Q4
1	Mapping of existing vocational centres / schools for special children and prioritizing them based on situational & need assessment												
2	Entry point interventions - Community sensitization and school mobilisation (including children committee formation)												
3	Creation of a cadre of field workers/ special children champions												
4	Developing the results framework												
5	Execution of defined project activities by NGO(s)												
6	Project Monitoring & Evaluation by GCSRA												
7	Reporting												
8	Impact Assessment												

Estimated financial cost

The estimated financial costs for supporting an existing vocational centre is provided below. The costs also include 4% administration costs to be paid to GCSRA as an overall agency for monitoring and managing the project. The model needs to self-sustainable wherein major chunk of funds shall be generated by fees and service charges as well as from the training fees for school and teacher training programs.

The break-up of the below mentioned heads are provided as annexures to the project profile -

1. Capital Expenditure (Annexure 1)
2. Recurring Expenditure (Annexure 2)

Table 2: Estimated cost for supporting one vocational centre / school for one year

Heads	Amount (INR)
Capital cost	
Structural changes in rented premises	1,00,000/-
Furniture's & Fixtures	1,50,000/-
Electrification	25,000/-
Computers & it devices	3,00,000/-
Instruments & equipments for vocational training	2,50,000/-
Total (A)	8,25,000/-
Recurring Cost for One Year¹	
Rental monthly (30,000*12)	3,60,000/-
Salary Expenses (86,000*12)	10,32,000/-
Power Cost (15,000*12)	1,80,000/-
Training Materials Expenses (10,000*12)	1,20,000/-
Books, Stationery & Study Materials (3,000*12)	36,000/-
Administrative Cost (11,000*12)	1,32,000/-
Repairs & Maintenance Cost (1,000*12)	12,000/-
Total (B)	18,72,000/-
Grand Total (A+B)	26,97,000/-
Estimated cost for supporting two vocational centres/ schools²	53,94,000/-

Monitoring

- GCSRA will act as the monitoring agency for the CSR project implementation and ensure compliance as per requirements, and shall issue CSR compliance certificate to company against the investment made
- Based upon the perceived progress of the year, GCSRA will provide support to the company to develop a success framework, under which, performance indicators shall be defined and the baseline levels as well as targets defined over a 2-3 year horizon, on an annual basis.
- Once defined, the targets can then be broken down into half-yearly input-output-outcome targets, with impact criteria defined over 2 years on the work-skills of the children with special needs, post the project implementation.
- GCSR team will supervise periodic monitoring of the project, whereas NGO will collect data and provide progress reporting as per the results framework.
- The children's progress will be monitored on a month to month basis. New techniques and methods to improve the quality of the teaching – learning systems are evolving continuously. To keep the Teachers abreast with this information they will be sent for seminars / trainings regularly. A progress report will be shared with the sponsoring organization quarterly.
- GCSRA will also conduct evaluation and impact assessment of the projects

¹ Considering 50 children in one vocational centre cum school

² The minimum budget is INR 50 lacs for individual company and the maximum limit is INR 2 crore for group of companies.

Reporting

The implementing agency would be responsible for the following:

- ensure regular monitoring and follow up and updation of records in the database and generate progress reports for GCSRA and company as per agreed timelines
- ensure reporting on CSR activities to GCSRA on monthly, quarterly and annual basis as against the funds disbursed to them

GCSRA would be responsible for reporting on the overall CSR activity management and annual compliance and issue a compliance certificate on the same to the company.



Annexure 1: Break up of Capital Expenditure

COST OF THE PROJECT – VOCATIONAL CENTRE	
Total approximation of the component cost	Amount (INR)
Structural changes in rented premises	1,00,000
Furniture & fixtures	1,50,000
Electrification	25,000
Computers & it devices (for teaching and administration process)(android tablets + laptop)	3,00,000
Instruments & equipments for vocational training (computers, refrigerator, washing machine, blender, grinder, crockery, microwave cum conventional oven, bakery equipment)	2,50,000
TOTAL	8,25,000/-
Details of the component cost	Amount (INR)
A BUILDING : CONSTRUCTION AND ADAPTION COST	
Slope and Structural changes	30,000
Material and Support Equipment	70,000
B FURNITURES & FIXTURES	
(Handles, Chairs, Tables, Work tables, Kitchen fixtures, Computer tables, Whiteboard etc.)	1,50,000
C ELECTRIFICATION	
Electrification Cost + Equipment	25,000
D COMPUTERS & IT DEVICES	
Vocational Training as well as Administrative purpose	
Laptop (2 units)	40,000 * 2
Computer (4 units)	28,000 * 4
Android Tablets + Required Software (4 units)	16,000 * 4
Additional IT Support and Peripherals	44,000
TOTAL EXPENDITURE	3,00,000
E INSTRUMENTS & EQUIPMENTS FOR VOCATIONAL TRAINING	
Kitchen Equipment (Refrigerator, OTG, W/M, Baking Equipment, Crockery, Hot Plate, Blender, Grinder and other miscellaneous equipments)	1,00,000
Photocopier Machine for Training Photocopier, Printer, Scanner	1,00,000
Training Equipment and Aids Support , Aids to improve and facilitate the student's dexterity and work skills (Therapeutic toys, games and other aids to enhance fine and gross motor skills)	50,000

Annexure 2: Break up of Recurring Expenditure

VOCATIONAL UNIT			
OPERATING COST - for one academic year			
PARTICULARS			Amount (INR)
A	Rental monthly		30,000
B	Salary Expenses		86,000
C	Power Cost		15,000
D	Training Materials Expenses		10,000
E	Books, Stationery & Study Materials		3,000
F	Administrative Cost		11,000
G	Repairs & Maintenance Cost		1,000
TOTAL OPERATING COST - Monthly Approximate Expense			1,56,000
TOTAL OPERATING COST - Yearly Approximate Expense			1,872,000
OPERATING COST - DETAILED CALCULATION		Numbers	Monthly Expense (INR)
A	Rent of premises		30,000
B	Salary		
	Specialized Staff, Teachers & Trainers	No - 4	8,000*4
	Visiting Faculty	No - 3	10,000*3
	Support staff & Helpers	No - 3	8,000*3
	Annual Increase per year	10%	
	Total Salary per month		86,000
C	Power Cost		
	Power cost per month		15,000
	Annual Increase per year	5%	
	Total Power Cost		15,000
D	Training Materials		
	Training Materials cost per month		10,000
	Annual Increase per year	5%	
	Total Training Materials Cost		10,000
E	Printing, Stationery & Study Materials		
	Books, Stationery & Study Materials		3,000
	Expenses per month		
	Annual Increase per year	5%	
	Total monthly expense		3,000
F	Administrative Cost		
	Clerks	No - 1	8,000
	Utilities		3,000
	Annual Increase per year	5%	
	Total Salary per month		11,000
G	Repairs & Maintenance Cost		
	Repairs & Maintenance Cost		Rs.1,000
	Annual Increase per year	5%	
	Total		1,000