



COMMUNITY SKILL SCHOOL

PROJECT GUIDELINES



VAAZHNDHU KAATTUVOM PROJECT



**Operative Guidelines
for**

Community Skill School

VAAZHNDHU KAATTUVOM PROJECT

5th Floor, SIDCO Corporate Office Building,
Thiru. Vi. Ka. Industrial Estate, Guindy, Chennai-32

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Abbreviations

BIP	-	Block Investment Plan
BPMU	-	Block Project Management Unit
BTL	-	Block Team Leader
CBOs	-	Community-Based Organizations
CODISSIA	-	The Coimbatore District Small Scale Industries Association
COINDIA	-	Coimbatore Industrial Infrastructure Association.
CII	-	Confederation of Indian Industry
CSS	-	Community Skill School
DDUGKY	-	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
DEO	-	District Executive Officer
DPMU	-	District Project Management Unit
ECP	-	Enterprise Community Professional
EO S&J	-	Executive Officer Skills and Jobs
FGD	-	Focus Group Discussion
MIS	-	Management Information System
MSME	-	Micro, Small and Medium Enterprise
NACER	-	National Centre for Excellence of RSETIs
NSDC	-	National Skill Development Corporation
OJT	-	On-the-Job training

OSF	- One Stop Facility
PGP	- Participatory Growth Plan
PLF	- Panchayat Level Federation
PMKVY	- Pradhan Mantri Kaushal Vikas Yojana
PPE	- Personal protective equipment
RSETI	- Rural Self Employment Training Institute
SHG	- Self Help Group
SPMU	- State Project Management Unit
TAFE	- Tractors and Farm Equipment Limited
TANSTIA	- Tamil Nadu Small & Tiny Industries Association
TEA	- Tirupur Exporters Association
VKP	- Vaazhndhu Kaattuvom Project
TNSDC	- Tamil Nadu Skill Development Corporation
TOT	- Training of Trainer
VCS	- Value Chain Studies
VIP	- Village Investment Plan
VPRC	- Village Poverty Reduction Committee

1

Introduction

1.1 About the Project

Vaazhndhu Kaattuvom Project (VKP) is a transformative project that looks beyond poverty alleviation by building sustainability and prosperity of rural communities through enterprise promotion, access to finance, and employment opportunities. The project will harness the institutional and knowledge capital for promoting inclusive economic development and growth for a transformative agenda in rural Tamil Nadu. The project development objective is to “Promote rural enterprises, access to finance and employment opportunities”. This is envisaged through components such as Rural Enterprise Ecosystem Development, Enterprise Business Plan, Skills and Jobs Opportunities in 3994 village panchayats of 120 blocks in 31 Districts of Tamil Nadu.

1.2 Component 3 - Skills and Jobs Opportunities

The Skills and Jobs opportunities component is the third component of the project that aims to create (a) Sustainable wage and self-employment opportunities, (b) Promote relevant skills for higher

value agriculture and allied activities, and (c) Enable entrepreneurship through market responsive skills and entrepreneurship development. The project envisaged to develop and deliver training through community-based skilling to build skills of service providers, entrepreneurs, and producer households in targeted value chains; and Improve access to skills training in rural areas, by developing Community Schools.

1.3 Sub-Component: Community Based Training and Skilling Provision

There are also those sectors that are traditional and have region-specific demand but such skilling is not offered i.e., weaving, jewellery making, basket making, pottery, etc. and skilling will only be done for skills that are scalable and has potential for earning higher incomes. Constraints to skilling the rural population is a challenge; Community Skills Schools (CSS) will provide much-needed opportunities to the young generation especially women to develop a source of income through master practitioners/community experts by sharing their domain knowledge and imparting the skill training with simple and minimally required infrastructure right in their community

2

Community Skill School (CSS)

There is a high demand for certain income-generating skills, which could be traditionally practiced by both men and women across communities. A few of them who are engaged in the traditional occupation for generations are considered 'Master Practitioners'. For instance, across the project areas, it was seen that many communities had a tradition of sending their menfolk into the masonry, welding, automobile trade and they learned the skills mostly on the job.

Community Skills School (CSS) prepares an individual for a specific trade and it will enhance the

rural communities to become self-reliant, widens the opportunities for people to find a job that fits with their talents and preferences, helps them to get a decent job and fair income, helps communities to come out of the poverty trap and provides skills to progress in their life. CSS focuses on a friendly environment for learning by recruiting local master practitioners, enhancing individual's employability both wage and self-employment and ability to adapt to changing technologies and labour market demands. CSS is also empowering trainees to initiate Nano, Micro, and Small enterprises. The CSS will be based on;

Identifying sectors, sub-sectors and trades having potential for employment and self-employment and is demanded by the community through DDS, PGP, VCA, State and District wise skill gap study by NSDC.

Identifying community experts in selected trades, engage professionals/agencies to build their expertise to become effective trainers in conducting skill trainings.

Facilitating the community and its experts to set up community-managed skilling provisions.

Provide systems for assessments and certifications by accredited third-party agencies and access to job markets.

Facilitating interested members to become entrepreneurs by linking them to OSF

3

Description

Recognizing the importance of employability skills, CSS aims to bridge the skills gap through its initiative. This initiative helps to empower the rural youth and women with employability skills in an inclusive, learning-friendly environment and orients them to career opportunities beyond the conventional streams. CSS also inspire rural women to take up the trades which are traditionally practiced by men for livelihood.

The crucial aspect of CSS is to facilitate community members' confidence and opportunities to express themselves and explore their potential through community-based schools to solve their skilling and enterprise needs.

Imparting of skills in construction trades like masonry, bar bending, plumbing, electrician, welding, etc. can be facilitated by CSS. Also trades like 2/4-wheeler mechanics, home appliance repair, mobile repair easily lends themselves to this model. Trades that lend themselves to CSS will be shortlisted based on;

1 Opportunity areas will be identified through District Diagnostic Study (DDS), Value Chain Studies, PGP process, and industry meetings (including local industries)

2 FGDs, village enterprise survey, discussions with ECPs, etc.

4

Why we need Community Skills School (CSS)

The Community Skills School (CSS) program serves 18-35 years of age group (Relaxation of 5 years in age will be allowed for differently abled and widows) as they prepare for adulthood and potential contributing members of the community. This program is structured to enhance the ongoing development of young adults toward the ultimate goal of independence, productivity, and self-determination. CSS is committed to providing a positive learning environment through master technicians who are well-known among community members. CSS will try to identify the skill gap in the specific region to train young community members especially women and fill the skilled trades which are traditionally practiced

by men such as masonry, mechanic, etc. The initiative aims to improve the employability of the working population including school drop-outs, semi-skilled and unskilled workers. CSS is implemented as an integrated component of enterprise and community development. There is a high demand for certain traditional skill trades and the community has master practitioners involved with those traditional trades for many decades. CSS will try to recruit these experts from the communities to form simple and friendly learning institutions to develop the skills of rural communities especially women to instil self-reliance and economic independence

5

Capacity Building

Capacity building and skilling will be done to the team members at different intervals, from management to implementation of the project. Appropriate technical experts will be hired to train the trainers and ECPs to run the CSS. Experts from the Government skill institutions will offer their expertise in specific trades to advance the progress of the trainers as well as trainees through CSS

6

Scope for CSS

- BPMU along with PLF takes initiative as the service provider for skill training based on local demand through CSS
- Shifting the focus of skill training to women-centered skill training programs
- Concentrating more on small business activities
- Engagement of a local Trainer to create an environment that develops the confidence level of trainees
- Reduces the travel time of trainees
- Skill training programs to assist youth (primary and middle school drop-outs)
- Reducing distress migration through decent rural employment
- Possibilities of learning while earning
- Not target-oriented – based on local community demand (Bottom-up approach)
- Increases women participants ratio
- Reduces training cost
- Connects local trade unions
- Training programs on On-the-Job training (OJT) which includes more practical training
- Easy and effective knowledge transfer to the trainees
- Identification of new and need-based trainings
- Cost-effective and short-term skill training programs when compared to other Government or Private sector skill programs
- Better safety measures to create a safe environment for trainees

7

Objectives

In general, CSS emphasizes identifying the trade which has employable opportunities in that specific region, eventually facilitating community-based learning through a simple and minimally required infrastructure. CSS facilitates inclusive, feasible, learning-friendly environment opportunities by inspiring the beneficiaries to identify the trade which has employable opportunities in their surrounding areas. The objectives of the CSSs are;

To facilitate knowledge sharing and learning the best practices from the local master practitioners.

To ensure sustainable, reliable wage and self-employment opportunities to the target beneficiaries

To bridge the skill gaps and employable opportunities

To promote sustainable livelihood and empowering women and youth

To encourage the usage of local resource-based skill development to meet the market demand

- To help community members to understand skilling through an easy learning process, discuss ideas and provide constructive feedback so that trainees can reflect on the skills gained in the training school.
- To learn together with their peers from a local practitioner to create a positive contribution to the household and the wider community

8

Target

The Project aims to create 1000 CSSs in 120 blocks covering 40,000 trainees. The initiative aims to improve the employability of the rural youth, especially women who belong to SHG households including school drop-outs, semi-skilled and unskilled communities

9

Implementation

The role of the State Project Management Unit (SPMU) is planning, facilitating, problem-solving, and monitoring the overall implementation of the CSS across the project districts in the state.

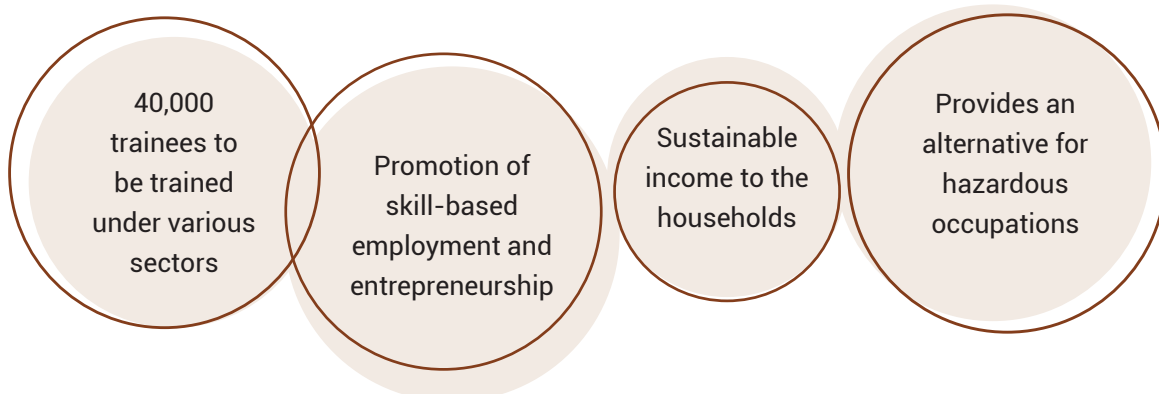
The COO (Project Implementation) would be overall in charge of the implementation of the program under the supervision of the CEO, VKP. The officials listed below will act as the Nodal for the successful implementation of the CSS. The Associate Chief Operation Officer (ACOO) from SPMU will be

responsible for state-level implementation and monitoring of district teams under the guidance of the CEO & COO. The District Executive Officer (DEO) of District Project Management Unit (DPMU) will be responsible for the execution of district-level activities and the Block Team Leader (BTL) of the Block Project Management Unit (BPMU) will execute block-level activities, manage Job CPs and PLFs are responsible for implementation at the village level including supporting and monitoring of ECPs.

10

Outcomes

The project outcomes targeted through CSS are:



11

Key Principles

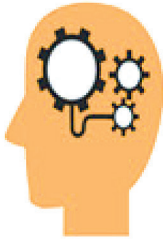
- Facilitate community members confidence and opportunities to express themselves, explore their potential through community-based school to solve their skilling and livelihood challenges
- Inspire rural women to take up the trades which are traditionally practiced by men for their livelihood
- Aids to empower the rural youth and women with employability skills in an inclusive, learning-friendly environment and orients them to career opportunities beyond the conventional streams
- Support local MSME outreach to identify market needs and facilitate post-training placements and employment

12

Trainer

- A local master practitioner will be appointed as a trainer to run the CSS. Thus, the trainer should have the ability to manage and organize the Community Skill School
- The trainer should possess a wealth of knowledge, skill, and adequate experience in the activity/enterprise/trade and keen to teach and share her/his technical knowledge
- The trainer should establish CSS at their enterprise
- The trainer should be in a position to dedicate time to mobilize & impart training to the trainees
- Current practitioner of one or more non-farm activity / enterprise
- The trainer should have good credentials (good rapport) within the community
- Academic Qualification: Able to read, write and communicate

Trainer (Non Farm Sector)



He/she should possess wealth of knowledge,, skill and has adequate experiene in the activity / enterprise/trade s/he practices

Community members who are practitioner of one or more non-farm activity enterprise



He/she should be self-motivated and keento teach the community and should also have good credentials among the community

Trainers should be in a position to dedicate time to impart training to the trainees, mobilize trainees and organize training programmes and manages css.



13

Selection of Trainer

The selection process must be ethical, transparent, and documented. Deserving candidates will be given a fair chance to express their interest.

Steps involved in the selection process of trainers;

Step: 1 - Identification and selection of trainers will be done by the PLF, ECP and community under the guidance of BPMU & DPMU.

Step: 2 - Mobilize applications from eligible candidates for the position of trainer by PLF with the help of ECP.

Step: 3 - The selection of the trainer is critical and hence the identified trainer will be evaluated with the help of RSETI / Agency /Experts / District Skill Training Officer by the DPMU team.

Step: 4 - Expert trainer/ agency will facilitate Training of Trainer (ToT) which ensures standardized processes and consistent delivery of the training process

13.1 The below-given table shows criteria for selection of 'Trainer'

S. No	Criteria	Trainer
1	Minimum Experience	More than 5 years
2	Gender Specific	Gender Specific: Male / Female (50:50)
3	Age	Above 25 years
4	Education	Able to read and write
5	Media Exposure	Minimum knowledge to operate smartphone or PC
6	Field Experience	Interest, experience and knowledge in the particular field
7	Legal Compliance knowledge	Should have knowledge on legal compliances such as Udyog Aadhar.
8	Network	Rapport with mentors/experts
9	Innovativeness	Ready to accept and adopt new innovative technologies if need be
10	Leadership Quality	Able to treat all communities equally and involve himself/herself in Community Development
11	Practitioner	Present Practitioner
12	Native	Should be a member of the village/locality
13	Land / Workshop Holdings	Sufficient space for training / running the unit. (optional)
14	Priority will be given	<ul style="list-style-type: none"> • Trained/certified from the recognized training institute • Women • SC/ST • Differently-abled • Vulnerable

14

Trainees

Criteria for Selection of 'Trainees'

Age: 18-35 years - Relaxation of five years in age will be allowed for vulnerable sections of the society such as differently abled and widows.

Trainee aspires to join CSS should be keen to learn and implement the technical knowledge

The trainee is expected to attend all classes and complete the training and prepared to undergo assessment and certification process. The trainees should be prepared to be employed as wage (or) initiate self-employment to improve their livelihood

Must be a SHG member / SHG households.

Trainees are expected to pay a portion as a contribution as part of the course fee. Each trainee should pay Rs. 500/- or 10% of training cost as part of their course fee, whichever is the lesser

The trainees should be 40% women, 5% differently-abled and tribal communities

Academic Qualification:
Able to read and write

Place of residence:
Resident of project villages

About Rs. 1000 worth of tool kit (may vary based on the trade) will be provided to each trainee during the training program (should not exceed Rs. 1000).

14.1 Selection of Trainees

Panchayat Level Federation (PLF) will mobilize applications through ECPs from the aspirants/trainees. The PLF should pass a necessary resolution and enrol trainees in the CSS. ECP will facilitate the process.

15

Role of Expert Trainer / Agency

The project engages with the required number of expert trainer / agencies to support the project in the Training of Trainers (ToT) for the identified CSS trainers who will establish CSS. The project will work closely with knowledge institutions, established training partners / well-known technical agencies to facilitate the training programs.

Expert trainer/agency will be engaged on the popular trades for conducting ToT, preparation of training material, assessment, and certification.

Expert trainer/ agency will be engaged across the project regions to handhold CSS implementation.

Expert trainer/ agency will be responsible for the ToT training program to equip the trainers to be good tutors. They will be identified for a particular trade, across regions who in turn will provide orientation on the curriculum, industry standards, best practices, assessment standards, and tips for setting up and run a school effectively.

A standard structure including duration of the training, school design, and layout, materials required, daily timings for the CSSs will also be finalized.

16

Selection of training to be provided through CSS

- Opportunity areas will be identified through District Diagnostic Study (DDS), Value Chain Studies, PGP process and industry meetings (incl. local industry), FGDs, village enterprise survey, discussions with ECPs, etc.
- The keenness of at least 20 youth in the Block/District to learn the trade
- Availability of few capable experts as per DDS prioritized commodity/trade
- Abundant employment opportunities (preferably in the same district or adjoining region) to be available for the trainees to be employed as wage or start new enterprises
- The ability of the community (Trainer, ECPs & CBOs) to place candidates in jobs
- Traditional and highly remunerative
- Unique activity in the Block/District
- Based on the prioritized sector / sub sector in non-farm activity identified through District Diagnostic Study
- Based on the skill gap analysis
- Opportunities for wage or self-employment potentials in the Block or District, arrived from discussions held with industrial associations
- The proposed training under CSS is to bring inclusiveness, as the job role is male dominated

17

Methodology for CSS

The training methodology will be a good combination of theory and practical modules to impart knowledge, skills, and attitudes to the trainees. The trainings are usually conducted in the workplace or in the enterprise. Daylong/evening only depends upon the training/sector; each CSS will be decided by the community. The trainings will be followed by an evaluation and certification.

Basically, two types of training shall be provided under community skill schools;

1. The training is given by the trainer in his/her workplace/enterprise (such as Pottery making, Wood carving, Sculpture, Home appliance repair, Two/four-wheeler mechanic, etc...)
2. Training is given by the trainer in the community setup (such as Mason etc...)

Training program will be suitable for the trainees who seek a job for the first time as well as who wants to set up his/her own enterprise. For example, an individual whose job role is 'Helper' in the construction sector, after undergoing training at CSS, he/she will be upgraded as a 'Mason'.

Training program will be suitable for the individuals who are already employed; who aspire to shift to a highly paid job role in the same domain s/he works in. To illustrate, an individual who is already a 'Tailor', after undergoing training on 'Aari work' at CSS to diversify his service and earn more income out of it.

18

Duration of the Training programme and Batch Size

The duration of the CSS training programme will vary based on the trade. Both the duration and batch size will be jointly decided by the trainer, community, DPMU with the inputs of expert trainer/agency. A total of 1,000 CSS to train 40,000 trainees are proposed to be formed in 120 blocks of the project districts.

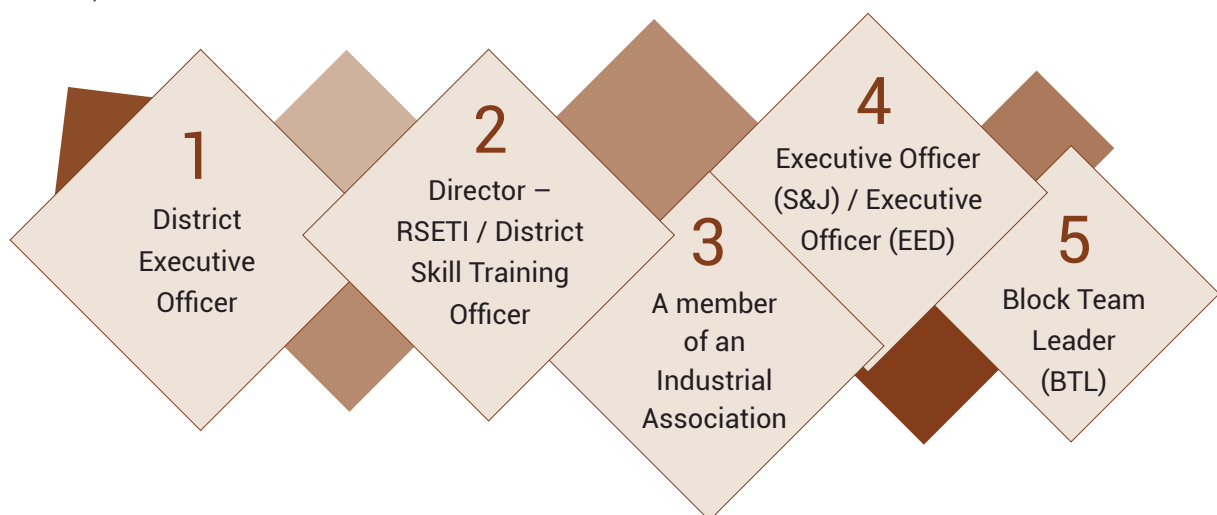
19

Proposal for CSS

In case of trainer and his establishment is within the project area the trainer will submit the proposal to the PLF of where his establishment is situated. After screening, PLF will forward it to the BPMU for finalization and approval. The BPMU will assess the proposal and forward it to the DPMU. The DPMU will send the approved CSS proposal to the SPMU for the release of funds.

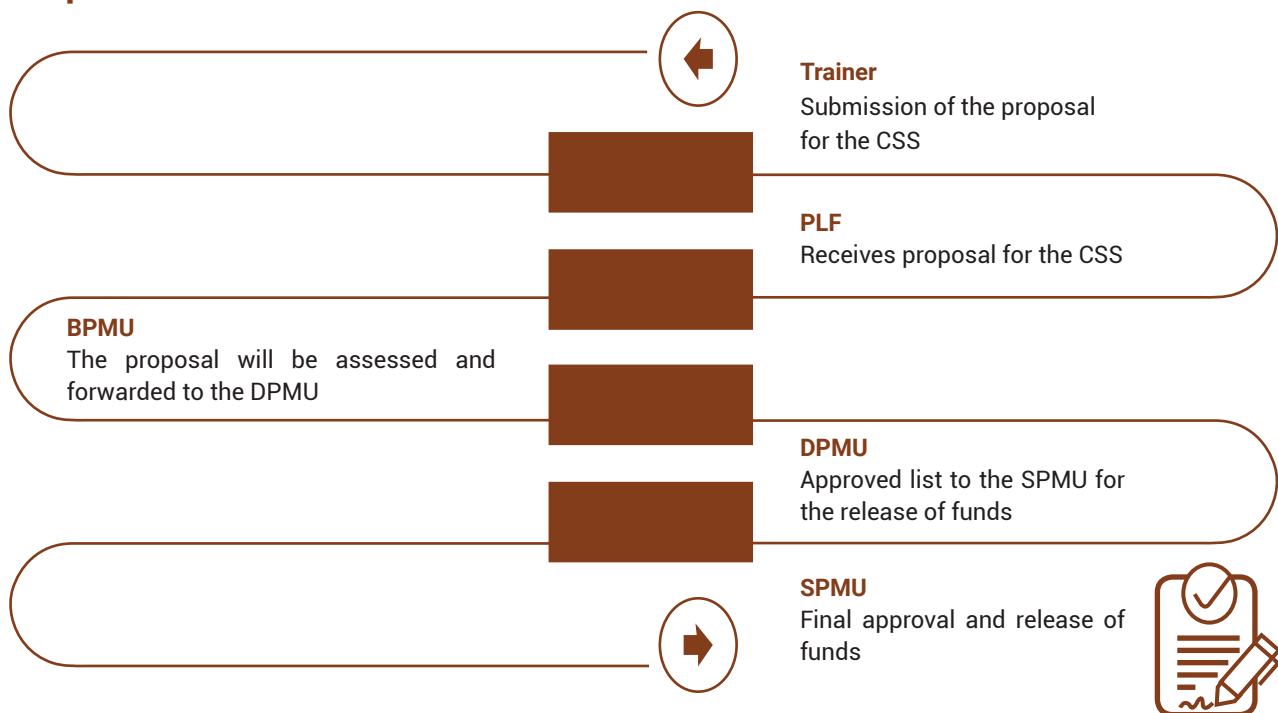
The trainer needs to be approached by the ECPs/Job CPs and project staff to develop the proposal. In cases where the need-based assessment has been made by the DPMU/BPMU, the Units may identify the trainer and help prepare such a proposal through due process, help of local RSETI and other institutions may be sought for the same purpose. The proposal will be submitted to the PLF after analysing PLF will submit it to the DPMU for scrutiny and approval. All applications received from the districts will be appraised by the SPMU to cross-check using the selection criteria before issuing the clearance.

The DEO constitutes a committee to evaluate the list of CSS sectors and job roles. The list of sectors and training shall be approved by the District Collector. The selection committee to be formed with the below members,



In case of a trainer is identified from out of the project block, the trainer will be facilitated by the project staff JOB-CP/ECP to submit the proposal. The viability of the proposal will be evaluated by the committee constituted by the DEO and funds will be released from DPMU to the enterprise of the individuals, after execution of the MoU signed by DEO and trainer.

Proposal for CSS



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Characteristics of CSS

- About Rs. 1000 worth of tool kit (may vary based on the trade) will be provided to each trainee during the training program (should not exceed Rs. 1000). Also, relevant training materials and refreshments for the trainees will be provided during training period.
- Digital attendance management system and relevant data entry systems will be maintained during the period of the training and may be made available to the VKP team for the purpose of review of the programme effectiveness.
- The duration of the course will be less than 3 months
- DPMU & BPMU along with the trainer will finalize the curriculum for each trade
- The trainee should pay 10% / not less than Rs. 500 training fees as part of their course fee (whichever is the lesser).
- Strictly adhere to the fire and safety measures (as per norms). For example, Helmets, Fire extinguishers, Posters, PPE, etc. (based on the skill program)
- Insurance coverage for trainee (Appreciable / Optional)
- Training such as masonry and other local need-based skills may be provided in the worksite (On the Job training - OJT)

- Follow community procurement norms for materials like cement, sand, etc.
- The CSS can expand its services to others in the future.
- Success factor: CSS outcome measure = percentage of targeted trained women & percentage of women employed in their skilled trade

21

Convergence and Partnerships

CSS initiative will establish key partnerships with various stakeholders (Such as RSETI, TAFE, ATDC & WRI) (public/private) and leverage the expertise of

partners to engage in specific win-win opportunities to ensure profitability of participants and post-project sustainability.

22

Roles of State Project Management Unit (SPMU)

The main function of the SPMU would be to evolve a strategic implementation plan for the unit that would not only give an overall direction but also provide each district with the inputs, guidelines, and support needed for creating a district-level implementation plan. More specifically,

- Frame policies, guidelines, regulations, and rules
- Overall strategic planning, guidance, and management support
- Coordinate with other departments on project issues, whenever identified
- Overall management of strategy and implementation of the project
- Engage with industry associations like Tamil Nadu Small and Tiny Industries Association (TANSTIA), Coimbatore District Small Industries Associations (CODISSIA, Coimbatore Industrial Infrastructure Association (COINDIA), Confederation of Indian Industry (CII), Madras Chamber of Commerce, etc. to identify skill gaps for industry across sectors, trades, and districts and come up with a collaborative model to work

towards them. Facilitate the DPMU towards a similar exercise for all districts.

- Engage with Government Departments managing schemes like Den Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and Tamil Nadu Skill Development Corporation (TNSDC) to come up with joint targets and an action plan to achieve it. Facilitate the DPMU towards a similar exercise for all districts.
- Collaborate with NSDC and relevant Sector Skills Council to get support and endorsement for the community-managed skilling models.
- Join forces with the Directorate of Labour & Employment and Industry Associations at the district level are important partners at the district level as they can provide important inputs for CSS.
- Making the Community Skills School model a robust model of skilling and developing

guidelines, templates and monitoring, and evaluation process for it.

- Setting up an SPMU team and developing guidelines for the setting up of the DPMU-Skill Unit.
- Facilitating operational plans for DPMU.
- Converting the project target into year-wise, sector-wise, and district-wise action plans.
- Conducting training and workshops at different stages for the DPMUs as required.
- Understanding the needs and gaps in skilling initiatives and initiate pilots and special projects.
- Ensuring the skilling agenda is women-friendly and its outcomes potentially benefit them. Also sensitizing the project unit towards the inclusive growth agenda so that the marginalized segments of the communities are given priority.
- Review the progress of DPMU every month.
- Evolve a monitoring and evaluation process and developing reports required for it.

23

Roles of District Project Management Unit (DPMU)

DPMU would be responsible for planning, implementation, and monitoring of the project activities at the district level. Specifically,

- To prepare District Action Plan for Skill Development
- To coordinate the efforts of various departments in the district.
- Developing the Enterprise Community Professionals (ECPs) into an energetic and focused unit providing a crucial link between the

community, the industry and thus facilitating youth towards skilling.

- Organize awareness programs to mobilize Youth and women
- Supervise and review the Block Project Management Unit (BPMU)
- Prepare a list of employment opportunities in the district and nearby areas
- To engage with Government Departments and Associations to identify skill gaps for industry

across sectors and trades and come up with a collaborative model to work towards them.

- To organize district level meetings (if needed block-level meetings) with local industries regularly for identifying the skill gaps
- To review the progress of DPMU every month.
- Any other work assigned by the SPMU.
- Resolving cross-cutting implementation issues and maximizing convergence of similar programs
- Responsible for convergence and partnerships as endorsed by the SPMU
- Shortlist the trades based on the market demand

24

Roles of Block Project Management Unit

The main function of the BPMU would be the social mobilization to reach out to the communities and make them utilize the opportunities provided by the BPMU through the project. Some of the key functions include:

- Regular monitoring of activities in the block
- To identify the specific location, beneficiaries, and resources for the implementation of the project
- To initiate and supervise the CSS
- To organize block-level meetings with local industries and entrepreneurs to identify the skill gaps (when needed)
- To identify and monitor ECPs/master trainers who are knowledgeable and well-known among the community members in consultation with DPMU
- To facilitate counselling and post-placement support services to the candidates
- To provide regular progress about the project to the DPMU
- To implement any activities which are recommended by the DPMU and SPMU
- To facilitate Community Based Organizations (CBOs) initiative to plan for the formation of CSS
- Develop curriculum that includes a detailed training schedule and in-depth descriptions of each training session, Assessment and Placement linking services along with ECP and Trainer.

25

Community-Based Organizations (CBO)

CBOs include Panchayat Level Federation (PLF) and Panchayat Committee will be involved in the formation of CSS. Generally, these CBOs will strive to empower the poor and improve their livelihood, and reducing poverty by developing, strengthening local Institutions at the village level, building the skills and capacities of the poor, enhancing their livelihood by facilitating various linkages.

25.1 Role of CBO

- PLF shall execute a tripartite agreement with the trainer, PLF & DPMU – VKP.
- PLF should monitor the skilling activities and send the status report to BPMU/DPMU.
- Fund utilization Certificate to be submitted before the next release of funds.
- For every activity, document in the form of registers, photos/videos, etc., to be maintained by PLF and report to BPMU.
- PLF should ensure the proper utilization of funds.
- Awareness creation among community beneficiaries
- The CSS will be implemented by the block office and funds will flow from the DPMU through the PLF to the skill schools.
- The project will provide hand-holding accounting technical assistance (bookkeeping, accounting, etc.) to the CBOs through ECPs so that they can maintain accounting records and prepare monthly/annual financial statements.
- Placement support through social networks (Friends & Family).

26

Community-Based Organizations (CBO)

26. Finance Management Framework

The financial Management framework consists of simplified arrangements to ensure transparency and accountability at all levels of the project's institutional

setup. The financial management framework for the project would involve SPMU at the state level, DPMU at the district level and CBO at the panchayat level. The project implementation below the block level

is done by the Enterprise Community Professionals (ECPs) and trainers. These ECPs and trainers will be supported and compensated by the project.

These professionals will be engaged in the project on a service-fee model and would be provided technical training during the project life. The CSS will be implemented by the Trainer identified by the project. The funds will flow from the SPMU to the DPMU. The DPMU will release the funds to PLF to setup and run the community skill schools. The funds' sanctions as required will be approved by the SPMU and DPMU. The Trainers will be compensated up to Rs. 3000/- per trainee (may vary based on the trade). The trainer along with PLF will come up with the CSS proposal to the DPMU, based on the requirements, (such as tool kit to each trainee, maximum of Rs. 1000 worth of tool kit / may vary based on the trade but should not be more than Rs. 1,000/-) the funds' sanctions will be approved by the SPMU and DPMU. The fund Utilization Certificate (UC) along with completion report from the PLF will be submitted to the DPMU.

PLF will be required to maintain accounts for funds received under the project. The project will provide hand-holding accounting technical assistance (book keeping, accounting, etc.) to the CBOs through ECPs.

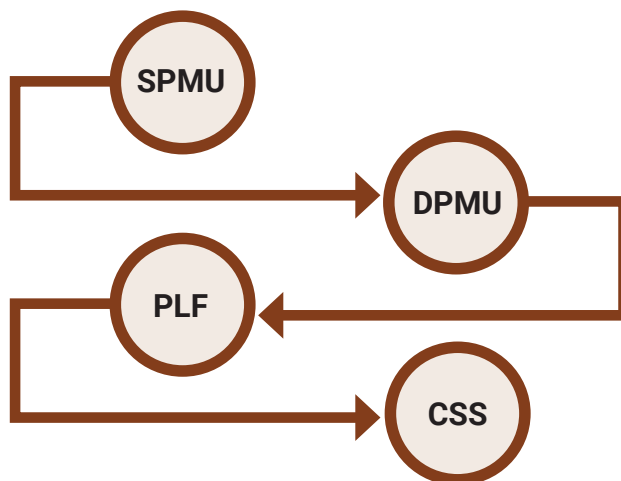
26.1 Funding Pattern

SPMU will release 100% of payment to DPMU and DPMU will release 100% of payment to the PLF.

Fund release - PLF → Trainer

1. Once the proposal is approved, within 10 days of sanctioned order 20% of the establishment cost that includes compensation to the enterprise for branding-setup and training materials) will be paid to the trainer (But this will be assessed on a case-by-case basis and will be flexible where possible. i.e., maximum of 30% of fund can be released towards establishment cost for trades such as Welding, etc.)
2. 30% fund – to be paid upon completion of half of the training period (If the PLF has released 30% of payment for the establishment to the trainer, 20% of payment can be released after the first half of the training program)
3. 30% fund - on the last day of the training
4. 20% fund – after 3 months of follow-up

The trainer should ensure 80% of attendance and 70% trainees should have been placed in as self (or) wage employment. The evidence towards the same needs to be recorded / submitted by the trainer to avail the 20% final release of the funds.

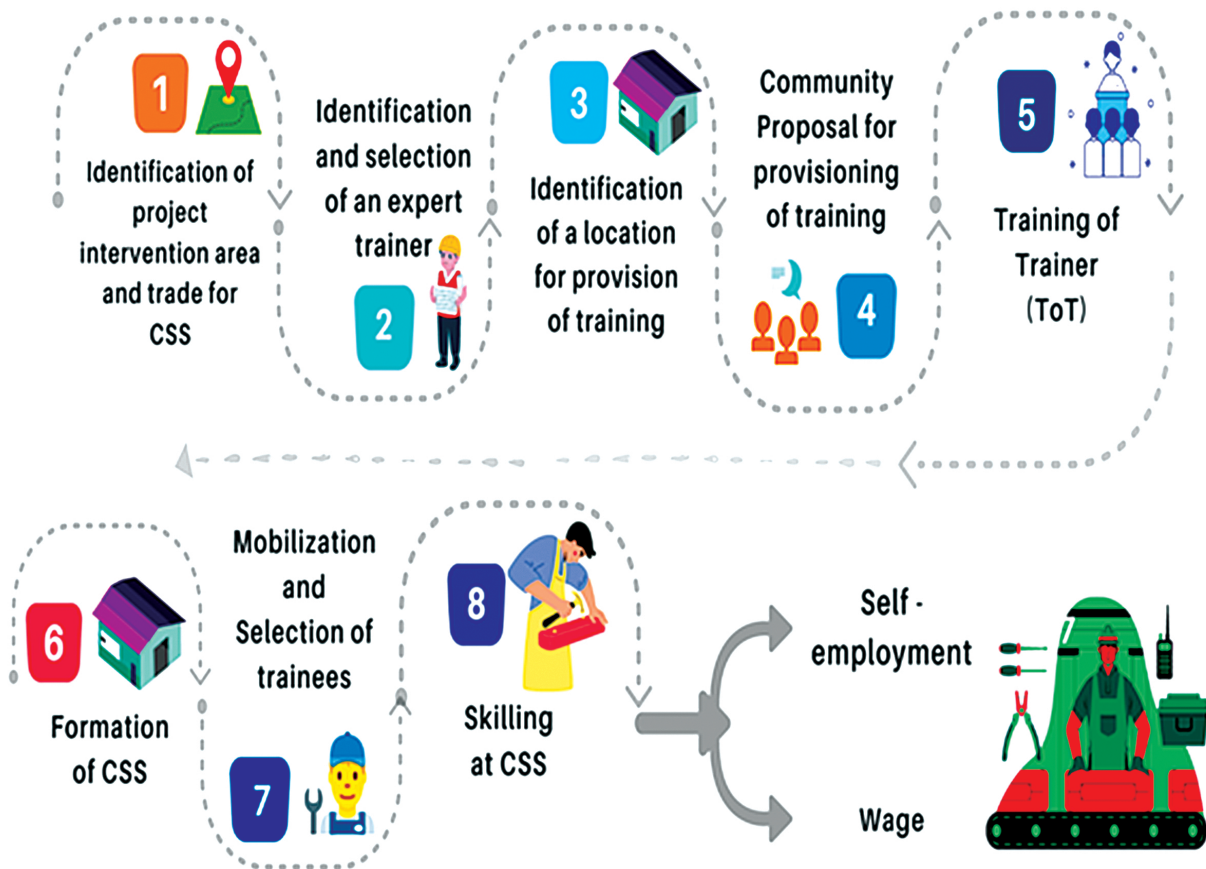


The CSS will be implemented by the PLF & ECPs the funds will flow from the DPMU through the PLF to the community skills schools.

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Key Steps – CSS

KEY STEPS FOR SETTING UP THE CSS



Step 1: Identification of project intervention area and trade for CSS

Based on assessment and prospecting (number of trades, the interest of a large number of youths, and availability of expert trainers) from the ECPs, the DPMU along with BPMU will shortlist the trades.

Step 2: Identification and selection of an expert trainer

Identification and selection of trainers will be done by the project staff, community and ECPs under the guidance of BPMU & DPMU. She/he should be proficient in the trade and keen to teach but also have good credentials

within the community. The right selection of the expert trainer is critical and hence the identified trainer will be assessed with the help of District Skill Training Officer, Director-Rural Self Employment Training Institute (RSETI) / agency experts.

Step 3: Identification of a location for the provision of training

Suitable location with good accessibility and convenience will be identified in the CSS catchment area by the community and requisite permissions obtained from the local people for operating the school.

Step 4: Community proposal for provisioning of training

The trainer will develop a proposal along with the PLF for provisioning of training including information like – training duration, batch size, materials required, cost of training, outcomes expected, the total number of interested youth in the catchment, name list of the first batch, etc. The school will be managed by the trainer, PLF, and the BPMU team.

Step 5: Training of Trainer (ToT)

With an Expert trainer/ agency identified for specific CSS across regions for a particular trade and given orientation on curriculum, industry standards and best practices, assessment standards, and tips for setting up a school effectively. A standard structure for the CSS will also be finalized – including duration of the training, school design and layout, materials required, daily timings, and criteria for student selection, though some of these aspects could be left to the flexibility of the community. Training of Trainer (ToT) ensures standardized processes and consistent delivery of the training process.

Step 6: Launch of CSS

PLF supported by the trainer will set up CSS in the selected location with the requisite design & layout, and safety aspects; also procuring relevant material, tools, and students kits for the training. The CSS should be women-friendly and adhere to relevant safety guidelines.

Step 7: Mobilization and selection of trainees

The PLF assisted by the trainer and ECP will mobilize interested youth. CSS will be open to youth or aspiring individuals both male and female in the age group of 18-35 years.

Step 8: Skilling at CSS

The trainees will be trained by the trainer, aided by relevant training materials and with demonstrations. Attendance records will be maintained and safety measures as advised by the Master Trainer / Rural Self Employment Training Institute (RSETI) / Experts, strictly followed at all times. In certain trades, a pre-assessment will be conducted by Master trainer/ Rural Self Employment Training Institute (RSETI) / agencies, after completing 1/3rd of its timeline to ensure quality in CSS proceeding and the case of any negative feedback, a mid-term course correction will be done (if needed).

In case of assessment and certification decided by the CSS, the project may facilitate the assessment of trainees for certain training at the end of the curriculum for each batch by NACER or any other assessment agencies to assess and certify the trainees.

One of the criteria for the selection of CSSs in the keenness and ability of the PLF/ECP/Trainer/ Individuals to place trainees after skilling for wage or self-employment. The social network of friends and relatives plays a critical role in the placement of trainees after skilling for wage or self-employment because of an existing tradition of the trade in the community there are social networks (friends and family) that have historically emerged from the community migrating towards certain regions of employment. Through these social networks, youth can be easily placed when the trade is in demand. In the case of certain professions where there is a scope for women to participate but are unable to do so due to social and cultural barriers, the ECPs will counsel the women to ensure their participation.

27.1 Post-implementation of CSS

CSS members as Entrepreneurs:

Some of the households could also become entrepreneurs setting up enterprises like two-wheeler workshops, home appliances repair shops, sales outlets, etc.

All prospective cases will be introduced to One Stop Facility (OSF) for their facilitation in the setting up of enterprises.

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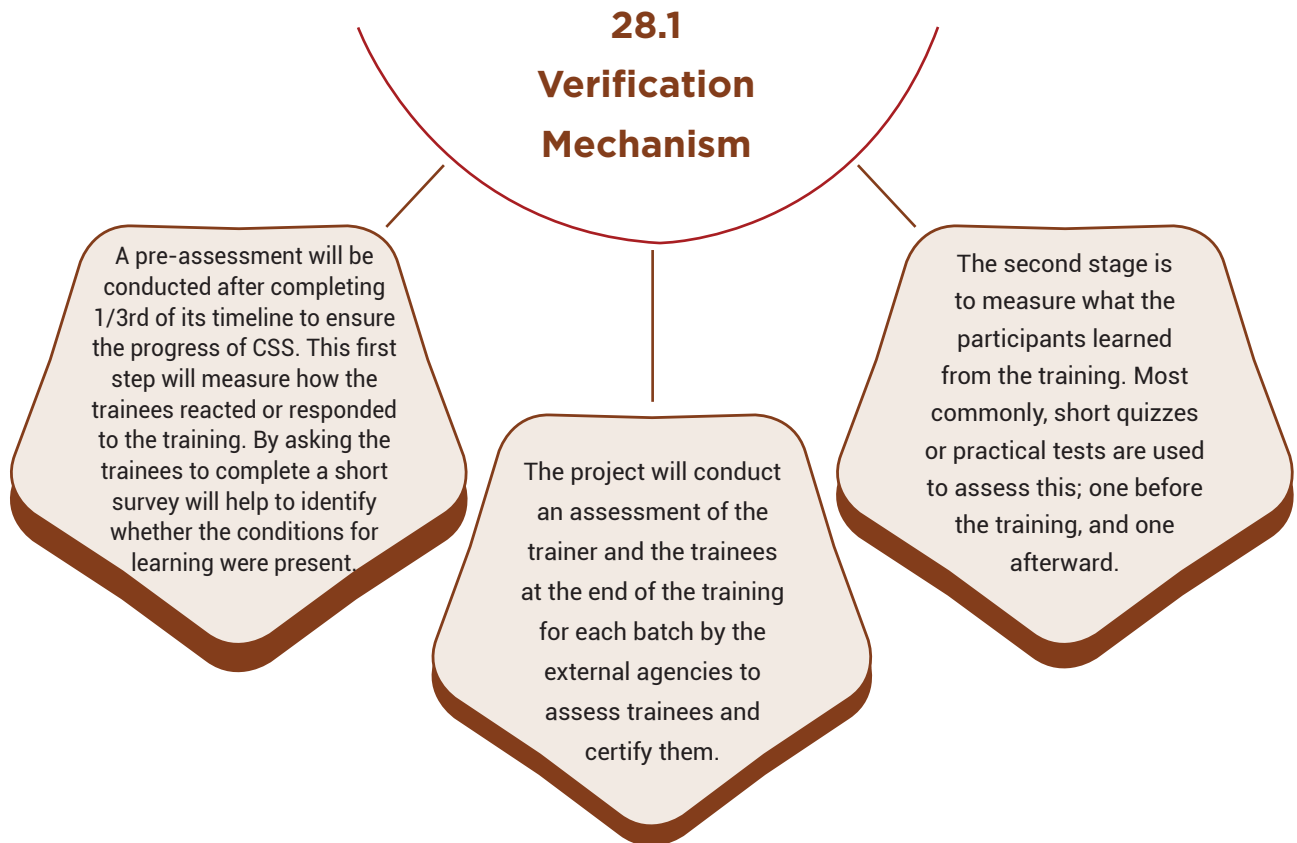
Monitoring

The progress of the CSS will be reviewed by the CEO at the review meetings conducted periodically with District Executive Officers. Both scheduled and unscheduled monitoring visits will be done by the officials across the level of the CSS during its implementation. Initial, interim, and completion reports need to be submitted by the community skill school. Nodal officers from SPMU will monitor the district level activities; Nodal officers from DPMU will

monitor the block level activities and the Block Team will monitor the village level activities, community professionals, and skill trainers. The report on the progress and fund Utilization Certificate (UC) from the PLF will be sent to the DPMU, after assessment this will be forwarded to the SPMU. The SPMU will provide the necessary guidelines and support for monitoring of training, including formats.

28.1

Verification Mechanism



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Learnings from Pilot

Preliminary Visits with Stakeholders

Meeting with Garment Owners



District Level Cross Learning Workshop on Garment Industry



Meeting with Community Entrepreneurs



Training School



Tuticorin District – Palm Products



Napkin Production Unit



Production Of
Cotton Shopping Bags



Meeting with Master Trainer (Garment)





Masonry Unit



Home Appliances Unit



Welding Unit



Annexures

Annexure 1

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Checklist for CSS

Each CSS to be launched should have approval from the state office in place.

Table 1		
S.No	Criteria	Remarks
	Is the proposed training under CSS	
1	Traditional and highly remunerative? (Yes/No)	
2	Unique activity in the Block/District? (Yes/No)	
3	Based on the prioritized sector / sub sector in non-farm activity identified through District Diagnostic Study? (Yes/No)	
4	Based on the Skill Gap analysis?	
5	Has high potential for employment opportunities in the block or District arrived from the discussion held with industrial association? (Yes/No)	
6	Have opportunities for high wage or self-employment potentials in the block or District, arrived from the discussion held with industrial association? (Yes/No)	
7	Is the proposed training under CSS is to bring inclusiveness, as the job role is male dominated? (Yes/No)	
8	Any other specific reason	
Table 2		
S.No	Particulars	Yes/No
1	Trainer selected based on the criteria	
2	Agreement signed with partner/trainer and DPMU (incl. fire and safety clause)	
3	Syllabus (a minimum of the week-wise syllabus in place)	
4	The location of the centre is easily accessible from Panchayats in the cluster.	
5	Only interested candidates selected after counselling	
6	Possibility of ensuring placement for 80% of the candidates.	
7	40% are women candidates	
8	Contribution from trainees Rs. 500/- or 10% of training cost is collected (whichever is the lesser)	

Selection Criteria for Trades:

1. Keeness of at least 20 youth in the region to learn the trade
2. Availability of few capable experts
3. Abundant employment opportunity (preferably in the same district or adjoining region)
4. Ability of the community to place candidates in jobs
5. Supportive Panchayat
6. Motivated PLF

Selection Criteria for Trainer:

1. Verifiable experience and capability in the trade
2. Not only keen to teach put also popular amongst the community
3. Meet the trainer at least thrice to validate seriousness and expertise before finalizing.

Required Data along with Proposal:

1. Total Number of Interested Youth in the Catchment
2. Name list of the training batch
3. Training material and tool kit details (Nos. & Cost)

Annexure 2

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Proposal for Community Skill School (CSS)

S.No	Particulars	Details
1	Trainer selected based on the criteria	
2	Name of the Sector	
3	Address of CSS	
4	Name of the Trainer	
5	Mobile number	
6	Name of the PLF Representative.	
7	Contact Number	
8	CSS - Launch Date	

S.No	Particulars	Details
9	Training Details:	
	-Batch size (No. of Trainees)	
	-Min. and Max. allowed	
	-No. of batches per day	
	-Duration (in days)	
	-Hours per day	
	-Trainer - Compensation per day	Rs.
	-Trainer – Compensation for full course	Rs.
14	Materials - Total cost	Rs.
15	Cost of tool kit (may vary based on the trade)	Rs.
16	Incidental expenses	
17	Trainees' contribution - Each trainee should pay Rs. 500/ or 10% training cost, whichever is the lesser (the fee may vary based on the trade)	
18	Safety measures (Availability)	(Yes / No)
	-Electricity (Yes / No)	
	-Fire & Safety (Yes / No)	
19	General details (Availability)	(Yes / No)
	-Drinking Water	
	-Rest Room	
	-Toilet Facilities	

Photograph
of
Trainer:

Photograph of Training School (One):



If there is a deviation in the selected trade from the guidelines, please present a case as to why it should be selected

Signature of Trainer

Signature & Seal of PLF Representative

Annexure 3

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Evaluation Sheet

Name of the District:

S.No	Criteria	Details
1	Name of the Block	
2	Name of the Panchayat	
3	Name of the Training proposed under CSS	
4	Name of the Trainer	
5	Is the proposed training under CSS;	
5.1	Traditional and highly remunerative? (Yes/No)	
5.2	Unique activity in the Block/District? (Yes/No)	
5.3	Based on the prioritized sector / sub sector in non-farm activity identified through District Diagnostic Study? (Yes/No)	
5.4	Based on the Skill Gap analysis?	
5.5	Has high potential for employment opportunities in the block or District arrived from the discussion held with industrial association? (Yes/No)	

Signature of the Committee Members

1	District Executive Officer
2	Director – RSETI / District Skill Training Officer
3	A member of an Industrial Association
4	Executive Officer (S&J) / Executive Officer (EED)
5	Block Team Leader (BTL)

Sample: CSS - Masonry Training Requirements

Budget for Tools

CSS Masonry - Requirements				
Budget for Tools				
S. No	Particulars	Unit	Cost (per unit)	Total Cost
Training Materials				
1	Thukku kundu			
2	Steel Mattapalagai			
3	Meter Tap 3 Meter (Steel)			
4	Long Size Meter Tap			
5	Maniyas palagai			
6	Karandi			
7	Water level tube			
9	Ground Leveller			
10	Cap			
11	Manvetti			
12	Sand thattu			
13	Drum			
14	Thread			
15	Bucket			
16	Mug			
17	Sand			
18	Bricks			
Total				
19	Trainer honorarium	___ days	/ day	
20	Kits to trainees			
Sub Total				
Grand Total				

.....
Signature of DEO

Seal:

Annexure 4

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List of Activities Ineligible under CSS

Negative Enterprises / Activities List

1. Manufacturing of Polythene carry bags of less than 40 microns thickness and manufacture of carry bags or containers made of recycled plastic for storing, carrying, or dispensing
2. Distilleries, Brewery and Malt Extraction
3. Units utilizing Molasses/rectified spirit/de-natured spirit as raw material for the manufacture of potable alcohol.
4. Mining of sand, soil, etc. without applicable permissions
5. Manufacturing of intoxicant items like Beedi/Pan/Cigar/Cigarette etc.,
6. Cement
7. Calcium Carbide
8. Slaughter House
9. Re-packing of Drugs / Medicine / Chemical, without any processing or value addition
10. Activities involving the use of prohibited Azo dyes
11. Fire Crackers
12. Manufacturing or utilizing of products causing Ozone depletion
13. Industries involving hazardous activities / classified as "Red category" by Tamil Nadu Pollution Control Board / Central Pollution Control Board
14. Cyanide
15. Caustic Soda
16. Real Estate



VAZHNDHU KAATTUVOM PROJECT

Department of Rural Development and Panchayat Raj
5th Floor, Tamilnadu Small Industries Development Corporation Limited,
Thiru Vi Ka Industrial Estate, Chennai 600 032

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