

SKILLING ASIA

Equipping Youth for Employment
Sitaram Rao Livelihoods Asia
Case Study Compendium 2015

SITARAM RAO LIVELIHOODS ASIA CASE STUDY COMPENDIUM 2015

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Skilling Asia: Equipping Youth for Employment

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Preface

Asia, with a population of over 4 billion, accounts for approximately 56% of the world's population. With an average age of 29 years, about 64% of the total population comprises the working age group in the continent (United Nations 2011). South Asia, especially as defined by the World Bank, will add 1 to 1.2m new entrants to the labor force every year for the next 20 years, and be a source of about 40% of the new entrants to the world's working age population.

The Asian region is swiftly evolving and in turn producing multiple challenges for skills development. Asia is home to numerous transitioning economies which are shifting from agriculture to industry and services, from centrally planned to market economies and new technologies are getting introduced into the market place. In the recent past there has been a growing concern regarding the rising rate of unemployment and a skills and employability mismatch that skews and exacerbates the problem. This has been fueled by the rapid fluctuation in available jobs and demand for skills given the changes in industries and technology and demands of the "new economy". Appropriately the need of the hour is not only for producing appropriately skilled human resources but also for skills development to address the challenge of inclusive growth. The focus must be on improving the quality and relevance of skills while also strengthening the inclusiveness of skills training so as to advance economic and social growth on an equal platform. The cultural, ethnic, historical and environmental diversity across Asian regions provides a range of opportunities and experiences in skilling reforms and development, with different countries tackling the issue in their own unique way.

Although the role of the government is extremely important in setting up policies and the environment for skill development, it is essential to include public-private partnerships in Technical and Vocational Education and Training development and delivery. In this context, the Sitaram Rao Livelihoods Asia Case Study Competition 2015 has brought together cases that have demonstrated breakthroughs in adopting new strategies, new models and forged new partnerships towards providing gainful employment to a large number of youth in countries in the Asian region. The competition sought cases on skills programs that have adapted to the needs of the excluded, taking into account exclusion patterns and contributing factors.

In total, 40 case abstracts were received which covered a range of skill development initiatives in both urban as well as rural settings. The cases explored the socio-economic conditions and needs of focus groups such as underprivileged young women, differently abled persons, workers in the informal sector etc., within the ambit of skilling. The studies described the nature and strategies of skill development interventions and

illustrated the innovative programs implemented. Given the nascent nature of the skilling sector, the cases also explored issues and challenges in achieving scale and sustainability of programs. The Jury of the Case Study Competition comprised of sector experts such as Dr. Joy Deshmukh Ranadive, TCS; Sushil Ramola, BE-ABLE; Mahesh Venkateswara, NSDC; Rathish Balakrishnan, Sattva and Varun Saini, MSDF. On behalf of ACCESS I would like to thank all those who have shown interest in the case study competition and submitted their cases. I express my gratitude to the Jury members for critically examining the cases and helping us with the final list. My sincere thanks to MSDF, the sponsor for the case study competition. Lastly I would like to thank my colleagues Puja, Ila, Joy and Arushi who did an excellent job in facilitating and anchoring the full process. I hope this compendium will bring some new insights on the issue of Skilling Asia – Equipping Youth for Employment.

Vipin Sharma

CEO

ACCESS Development Services

Vocational Training Program in Physical Education & Sports

Mukul Chowdhary & Jyoti Majmudar

1. Introduction

“Padhoge likhoge banoge nawab, kheloge kudoge banoge kharab”

If you are good in studies (which is mostly limited to your cognitive abilities), you will be successful. If you play, you will spoil your life. This saying in India reverberates the popular sentiment which pushes children early on to make choices between academics and sports. As a result, the students who have

आओ स्वस्थ भारत की नींव डाले,
बच्चों को खेल सिखाएं।

**ARE YOU PASSIONATE
ABOUT SPORTS?
MAKE YOUR PASSION
YOUR CAREER**

**Join the vocational
Course in
Physical Education
and Sports**

**DISCOVER THE
OPPORTUNITIES**

**BECOME A PHYSICAL TRAINER
IN SCHOOLS**

**Vocational Course of
Physical Education and Sports**

GOVERNMENT OF HARYANA

GOVERNMENT OF HARYANA

physical skills and abilities ignore their academics and the ones who have cognitive abilities ignore their physical activity. Education is unbalanced and cognitive abilities get more weightage than physical skills. Most students who do not do well in education get left out of it and have nowhere to go. The socio-economic conditions of this class of students are largely very poor.

Economic growth, on the one hand, has created opportunities of employment for a large section of youth but on the other, has also had its toll on the health and well-being of the population in general. Fast paced, stressful and sedentary lifestyle has resulted in new diseases unheard of in our parent's generation - like juvenile diabetes, obesity, cardiac issues etc. There is a danger that people of today's generation may have a shorter lifespan than the previous one.

2. Background

A significant percentage of students drop out by the time they reach middle school. From middle school to high school is another significant drop. All these students are not able to cope with the education as it exists today. A lot is to be blamed on the quality of education that we offer to our children. A drop out from school is left with no skills and competencies that can be of any use in the market place. Sports are a great way to engage students. The physical abilities of the students disillusioned by our academic system can be put to great use by encouraging their exceptional physical skills and honing them into employment ready professionals who can support the booming industry of fitness, sports and health. An increased awareness and focus on preventive health, fitness and well-being is already accelerating the employment opportunities and career options in this sector. Economic growth is creating a section of society which is suffering the ills of sedentary lifestyle, but at the same time, is willing to invest in preventive healthcare.

EduSports is placed at the cusp of this marriage of economic and social growth. These children who are passionate about sports can be easily trained to be the service provider in Sports and fitness.

EduSports offers a vocational program in physical education and sports inviting all the students who are physical gifted. EduSports trains these students in the skills and competencies required to engage back with the society and offer essential services in teaching physical education, sports and fitness to children in schools. This engagement may also rekindle the passion of pursuing higher level skills and competencies in this sector which is growing at a very fast pace and offering a wide range of opportunities from sports medicine to coaching to media to sports management.

3. About the Physical Education Industry

The immediate need is of good quality physical education and sports professionals at various levels. This demand is going to explode in the coming years offering opportunities for all who want to be associated with Sports and build a career in this field. Several job opportunities already exist and new ones are taking shape.

Table 1: Job Opportunities in the Physical Education & Sports Sector

Self	School	Sports Academics	Fitness Centers	Hospitals	Sports Events
-Professional Players	-Physical Education Teachers -Early Year Physical Trainers -Sports Coaches	-Sports Coaches -Facility Mangers -Academy Managers	-Fitness Trainers -Nutritionists	-Sports Doctors -Physiotherapists -Nutritionists	-Event Mangers -Officials -Commentators -Journalists

There is already a gap today in the demand and supply of professionals in this sector in quantity as well as quality. A vocational course on physical training and sports gives basic exposure of the relevant knowledge and skills required for someone interested in this sector. Participation in such a vocational course should build entry level knowledge and skills giving the student an advantage when pursuing further education in this field or employability skills, should the student decides to go for a job.

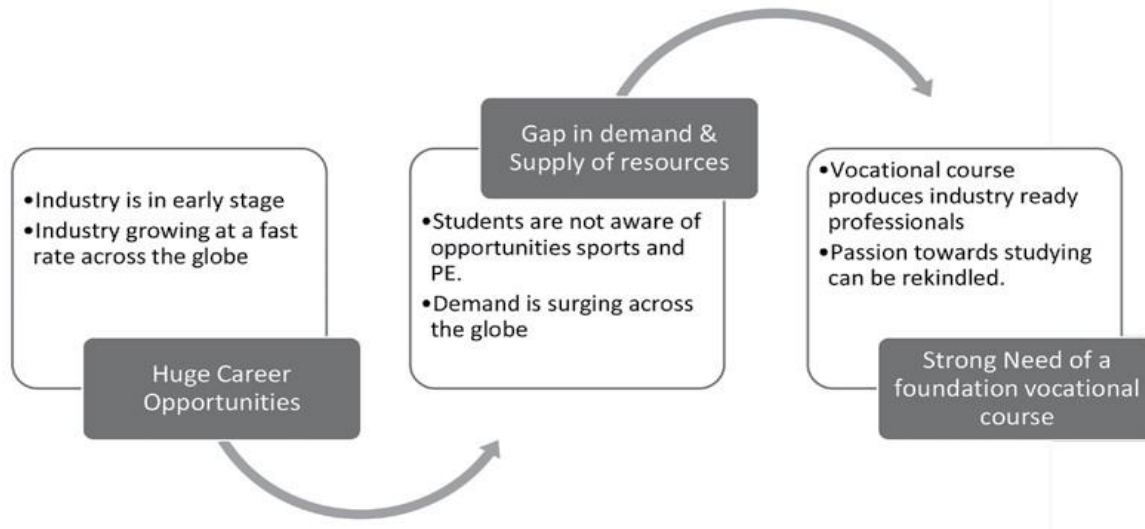


Figure 1: Vocational Course – Why?

The vocational curriculum developed is for students from Standard 9 to Standard 12 – the idea being that once they graduate from 12th grade, they will be equipped to take up jobs in the PE & Sports sector if they require or else continue to develop their skills in the same area.

EduSports had the opportunity to execute such a program for the first time ever in India, in association with the Government of Haryana in 2013. This program is currently running in 37 schools in Haryana and we have students in Grade 9, 10 and 11.

Vocational Course in Haryana: Some glimpses

- **EduSports vocational course on PE and Sports is running in 37 government schools of Haryana, India**
- **19 schools in September 2013 and 18 schools in July 2014**
- **37 qualified & trained resources executing the programme**
- **IT team monitoring the entire programme using EduSports Online**
- **3 Member team monitoring the programme from Head Office**

4. Details of the Vocational Training Program in PE & Sports

Since most of the job roles in this sector require the employee to be dealing with fellow human beings, there is a certain level of maturity and skills required in dealing with the customers. The program is taught at 4 levels – with Level 1 corresponding to Std 9 and Level 4 to Std 12.



Figure 2: Course - Key Components

Level 1 of this vocational course would give exposure to students on several skills that are required across the sector so that they get a flavor of what is the scope and also get an opportunity to explore their innate choices. As the course progresses to level 2, students would be confident of doing roles like grounds marking, facility readiness, assisting a physical education teacher in a school or academy. By level 4 the students would have confidence to conduct lessons on their own under the guidance of a Physical Education director in a school or a team coach. They would have basic knowledge of Sports like skills, rules, ground

markings, conducting tournaments, basic first aid and a lot of exposure to actually conducting such lessons with children. They will have knowledge of skills versus fitness and what can be done to improve both.

Table 2: Programme Content

9th Grade	Foundation of Physical Education
	Meaning and concept of Health and Fitness
	Age Appropriate physical activities
	Safety measures on play ground
	Roles and responsibilities of a teacher
	Ground and court marking
	Nutrients, balanced diet
10th Grade	Evolution of Physical Education
	Functions of human body
	Teaching different age groups
	Postural deformities and corrective measures
	Effective methods of teaching
	Basic competencies of event plan
	Calorific Values, diet and weight
11th Grade	Career opportunities in PE and sports
	Fitness components and tests
	Sports coaching
	Methods of training
	First Aid Basics
	Coaching creed, Communication skills
	Managing Sports Days and Events
	Effect of diet on performance
12th Grade	Roles and Responsibilities of Early years' physical activity trainer
	Code of Ethics, Conduct for a Physical Education Teacher
	Making a Year Plan for the school PE program
	Projects: Intra School Sports Events
	Talent Detection, Identification and Development
	Sports specific diet and recovery, Rehabilitation, First-aid (Advance)
	Fitness Assessment - Health and Skill
	Introduction to ICT

Please find below the links to the curriculum developed. Level 1 is for Standard 9, Level 2 for Standard 10 and so on.

NSQF Level 1:

<http://www.psscive.nic.in/curricula-psscive/NSQ%20PE%20&%20S%20Level%201-CBC.pdf>

NSQF Level 2:

<http://www.psscive.nic.in:8080/curricula-psscive/NSQ%20PE%20&%20S%20Level%202-CBC.pdf>

NSQF Level 3:

<http://www.psscive.nic.in:8080/curricula-psscive/NSQ%20PE%20&%20S%20Level%203-CBC.pdf>

NSQF Level 4: Under Development

5. Program Tracking and Monitoring

The Vocational Training program is continuously monitored to ensure consistent quality of delivery and complete transparency. Weekly reports are sent to the Directorate of School Education (DSE) and their feedback is incorporated into the program. Also regular tests/examinations are conducted for the students as prescribed by the State Education Board.

Weekly Report Perform(6/7/2015 to 11/7/2015)											
Subject: Physical Education & Sports											
School Name:GSSS ISMAILA, School Code-4020 District ROHTAK											
Class 9th Report -Total Students in Class- 28											
Date	Topic Covered	students present	Periods in a day	Practical Session/ Role Play	Hobby Classes	E-Learning	Written Test	Guest Lecture	SMS Status	Field Visit	Remarks
6/7/2015	MODULE-2 SESSION-3 TOPIC- THE MUSCULAR SYSTEM,RESPIRATORY SYSTEM	22/28	2	YES	6TH CLASS TOPIC-WHAT IS PHYSICAL EDUCATION	NO	NO	NO	NO	NO	V.GOOD
7/7/2015	MODULE-2 SESSION-3 TOPIC- DIGESTIVE SYSTEM,CIRCULATORY,NERVOUS SYSTEM	23/28	2	YES	NO	NO	NO	NO	NO	NO	V.GOOD
8/7/2015	MODULE-2 SESSION-3 TOPIC- REPRODUCTIVE SYSTEM,ENDOCRINE,URINARY SYSTEM	23/28	2	YES	NO	NO	NO	NO	NO	NO	V.GOOD
9/7/2015	MODULE-1 SESSION-1,2 WRITTEN TEST CONDUCTED	25/28	2	YES	NO	NO	YES	NO	NO	NO	V.GOOD
10/7/2015	MODULE-2 SESSION-4 IDENTIFYING FUNDAMENTAL MOVEMENT SKILLS-TOPICS-FUNDAMENTAL MOVEMENT SKILLS	26/28	2	YES	NO	NO	NO	NO	NO	NO	V.GOOD
11/7/2015	SECOND SATURDAY HOLIDAY										
Class 10th Report- Total Students in Class-25											
Date	Topic Covered	students present	Periods in a day	Practical Session/ Role Play	Hobby Classes	E-Learning	Written Test	Guest Lecture	SMS Status	Field Visit	Remarks
6/7/2015	MODULE-2 SESSION-1 TOPIC- HYGIENC, PERSONAL HYGIENC,COMMUNICABLE DISEASE	22/25	2	YES	YES	NO	NO	NO	NO	NO	V.GOOD
7/7/2015	MODULE-3 SESSION-3 FUNCTIONS OF HUMAN BODY TOPIC-SKELETAL SYSTEM	23/25	2	YES	YES	NO	NO	NO	NO	NO	V.GOOD
8/7/2015	MODULE-2 SESSION-2 TOPIC- MUSCULAR,RESPIRATORY,DIGESTIVE SYSTEM	19/25	2	YES	YES	NO	NO	NO	NO	NO	V.GOOD
9/7/2015	MODULE 1 SESSION 1 WRITTEN TEST CONDUCTED	23/25	2	YES	YES	NO	YES	NO	NO	NO	V.GOOD
10/7/2015	MODULE-2 SESSION-2 TOPIC- CIRCULATORY,NERVOUS,URINARY SYSTEM	20/25	2	YES	YES	NO	NO	NO	NO	NO	V.GOOD
11/7/2015	SECOND SATURDAY HOLIDAY										
Vocational Teacher-Physical Education & Sports		SAVITA DHANDA						Principal Name with Signature			
GSSS ISMAILA(School Code)4020								GSSS			
Distt. Name ROHTAK								District Name			
								Principal Govt. Girls Sr. Sec. School ISMAILA (Rohtak)			

Figure 3: Weekly Report Format

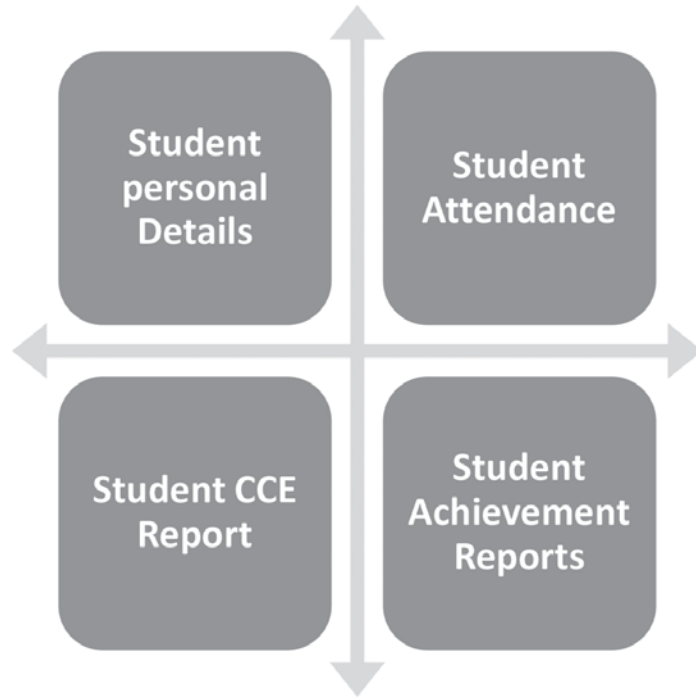


Figure 4: Student Perspective Reports

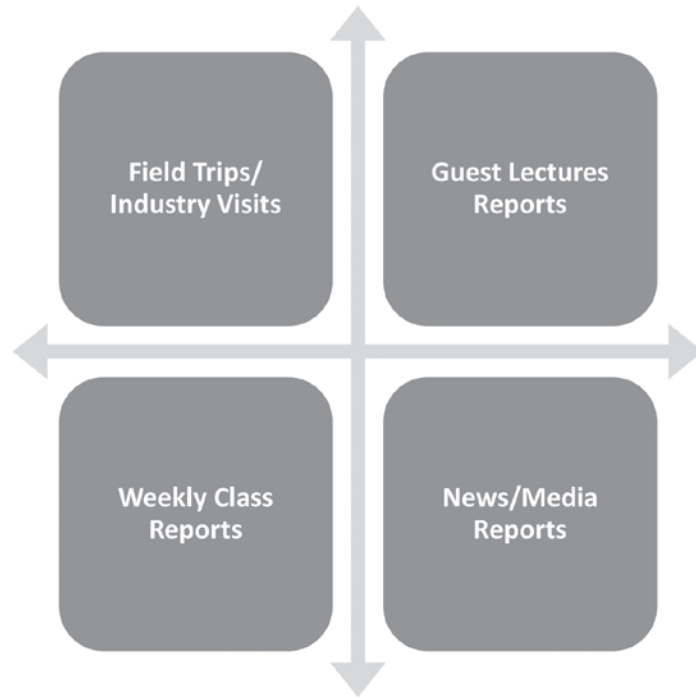


Figure 5: Student Perspective Reports

6. Impact of the Initiative

This Course was first introduced in the state of Haryana in Sept 2013 by Department of Secondary Education, Govt. of Haryana. The course currently covers about 2300 students spread across 37 schools in Haryana. Below is some of the feedback collected from students who have undergone the program in Haryana.

6.1 Encouraged to Pursue Sports

“My name is Deepak Sh. Jai Kumar. I am a student of 11th class in G.S.S.S. Model Town, Sonipat. In 11th class, I am studying under the NVQF vocational course physical education and sports. Before joining this course, I am serious about my studies. After joining this course, I started BOXING and now I am a state level player and going towards progress.” **Deepak, Class – 11th – D, G.S.S.S. Model Town**

“Physical education is a good course and I am very glad to join this course. After join this course I am starting playing basketball and today I am a state level basketball player, thank you.”

Jashpreet Kaur, Level 3, GSSS NILOKHERI

6.2 Improvement in Communication Skills

“My name is Chintu Sh. PuranMal. I am a student of 11th class in G.S.S.S. Model Town, Sonipat. In 11th class, I am studying under the NVQF vocational course physical education and sports. Before joining this course, I am very week and having phobia of English. After joining this course, I started to read books of this course in English and now I am good in English reading writing as well as in speaking.”

Chintu, Class – 11 – F, G.S.S.S. Model Town

6.3 Instilling Discipline

“My name is Sahil S/O Angrej Singh. I am a student of 10th class in G.S.S.S. Model Town, Sonipat. In 10th class, I am studying under the NVQF vocational course physical education and sports. After joining this course, I felt lot of changes in my personal life regarding the discipline etc. I feel proud to join this course.”

Sahil, Class – 10th – A, G.S.S.S. Model Town

“My name is Sandeep S/O Sh. Ram Lal. I am a student of 11th class in G.S.S.S. Model Town, Sonipat. In 11th class, I am studying under the NVQF vocational course physical education and sports. After joining

this course, I felt lot of changes in my personal life and aware regarding the discipline, physical fitness etc.” Sandeep Kumar, Class – 11th – A, G.S.S.S. Model Town

6.4 Inspiring Others

“My name is Sumit S/O Jai Nath. I am a student of 10th class in G.S.S.S. Model Town, Sonipat. In 10th class, I am studying under the NVQF vocational course physical education and sports. After watching the activities of my elder brother (Amit jai Nath student of class 11th) regarding personal life and class, I decided to join this course. I am enjoying a lot in my vocational course.”

Sumit, Class – 10th – A, G.S.S.S. Model Town

6.5 Increase in Attendance

“My name is Deepu S/O Kartar Singh. I am a student of 10th class in G.S.S.S. Model Town, Sonipat. In 10th class, I am studying under the NVQF vocational course physical education and sports. Before joining this course, I am irregular student in school. After joining this course, I felt that my dream comes true of playing because I like playing games always.” Deepu, Class – 10th – A, G.S.S.S. Model Town

6.6 Gaining Confidence

“My name is Farukh Nur Hussion S/O Mr. Noor Hussain. I am a student of 9th class in G.S.S.S. Model Town, Sonipat. In 9th class, I am studying under the NVQF vocational course physical education and sports. Before joining this course, my nature is shy. After joining this course, I felt lot of courage in my personal life. Now I started to take part in all activities regarding class and school. I feel proud to join this course.”

With Regards

Farukh Nur Hussion, Class – 9th – A, G.S.S.S. Model Town

6.7 Increased Awareness of Health & Fitness

“My name is Shivam S% Sh. Arun Kumar. I am a student of 9th class in G.S.S.S. Model Town, Sonipat. In 9th class, I am studying under the NVQF vocational course physical education and sports. After joining this course, I felt lot of changes in my personal life regarding the fitness and importance of exercise etc.

Shivam, Class – 9th B, G.S.S.S. Model Town

“I have learned many things in this course that touch my life very deeply like,

- 1. FIRST AID = how manage sports injuries and basic nor life like, abrasion, cut etc.*
- 2. NUTRITION = what is the difference between nor diet, what is carbo, protein, fat, vitamins, etc.*

Jashpreet Kaur, Level 3, GSSS. NILOKHERI

6.8 Change in Lifestyle

“Dear sir I want share my experience after join the vocational course of physical education& sports, in this course my life style totally changed before wake up late morning, brush the teeth 1 time in a day exercise, eat junk food, many bad habits in my lifestyle. But when I join this physical education vocational course my lifestyle totally changes. I wake up daily early morning 5 ‘0clock and do many physical activities like that running, yoga, playing basketball etc.

Today I knows what is hygiene and how its effect our life, doing yoga daily and how it improves my immune system. I really say thanks to our Jitender singh for joining this course.”

Navdeep Singh, Level 3, GSSS NILOKHERI

7. Factors that Contributed to the Success of the Programme

7.1 Magic of Sports

Sports has a natural pull when it comes to children. Using the power of Sports EduSports has weaved the curriculum in such a manner that the course is highly practical, engaging and educational. The learning can be put to use immediately in conducting tournaments for the school/ block/district, organizing community sports days, supporting sports events etc. This instant gratification that the students can see of the skills and competencies they learn is a big motivator for them to continue with the course.

7.2 Teaching Methodologies

EduSports has also invested heavily on training the trainers. Un-conventional teaching methodologies like role plays, demonstration, debate, peer learning, projects, hands on training are used. Lecture method is the last resort to teach any concept. In addition, students are exposed to guest speakers coming from various backgrounds in the Sports sector.

7.3 Hands on Training

Encouraging and positively flexible working environment with the government

All these have been possible due to the trust government has demonstrate by awarding such programs to the private sector who have the flexibility and speed to execute on the program.



8. Number of Gainful Employment Provided

EduSports is currently in the 3rd year of the program and the first batch of students would graduate next year. EduSports will know about the employment statistics only then.

9. Critical Challenges Faced

- Student mobilization is a challenge. A lot of effort needs to be put in engaging the students and their parents to see the long term benefit of being in this course. These students are generally unable to cope with the mainstream education system.
- Challenges are also faced by the inertia of existing ways of working in some schools. Teaching methodologies are obsolete and in some cases, a feudal mentality exists which treat students as an object rather than a subject. EduSports needs to constantly monitor, supervise and motivate our trainers to not fall into the existing system traps and keep up the enthusiasm and work hard to keep the students engaged.
- Students coming from poor socio economic backgrounds also move constantly with their families in search of better prospects. EduSports loses several students to such movement.
- Due to poor standards in mainstream education, the vocational courses need to also train students in other subjects - especially languages.
- The biggest challenge is the drop out after 10th grade due to failure to pass mainstream education.

10. Issues and Challenges in Achieving Scale and Sustainability and Efforts Made to Address Them

- If the unitized delivery is clearly defined, achieving scale is not a major issue. Budgets need to be allocated and maintained for supervision and monitoring.
- Getting good quality trainers is an issue especially if salaries are low.
- To maintain quality, EduSports needs to invest in the continuous training of the trainers. Often budgets are cut for training.
- Monitoring, supervision, appraising performance of trainers and linking it to student success is required. Sufficient budgets need to be allocated for that.
- Private partnerships can go a long way in bringing fresh ways of working. These new ideas should be encouraged. Again the feudal ways of working need to give way to cooperation, trust and partnership with an eye on the goals.

“I faced so many challenges since starting but I believe deeply that challenges are part of our daily routine as well as our job. Mostly challenges can be solved by our appropriate effort and positive thinking towards challenge. So best of luck and let’s go ahead.”

- Jai Prakash Saini, Vocational PE & Sports Trainer

11. Conclusion

There is so much untapped potential in our children which, due to the restrictive nature of our education system, that may never be uncovered. Vocational education is one tool to uncover this potential early on and offer the children opportunity to become a productive resource. The power of this course particularly is to bring opportunities to physically gifted students and motivate them through appreciation of the skills they have rather than to penalize them for the competencies they don’t have. The course teaches the students to value their skills and achievements and how they can use it to further their development.

- Our experience is that all these students can be easily brought back to mainstream and encouraged to learn.
- This is evidenced by the popularity of this course in all the government schools where it is running. Due to the success of the project in Haryana, EduSports has signed up with the Govt. of Punjab and Maharashtra as well.

- With the rise in awareness of Health & Fitness and the critical health challenges faced by a majority in the world, it is believed that Physical Education & Sports can be used to provide gainful employment to the youth. With the support from progressive Governments, leaders, NGOs and other Developmental organizations EduSports should see increased traction in this field in the years to come and the time is ripe for fruitful public-private partnerships in this domain. This course will not only provide employment but also change the lifestyle of the employee for the better.

Dedicated to Late Sitaram Rao, mentor and guru of Indian microfinance and livelihoods movement, the Case Study Competition seeks to compile best practices, breakthroughs on the ground, sectoral innovations and efforts that have helped the poor to move from subsistence to sustainable levels of livelihoods. The Compendium which is a part of the Knowledge Series is envisaged to inform and influence practitioners, promoters and policy makers supporting livelihoods promotion.

The theme for this year's Sitaram Rao Livelihoods Asia Case Study Competition 2015 was **Skilling Asia – Equipping Youth for Employment**. The Case Study Compendium covers cases that have demonstrated breakthroughs in adopting new strategies, new models and forging new partnerships towards providing gainful employment to a large number of youth in countries in the Asian region.

Photo Courtesy: Youth4Jobs Foundation

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