



Programme Evaluation and Impact Assessment of SMART programme by the Tech Mahindra Foundation



Prepared by
KPMG Advisory Services Private Limited

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Abbreviations used

CRS	Customer Relationship and Sales
CSR	Corporate Social Responsibility
HO	Head Office
IGIT	Indo-German Institute of Technology
IRECS	Inclusiveness, Relevance, Expectations, Convergence, Service Delivery
IT	Information Technology
ITES	Information Technology Enable Services
ITI	Industrial Training Institute
MIS	Management Information System
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organizations
NSDC	National Skills Development Centre
SMART	Skills-For-Market Training
SOP	Standard Operating Procedures
SROI	Social Return on Investment
TMF	Tech Mahindra Foundation
TOT	Training of Trainers
WPR	Work Place Readiness

Executive Summary

Established in 2007, Tech Mahindra Foundation is driven by the vision of “Empowering through Education”. The Foundation is working in ten cities across India with over 110 partners in education and skills development sector.

The Foundation’s flagship programme for skills development, SMART (Skills-for-Market Training) was conceptualised to enhance employability of youth from underprivileged background and linking them with employment opportunities. The programme has scaled up from one center in September 2012 to 65 centers by March 2015. In this span of three years, the programme has benefited more than 15,923 youth.

The evaluation study presented in this document assesses the SMART programme on IRECS (Inclusiveness – Relevance – Expectations – Convergence – Service Delivery) parameters and measure SROI (Social Return on Investment). Key stakeholders consulted during the study include over 3500 SMART students using online questionnaire, 200 students through focus group discussion and 5 location mangers, 10 center managers, 20 trainers, 10 community mobilisers and 20 employers through in-depth interviews.

The performance of SMART programme on IRECS parameters is provided below:

- **Inclusiveness:** The programme charges zero fee for trainings, which ensures that every youth, from economically marginalized communities serviced by the SMART centers, can access training. Specialized SMART+ centers are established to provide training to people with disabilities. Furthermore, the programme has achieved gender equity in access to trainings, as equal number of male and female students have been trained at the SMART centers.
- **Relevance:** There is a clear linkage between skills training provided at the SMART centre and jobs available in the local market. The SMART centers are able to place an average of 72.19 percent of students after completing the training. It is also important to note that, more than 66.33 percentage of students are still serving in the same job where they were placed by SMART center. Employers also recognised that the SMART students are more punctual, disciplined and prepared for workplace.
- **Expectations:** The SMART programme has largely met the expectations of the students by ensuring that students get desired job after the training. Students reported increase in self-confidence, aspirations and respect from the community. One of the key observation made by girl students was the change in attitude by their parents towards their career. Girls informed that their parents are more supportive of their career now and they experience lesser pressure for marriage.
- **Convergence:** The SMART programme leverage the skills and experience of the implementation partners. It has tie-ups with experienced knowledge partners and corporates who are supporting the programme with technical support or infrastructure. The TMF has also planned to align the SMART programme with government policies on skilling.
- **Service Delivery:** The SMART programme is being implemented across ten cities through registered non-profit implementation partners. TMF supports the implementation partner with required infrastructure and provide curriculum and programme implementation

guidelines. The Center Managers play key role in selecting partners and monitoring programme implementation. The synergy between the implementation partners and TMF is identified as key to the efficient delivery of the programme.

It was found that, over the last three years, the SMART programme has created social value worth INR 13.29 for each rupee invested by the Tech Mahindra Foundation (SROI of 13.29). The outcomes of the training programme experienced by the students are provided below:

- Increased skills, employability and access to employment opportunities
- Increased self-confidence, self-esteem and aspirations
- Improved personality in terms of ability to have a conversation with people, manage facial expressions and dressing style
- Increased respect from the parents, friends, relatives, neighbours and community
- Financial independence and financial support for siblings and parents
- Increased support for career development for girls and reduction in pressure for marriage after completing the education
- Increased understanding of the course and improved teaching methods for trainers

1. Context and Overview of SMART programme

Established in 2007, Tech Mahindra Foundation is driven with the vision of “Empowering through Education”. The Foundation is working in ten cities across India with over 110 partners in education and skills development sector. In order to address issues concerning the teaching-learning process, the Foundation has adopted a holistic approach entailing core objectives like improving learning outcomes; enhancing teaching-learning environment; providing teacher training; facilitating effective pedagogy; enhancing employability and employment opportunities for youth; recognition for teachers and formulating coherent policies for the issues mentioned.

1.1. Context

India is facing a two-pronged challenge of unemployment and un-employability, implying the scarcity of jobs as well as the lack of manpower with appropriate skill sets. In this light, the country not only requires to generate sufficient employment opportunities, but also needs to focus on harnessing and developing potential manpower.

While an estimated unemployment rate of 4.9 percent at all India level¹ is disconcerting, the unemployment figure of approximately 50 percent² for the people with graduation and above degree is a cause for huge concern. Additionally, as per the study conducted by Ministry of Skill Development and Entrepreneurship, the expected shortfall in manpower by 2022 is estimated as below³:

Key Sectors	Expected shortfall by 2022 (in million)
Building, Construction & Real Estate	31.13
Organized retail	17.13
Transport & logistics	11.66
Tourism, Hospitality & Travel	6.48
Textile & clothing	6.31
Education & skill development services	4.29
Auto & auto components	3.90
Healthcare	3.80
IT & ITES	2.35

Table 1: Expected shortfall in manpower by 2022

Recognizing this as a challenge as well an opportunity, the Twelfth Five Year Plan focuses on improving the employability of youth through skill development and fostering high value employment in primary and secondary sectors. To boost the efforts, a Ministry of Skill Development and Entrepreneurship (MoSDE) was established and a flagship programme named

¹ Fourth Annual Employment-Unemployment Survey 2013-14 conducted by Labour Bureau; www.labourbureau.gov.in

² Report on Youth Employment-Unemployment Scenario 2012-13

³ “Minister of Skill Development and Entrepreneurship Shri Rajiv Pratap Rudy Launches Human Resource and Skill Requirement Reports for 24 Priority Sectors”, 9 April 2015, Press Information Bureau, Ministry of Skill Development and Entrepreneurship, Government of India

'Skill India Programme' (National Skill Development Mission) on July 15, 2015. This programme seeks to provide an institutional capacity to train a minimum 400 million people by 2022.

1.2. Overview of SMART programme

The SMART (Skills-for-Market Training) programme was conceptualised and designed to address the need for employability skills among underprivileged youth. The programme, started with its first center in September 2012 and scaled up to 65 centers by March 2015 i.e. within a span of just three years. In this short span, the SMART programme has benefited more than 15,923⁴ youth across ten cities - Bangalore, Bhubaneswar, Chandigarh, Chennai, Delhi- NCR, Hyderabad, Kolkata, Mumbai, Pune and Vishakhapatnam.

The distinctiveness of SMART programme lies in the three models, namely; SMART (for women and men from socio-economically deprived communities), SMART+ (for differently abled youth) and SMART-

T (technical skills for youth). This design is in alignment with the mission of the Mahindra Group which says, 'Educated, skilled and able women and men are a country's true strength. We aspire to see children who are purposefully engaged, youth that is constructively employed, and a society that provides equal opportunities to people with different abilities. Through its corporate social responsibility initiatives, the Mahindra Group commits itself to this'.

The SMART programme is a 3 month course imparting a combination of different skillsets- foundation skills, technical skills and field exposure.

- **Foundation courses:** This course ranges up to a total of 210 hours and consists of the subjects on functional English (Yuva English - 120 hours), soft skills (workplace readiness - 40 hours) and basic IT skills (50 hours). Foundation courses are common to all students at SMART.
- **Technical course:** This course ranges up to a total of 90 hours and consists of specific subjects under Customer Relationship and Sales, Tally accounting, Hospitality and IT enabled services. For SMART-T students the subjects include Automobile Technician, Civil



Figure 1: Cities with SMART centers

⁴ Data provided by Tech Mahindra Foundation

Works, CNC Machine Technician, AC and Refrigeration mechanic, Electrician, Fitter and Maintenance Technician and Welding.

- *Field exposure:* Students are given field exposure in the Technical skills for minimum of 4 hours. For example, under Customer Relationship and Sales course students, students would observe representatives pitching the client and also interact with prospective clients.

SMART Models

Following table provides details of SMART programme implementation models.

Table 2: SMART models of implementation and courses offered

SMART Model	Target Group	Courses / Trades Covered
SMART	<ul style="list-style-type: none"> ▪ Youth over 18 years of age ▪ Urban-socio-economically disadvantaged individuals ▪ Able to read and comprehend simple English ▪ Job seeker 	<p>Foundation course: Spoken English, Workplace readiness and Basic IT and computer.</p> <p>Specialized courses: Customer Relationships and Sales, Hospitality, ITES/ BPO, Nurse Aides, Office Administration, Pharmacy Assistant, Quick Service Restaurants, Tally</p>
SMART+	<p>Young women and men with visual and physical disabilities - people with</p> <ul style="list-style-type: none"> ▪ hearing/speech impairment ▪ visual-impairment ▪ locomotive disabilities 	<p>Specialized courses: Hospitality, ITES/ BPO, Customer Relationships and Sales, Multimedia, Tally</p>
SMART-T	<ul style="list-style-type: none"> ▪ Youth over 18 years of age ▪ Urban-socio-economically disadvantaged individuals ▪ Job seeker 	<p>Specialized courses: CNC machine operator – Milling and Turning, Automobile Mechanics, AC and refrigeration Technicians, Electrical Maintenance and Technicians, Basic and Advanced welders, Fitter Maintenance Technicians</p>

The programme has outlined a robust set of processes for each of the programme components including identification of implementation partner, selection and training of students, placements of students in appropriate jobs and tracking students post placements.

2. Study Design

2.1. Objective of the assignment

The SMART program is operational for last three years with 65 SMART centres established as on March 2015. Tech Mahindra Foundation hired KPMG Advisory Services Private Limited's Social Sector Practice team to undertake an evaluation of the programme and conduct an impact assessment study. Broader objectives of the study were to:

- assess the programme design and implementation model
- assess programme management processes and organisation capacity
- measure impact of the programme on students
- provide inputs to further strengthen the programme and enhance the impact

The study was designed to evaluate the programme using IRECS (Inclusiveness – Relevance – Expectations – Convergence – Service Delivery) parameters and assess the impact using SROI (Social Return on Investment) methodology. Key highlights of the study design are provided below:

2.2. Stakeholder identification, sampling and data collection tools

- **Stakeholders:** Key stakeholders involved in the programme are represented in the figure. KPMG team engaged in consultation with each of the stakeholders to meet the objectives of the assignment.

While the students provided vital inputs to measure impact, other stakeholders provided information on the programme design, implementation model, management processes and organisation capacity.

- **Sampling:** highlights of the sampling are provided below:

- Number of respondents to the online questionnaire is proportionate to the total number of students passed out from respective city
- Five cities – Delhi-NCR, Bengaluru, Hyderabad, Mumbai, and Kolkata were covered to conduct face to face consultations
- Two centers per city based on the number of students passed out were selected
- A mix of SMART (5 centers), SMART+ (3 centers) and SMART-T (2 centers) were selected
- Telephonic interview with Technical Advisor for SMART-T was conducted

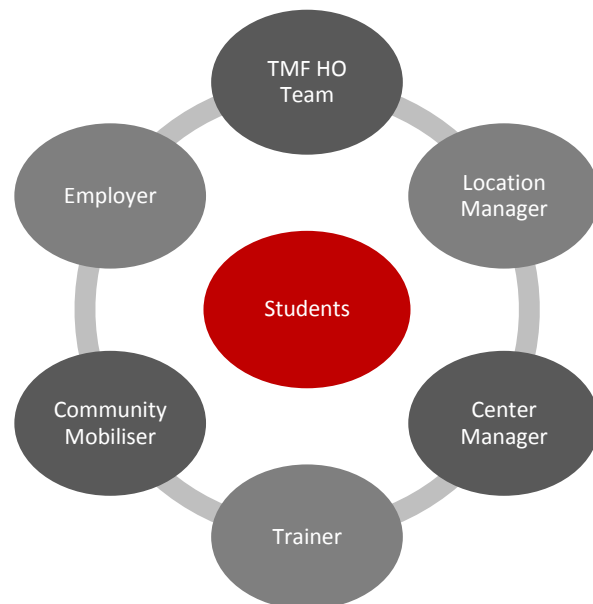


Figure 2: Key stakeholders

- Following table summarises the sample selected for data collection and the tools used.

Table 3: Stakeholders, sampling and data collection tools

Stakeholder	Data collection tools used	Number of respondents
Students	<ul style="list-style-type: none"> ▪ Questionnaire (closed ended) ▪ Focus Group Discussion checklist ▪ Case study format 	3500 (online responses collected from all the cities)
TMF HO team	In-depth interview checklist	2
Location Manager	In-depth interview checklist	5
Center Manager	In-depth interview checklist	10
Trainer	In-depth interview checklist	20
Community Mobilisers	In-depth interview checklist	10
Employers	In-depth interview checklist	20

Number of respondents across the SMART centers as captured in the online responses to the questionnaire are represented in the figure below:

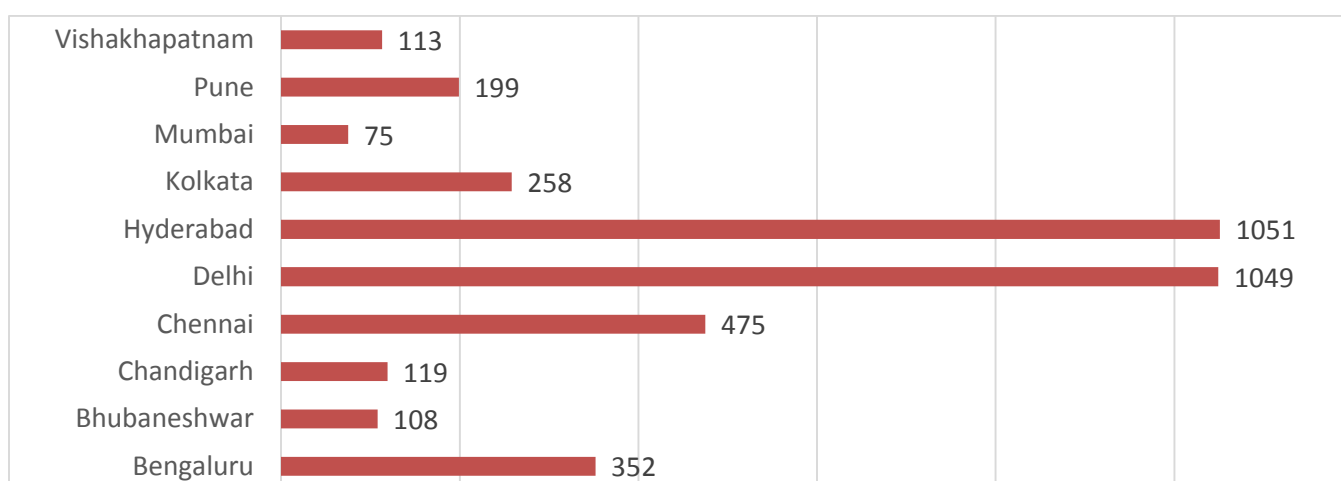


Figure 3: Number of respondents from each city

2.3. Analysis framework

The performance of SMART programme was assessed using the IRECS framework and the impact of the programme was measured using the SROI methodology.

2.3.1. IRECS framework

IRECS framework measured the performance of programme on five parameters – Inclusiveness, Relevance, Expectation, Convergence and Service Delivery. Overview of areas assessed under each of these five parameters is provided below:

- **Inclusiveness:** Assesses the extent to which communities equitably access the benefits of assets created and services delivered. It also assesses the role of different stakeholders in the design and implementation of the project.
- **Relevance:** Assesses if the project is geared to respond to the felt needs of the communities.
- **Expectations:** Examines the extent to which the process of project implementation meets the expectations of the communities.

- **Convergence:** Judges the degree of convergence with government/other partners; the degree of stakeholder buy-in achieved; and the linkages with concurrent government programmes in the field.
- **Service Delivery:** Assessing the state of operations of the programme outputs in terms of delivering the intended services to the beneficiaries.

2.3.2. Social Return on Investment (SROI)

Social Return on Investment (SROI) is a methodology to monetize the social and environmental impact of the project and measures how much value has been created for each rupee invested/spent on the project. This method is an analytic tool and an accepted form of stakeholder centered evaluation. The evaluative aspect of SROI quantifies the value of the social impact of the projects. It endeavors to measure the social, environmental and economic value created as a result of investment.⁵

Through SROI, organizations are able to evidence the social impact, gain deeper insight into what impact they are having for their stakeholders and can thus use this as an input for their programme strategy.

⁵ The SROI Guide: http://www.thesroinetwork.org/publications/doc_download/241-a-guide-to-social-return-on-investment-2012 as on 5th March 2015

3. Observations and Findings

This section provides a snapshot of the performance and impact of the SMART programme. The information presented in this section is based on the observations made during the field visits to the 10 SMART centres and interaction with the stakeholders including executive team of TMF, implementation partners, knowledge partners, trainers, employers and students. The field observations are substantiated with the data collected from more than 3500 students through an online questionnaire. The SMART programme was evaluated using the IRECS parameters and an impact assessment was conducted using the SROI methodology. Details of our observations are provided below:

3.1. IRECS⁶

The IRECS framework was used to assess the programme on five parameters: Inclusiveness, Relevance, Effectiveness, Convergence and Service Delivery.

3.1.1. Inclusiveness

The SMART programme was observed to be inclusive as is evidenced below:

- **Profile of Students:** SMART imparts training to students from the socio-economically marginalised youth. The age group of students is primarily 20 – 25 years whereas the education qualification varies from 8th and 12th pass to graduates (mostly B.Com. and B.Tech.) depending on the nature of centre (SMART or SMART –T). Distribution of education profile of the students is presented in the adjacent graph. Ratio of female to male is 1:1 which is in line with the guidelines by SMART programme. Few SMART centers are also exclusively for female operated by specialised organisations. It is important to note that, the SMART programme caters to youth with disabilities through specialised SMART+ centres. Age profile and marital status of the students is showcased in the figures below.

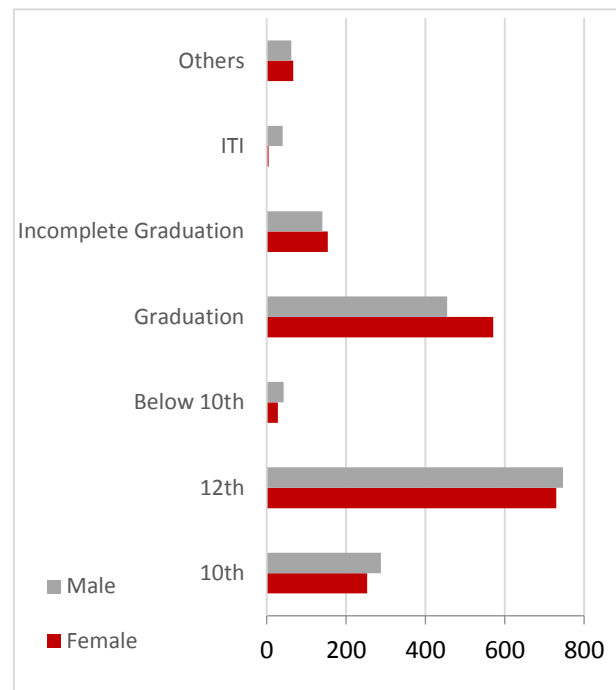


Figure 4: Education qualification of students

⁶ Primary data collected from interviews with TMF HO team, location managers, center managers, trainers and employers, and FGDs with the students



Figure 5: Age profile and marital status of students

- **Cost of training:** SMART training centres do not charge any fees from the students to ensure that students from very poor economic background can access the training.
- **Selection Process:** The selection process does not ask for any pre-requisite skill apart for the minimum level of education required for the course. Center manager assess the seriousness of the candidate towards training and taking up job after the course completion.
- **Assessment of student performance:** Students undergo regular performance assessments during the course and one post-training assessment. As per current format, same questions are used for pre-training and post-training assessment.

The training certificates are provided to students who perform up to a defined standard in these tests. However, students who do not perform well and hence do not complete the training, can continue to visit the centres and learn till they are able to reach the required level of skill to complete the training. Almost 97% of the students have shown satisfaction with the assessment process.

3.1.2. Relevance

The SMART programme addresses the specific problem of employability of the youth and unmet demand for skilled labour in the market. The relevance of SMART programme in selected communities was observed as is showcased below:

- **Skills for job:** There is a clear linkage between skills training provided at the SMART centre and available jobs in the local market. The training courses being imparted at the center are chosen based on the baseline data and skills gap assessment done by the implementation partner.
- **Communication skills and personality development:** It was specifically noted during the interaction with the students that more than employment or new skills learned, students were motivated due to improvement in their communication skills and personality. Students attributed their success and ability to secure job to their improved communication skills and personality.

“I did not understand English earlier; but after completing the training I can communicate fluently in English”

Rahul acknowledged that before undertaking training at the SMART centre, he had difficulty in understanding the English language and wasn't confident enough to talk to new people. The 'Spoken English' course, delivered as part of the training, has helped him to hone his English language skills and his communication skills.

The most significant change, that he observed, is the change in his confidence level and personality. He attributes this change to his comfort with conversing in English language. He further quoted that his current job at Optol Infocom Pvt. Ltd. (placement from SMART centre) requires him to communicate with client in English, and he is able to do his job effectively because of the skills acquired at SMART.



Rahul
SMART, Kolkata

The transformation in his personality is acknowledged by his friends and Rahul thinks that he has gained respect in his friend circle. His inhibitions and fear of communicating due to lack of the knowledge of the English language are things he was able to change through this course.

Rahul's father is a Tea stall owner. Rahul has now started supporting his family with increased income which has doubled from INR 4000/- per month to INR 8000/- per month. Increase in income has enabled him to purchase assets for the family like fridge, cycle and contribute to the household rent. Moreover, Rahul is saving money to buy the house he is currently renting.

Rahul enjoys music and reading books. He has passed 12th standard and has a younger brother in 9th standard.

- **Curriculum design:** The courses offered at the SMART centres has a adequate mix of technical skills, soft skills and field exposure needed for the job. Students appreciated the component of exposure visits and practice sessions for interviews. They further stated that course on Workplace Readiness enable them to stand-out in the early days of employment. Almost 98% students observed that the course content is good.
- **Placements:** The SMART programme is able to place about 72.19 percent students enrolled for training, which is equivalent to the placement figures mandated by NSDC for an effective training programme.
 - Almost 63.00 percent students received placement within one month of completion of training. Some students also informed that they received placement even before completing the training.
 - It is also important to note that 66.33 percent students who were placed through SMART center are still continuing in the same job.

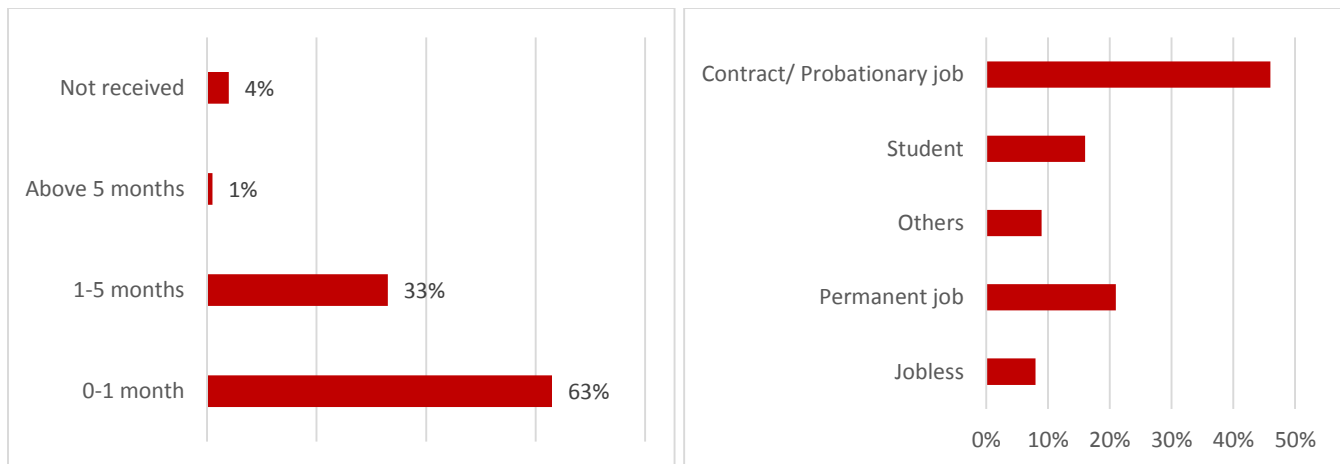


Figure 6: Number of months after which placement was received and current nature of employment of the students

- **Employer satisfaction:** The relevance of the training is further substantiated by the employers. During the interaction with employers, KPMG team had following observations:
 - The students trained at SMART centres are very punctual and disciplined. The students are better prepared for the workplace environment.
 - The students have basic/ foundation skills and understand the subject matter faster; reducing the effort and time spent on on-job training.

“course modules are highly relevant to the employment offered”

Sushma, currently employed as trainee at AP Mahesh Bank, Hyderabad agrees that the modules she learned at SMART center are relevant to her current job. She quips that she would have never afforded the Tally course as the fees charged by private coaching institutes are very high. She further stated that Tech Mahindra Foundation has helped her realise her dream, as she was able to learn Tally and got a job that she wanted.



*P. Sushma,
SMART, Hyderabad*

Commenting on the relevance of course curriculum, she said that, *“the course on Tally was exceptionally good and provided her with an excellent job offer at the completion of the course. The modules covered during the training were relevant to the employment offered. The spoken English and Work place readiness component of the course were helpful during job interviews. The course on spoken English was very specific to the regional requirements of the location and the Telugu speaking students in terms of comprehensiveness of the subject and teaching methods used”*.

Sushma enjoys dancing and has two elder sisters and a brother. A daughter of an electrician, she is looking forward to a career in the Banking sector which she thinks would not have been possible without SMART training programme.

3.1.3. Expectations

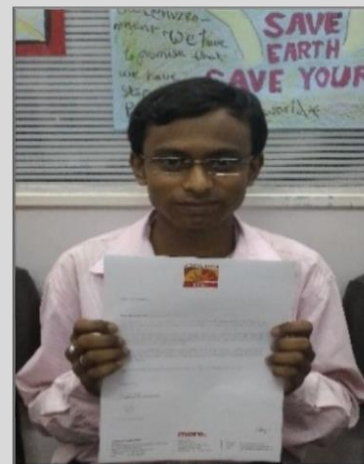
The SMART programme has largely met the expectations of the students. The benefits from the programme, as identified by the students, are listed below:

- **Desired Job:** Almost everyone joining SMART center has an aspiration to get a better job profile apart from the increased remuneration. Students specifically mentioned that the jobs received after the training meet their expectations of better working environment, on-job facilities provided by the employer, kind of client they interact with, working hours and scheduled holidays. While approximately 31% students have a permanent job and 69% are on contract / probationary job out of those who are employed; almost 89% students have shown satisfaction with the placement they received. Around 7.5% of the passed out students have not yet received desired job offers.

“Gained respect in community with better job profile”

Ayan was coaching students in his community after completing his BA in 2012. But the people in his community never respected him and threw taunts like “he is coaching kids as he does not have any other job”. After securing job with Aditya Birla Group, Ayan’s income has significantly increased from INR 1,000 to INR 6,000. This has enabled him to not only contribute to the household income but also be financially independent.

There has been a substantial increase in the level of his self-esteem and he has a got a sense of achievement and pride. Ayan is confident that he will be able to grow professionally and fulfil his dream of travelling and start-up his own business.



Ayan Ganjan
SMART, Kolkata

- **Increase in self-confidence:** About 96.30% respondents have experienced increase in self-confidence and self-esteem and 88% respondents reported increase in their decision-making abilities due to SMART training. This increase in self-confidence has not only helped students but their families as well.
- **Supporting Family Income:** More than 57% students stated that they support their family with their income. The average salary earned by SMART students is INR 7733/- per month which enables them to support family with monthly grocery shopping, paying house rent, paying for the education of siblings or their entertainment.
- **Purchase of Assets:** Increase in income has enabled students to afford assets like mobile phone and bicycle for themselves or refrigerator for the family.
- **Support for career development for girls:** Most of the girl students reported that before enrolling in the programme and the job placement, their families wanted to marry them; but that is not the case now. After seeing the progress of their daughters, parents realize that their

daughters can be successful if given an opportunity. There is clear change in attitude towards marriage for the girls in families.

This change can further lead to increased respect for the girls in society and better health of the girls. Right age for marriage will also ensure better family planning and better health for the mother and child.

3.1.4. Convergence

SMART programme has achieved convergence, to an extent, with the agencies working in skills development sector and with corporates with similar vision. Primarily, the SMART programme leverage the skills and experience of the implementation partners at all training centers.

- Tie-ups with knowledge partners: SMART programme, specifically SMART-T and SMART+, is delivered with support from institutions with expertise in the respective fields. The technical support on SMART-T is provided by Indo-German Institute of Technology (IGIAT), Vishakhapatnam. IGIAT was formed through collaboration between the Government of Andhra Pradesh and Government of Germany through the PPP model and has been operational for 9 years. Similarly, SMART+ programme is implemented by organisations with expertise and proven track record in providing trainings to persons with disability.
- Tie-ups with Corporates: SMART has tied up with Tally Solutions Pvt. Ltd. to design the curriculum, undertake assessments and issue joint certificates (Tally and SMART in this case) at the end of the training programme. Such a partnership will increase the market demand for the trained student, which would result in better placements. SMART has also tied up with Schneider Electric India Pvt. Ltd. and Mahindra and Mahindra Ltd. who provided machinery and skilled staff for the training.
- Tie-up with NSDC: Tech Mahindra Foundation has planned to align the SMART programme with government policies on skilling. The course curriculum for the SMART programme is currently being reviewed and restructured to ensure adherence with curriculum recommended by Sector Skills Councils.

3.1.5. Service Delivery

The SMART programme has grown from one center in Sep 2012 to 65 centers in June 2015. The programme is now being implemented across ten cities of India through registered non-profit implementation partners. Some of the salient features of the service delivery model are discussed below:

- Selection of Partner: The process of selecting implementation partner is very efficient, as the implementation partners are generally recommended by the location managers or the knowledge partners who understand the local community and strengths of various non-profits operating in the proposed area.
- Community Mobilization: This is one of the key activity to encourage youth to sign up for SMART programme. Community mobilization is undertaken by a community mobilisers and supported by Centre Managers. It was observed that both the centre managers and community mobilisers have good understanding of the community they operate in and are able to mobilize sufficient number of youth for trainings. However, few female community mobilisers expressed concern over access to interiors in slum areas where they find it uncomfortable to reach and at times they also need to work till late hours.

The list of community mobilization tool used by implementation partners are:

- **Referral by SMART students:** encourage passed out students and current students to refer probable candidates from their community
- **Support from other non-profits:** Information on the SMART programme is shared with other organisations to motivate them for referral
- **Awareness camps:** set up employment awareness camps in the target community and collect data of interested candidates
- **Door to door campaigns:** community mobilisers visit door to door in selected communities
- **Mobile public address system:** Community mobilizers make announcements about SMART programme to create awareness
- **Social and print media:** Social media platforms, pamphlets and newspaper advertisements are also used for outreach
- **Mass mailers:** Implementation partners collect database from local employment exchange office and send mail to the unemployed candidates
- **Special days:** Events are organised on the International Day for DEAF and Blind
- **Location of SMART Centres:** Most of the SMART centres are located close to the communities they serve. Also, centres are easily reachable by public transport in cases where centres located away from the community. More than 72% students commented that they stay within 5 km distance from the center.
- **Infrastructure:** All SMART centres are equipped with basic infrastructure. One of the student observed that, " Facilities provided at the centre like lighting, clean toilets are good. Also, the number of computers provided are sufficient for the number of students in a given batch". A picture of SMART+ center at Hyderabad is shown below.



Figure 7: Mobile public address system mounted on bike



Figure 8: Pamphlets distributed in communities



Figure 9: SMART+ center at Hyderabad

- **Relationship between teachers and students:** At all the SMART centres, students appreciated the support provided by trainers and center manager during the training, preparation for placements and support after placements. In words of one of the respondent, *“trainers were exceptionally helpful and provided necessary guidance which enabled respondent to comprehend the subject properly. The trainers are very patient and conduct multiple rounds of exercises to make sure students understand the concept well”*.
- **Placements:** The placement process according to the student respondents is very well organized where trainers arrange for mock interview rounds to make them comfortable with the interview process. Additionally, a lot of effort is spent in grooming the students for jobs through courses on English and Workplace Readiness. Regular sessions are conducted with the students to appraise them of the prevailing conditions in the job market and set their expectations in terms of the salary and job profile.
- **Monitoring of the programme:** The concurrent monitoring of the SMART centres is undertaken by the Location Managers. Additionally, team from TMF HO, including the Project Head, undertake regular monitoring visits to different centers.
- **Relationship between Implementation Partners and TMF:** All the implementation partners visited during the field visit were highly appreciative of the support provided by the TMF team. One of the centre managers noted that he has worked for many training institutes in his career and SMART is one of the well managed programmes and there is never a delay in the payments. He further appreciated the processes and documentation instituted for the SMART programme describing it as a great learning experience in efficient delivery of a training programme.
- **Branding:** SMART programme is formulated and propagated by TMF through implementing partners who deliver the programme at the ground level. Advertisements play a significant role in the process of community mobilization, the first step in implementation. It is therefore, important to ensure that set of guidelines devised for moderating the content and mode of dissemination of programme information, are adhered to by all centres. However, it is also equally important to provide some flexibility in context specific requirements. This would prevent the programme from issues of rigidity and exclusiveness.



Figure 10: TMF SMART board on the entrance and inside the center

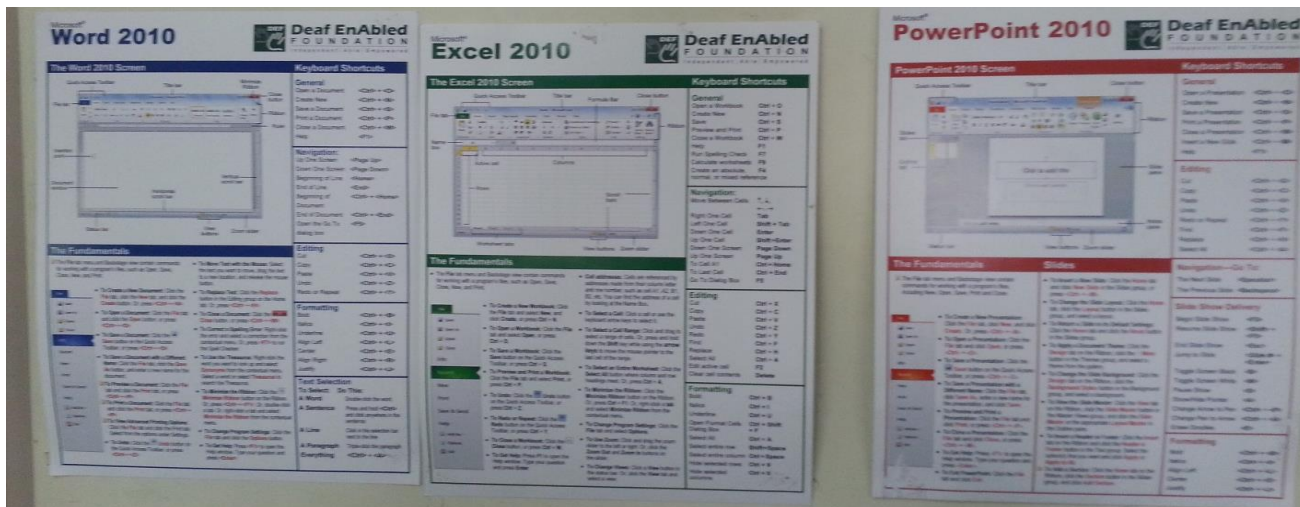


Figure 11: Charts on Microsoft Word, Excel and Power point at the SMART center

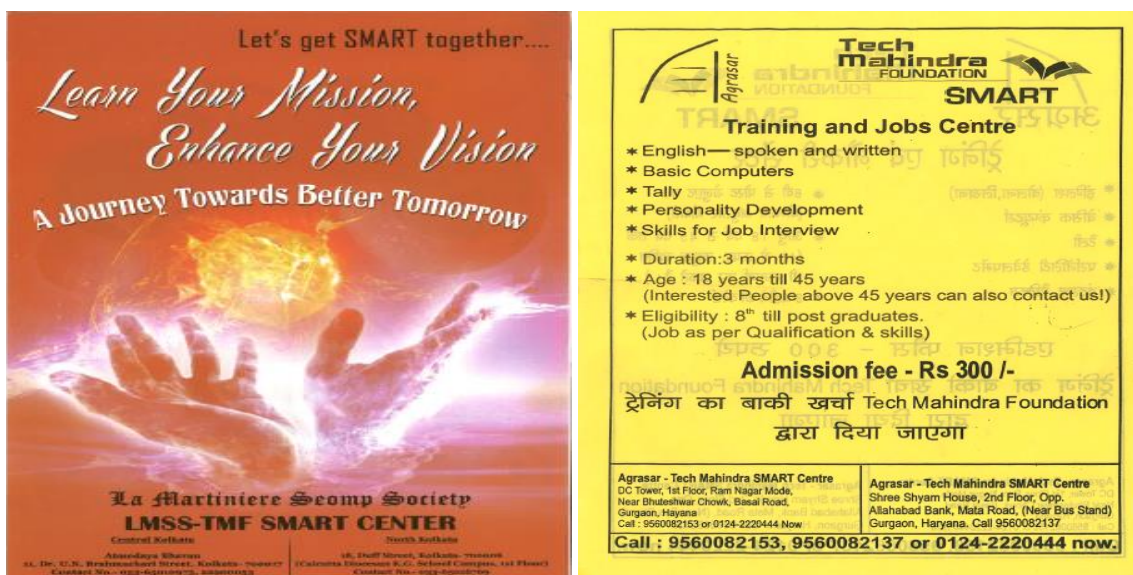


Figure 12: Information pamphlets used by SMART centers

3.2. Impact assessment using Social Return on Investment (SROI)

About SROI methodology

Social Return on Investment (SROI) is “a method, an analytic tool and an accepted form of stakeholder centered evaluation.” The SROI quantifies the value of the social impact of projects, programmes and policies. It endeavors to measure the value created as a result of investment – namely social, environmental and economic value which is not fully reflected in conventional cost-benefit analysis.⁷ Through SROI, organizations are able to evidence the social impact, gain deeper insight into what impact they are having for their stakeholders and can thus use this as an input for their programme strategy.

Type of SROI

KPMG has used Evaluative type of SROI conducted retrospectively and based on actual outcomes that has already taken place.

Principles used to assess SROI

Assessment of SROI was based on following seven principles:

- Involve stakeholders
- Understand what changes
- Value the things that matter
- Only include what is material
- Do not over-claim
- Be transparent
- Verify the result

The following section covers impact mapping and SROI calculations based on the evidenced outcomes during the primary data collection phase. Key recommendations based on the SROI results are provided in the conclusion and recommendations chapter.

3.2.1. Impact mapping

The Impact Map provides link between resources contributed to the programme (inputs), the results of the activity (outputs) and the outcomes of the programme that are a vital part of SROI analysis. It is to be noted that we have focused on the impact on students and considered trainers and implementation partner for specific inputs from Tech Mahindra Foundation.

The impact map for SMART programme is given below. The evidence outcomes and the SROI calculations follow this impact map.

⁷ http://www.thesroinetwork.org/publications/doc_download/241-a-guide-to-social-return-on-investment-2012 as on 5th March 2015

Table 4: Impact map for the SMART programme

Stakeholder	Primary Objectives	Input	Outputs	Outcomes	Impact		
	For each stakeholder	What is the type of investment?	Summary of activity	Description of the change	Long term change		
Youth beneficiaries / Students	Provide skills development trainings for youth empowerment	Time	Students took admission at the SMART center	Improved skills level for employment	Reduced unemployment in the community		
			Training conducted for Basic IT skills, Spoken English, Workplace Readiness, CRS, ITES, Tally and other courses. Exposure visits conducted	Increased employability and access to desired employment opportunities for the students		Enhanced social and financial status of student's family	
				Increased self-confidence, self-esteem and aspirations among students			
				Improved personality in terms of ability have conversation with people, facial expressions and dressing style			
				Students became financially independent			Improved wellbeing of family
				Students provided financial support to their sibling's education / extra-curricular activities			Improved education status of family
				Increased respect from the parents, friends, community members, neighbours and relatives			SMART students being considered as a role model in the community
				Increased support for career development for girls and reduced pressure for marriage			Improved physical and mental health of family
Trainers	Provide training for increasing capacity of the trainers	Time	Training of Trainers conducted at each location for trainers	Increased understanding of the course content and improved teaching methods	Improved teaching-learning environment in the SMART center		
Implementation Partners	Develop infrastructure for implementing SMART programme	Time	Develop infrastructure for SMART center	Assets created for the SMART center	Increased efficiency and outreach of the organisation		

3.2.2. Evidencing outcome and giving them a value

Evidencing outcomes

The impact map was validated during primary data collection phase and the outcomes were evidenced based on the indicators observed. These outcomes are quantified based on the data collected from the online questionnaire and focus group discussions conducted at the selected SMART centers. The quantification of outcome is based on the percentage of students who experienced the change and total number of students passed out from the SMART training centers i.e. 15,923 students till 31st March 2015.

Some outcomes can last throughout a person's life and some outcomes maybe short lived i.e. the outcomes lasts only as long as the activity lasts. For the purpose of this analysis, the visibility of the outcomes have been considered to be a maximum of 5 years. This is based on the assumption that, the students will need to build new skillsets according to their job profile and advancement in technology and job market. It is further assumed that the students may learn or acquire new skills while they are employed or under any other training programme, thereby diminishing the relevance of the training provided through SMART.

Other impact assessment methodologies stop at identifying outcomes while SROI methodology goes beyond to value them and calculate the social value of impact.

Giving Value to an Outcome - Identifying Financial Proxies

The distinguishing aspect of SROI methodology, compared to other impact assessment methodologies, is the usage of financial proxies to value the outcome. This process of valuation is often referred to as monetization because we assign a monetary value to things that do not have market price. All the prices that we use in our day-to-day lives are approximations – 'proxies' – for the value that the buyer and the seller gain and lose in the transaction. Value is, in the end, subjective. Identifying financial proxy for certain outcomes like monetary saving or increased income is straight forward; while for outcomes like, increased confidence or becoming financially independent involves certain assumption for assigning the monetary value. For example, if we evidence that our intervention results in increase in confidence, the scenario can be equated with individual attend a seminar or training session specifically focused on increasing confidence.

3.2.3. Establishing impact

After giving value to the outcome, we assessed how much of the outcome would have happened anyway and what portion of the outcome can be isolated as being added to project activities. To reduce the risk of over claiming the impact, following four aspects were used. These help gain the credibility of impact calculation and identify measures to enhance the impact. All these aspects are generally expressed as percentages.

These percentages are applied to the financial proxy of each outcome to arrive at the total impact for the outcome.

Attribution is the process of considering impact in isolation; that is independent of other projects operating in the same geographic area.

Following is the attribution to various stakeholders as per inputs from the primary beneficiary-students. Attribution was commonly collected for all outcomes.

Outcome attribution for SMART programme = 37%

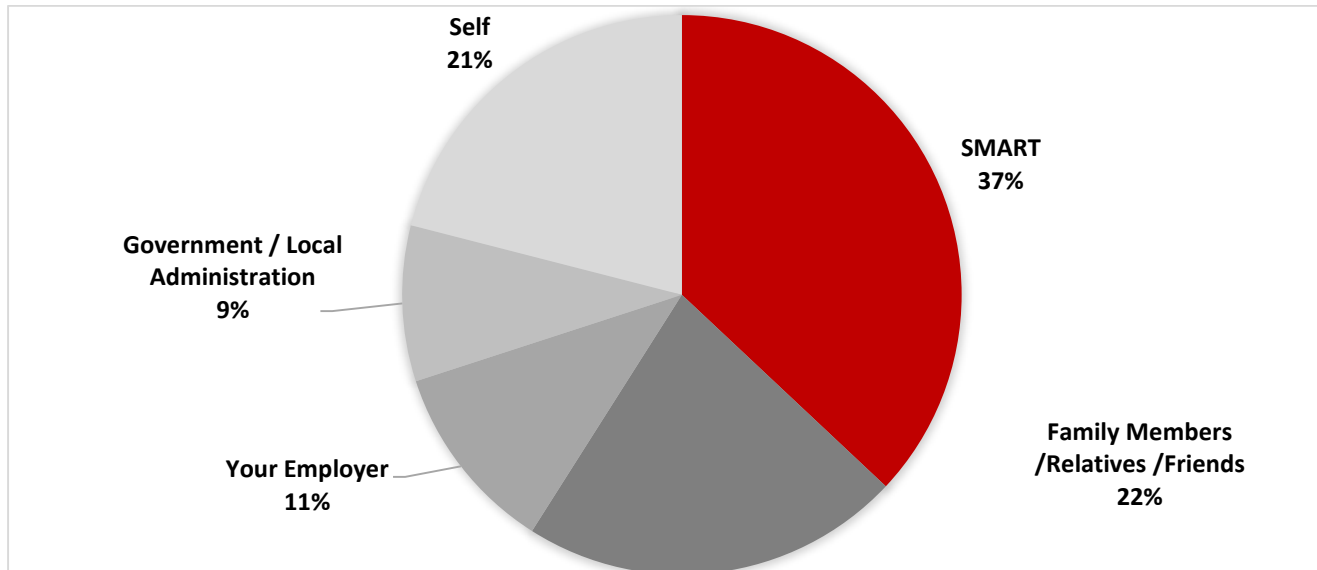


Figure 13: Attribution to various stakeholders as per inputs from the students

Displacement are the positive impacts on one stakeholder at the cost of a negative impact on other stakeholder. KPMG team did not observe any negative impact on other stakeholder during the primary or secondary data collection. Thus,

Displacement for the SMART programme = 0%

Deadweight is an estimation of the social benefits that would have accrued anyway, even without the intervention.

It was noted that few students who enrolled for the course were either working part-time or full-time. As per data collected from sample students few students were earning salary before joining the SMART classes.

Deadweight for the outcome - increased employability and access to desired employment opportunities = 16.49%

According to the students at sample locations, there was no other institute in their community which provide similar combination of courses at free of cost. As the target beneficiaries are from economically backward families they could not have afforded private coaching classes. With this reasoning, we can assume that

Deadweight for other outcomes except the increased employability = 0%

Drop-off is the proportion of outcomes which are not sustained.

It was assumed that the impact of training will last for 5 years. As students will learn new skills as part of their employment or through training programmes. Also due to change in technology, there will be changes in skills requirement from the students. Thus the impact will be reduced gradually in 5 years.

Drop-off for all outcomes of the SMART programme = 20% each year

Impact for each outcome

Considering the above parameters, the impact for each outcome is calculated with following formula:

Impact = Quantity of outcome * Proxy Value * Attribution – Deadweight – Displacement – Drop-off for each year

3.2.4. Calculating SROI

We are assuming that the outcomes of SMART will last for 5 years. The duration is calculated from the year of training. Thus the outcome for students who passed out in 2012-13 batch will last till 2016-17. We have used inputs till 2014-15, thus the projections are done till 2018-19.

SROI is a ratio of cumulative present value for each outcome against the total investment in the project

$$\text{SROI} = \frac{\text{Total NPV of social value}}{\text{NPV of investment}}$$

The detailed calculation for each outcome are available in the detailed report submitted to the Tech Mahindra Foundation. Based on the values from the calculation tables;

SROI = 13.29

For each 1 rupee invested by Tech Mahindra Foundation, total 13.29 rupees of social value is generated.

4. Conclusion and Recommendations

KPMG team conducted an impact assessment and analysis of SMART programme vis-à-vis its design and implementation. The achievements of the programme, given the brief duration since the time of its inception, is noteworthy. This can be attributed to the fervent focus ensured by the top level management team; coordination between the former and location managers across the SMART centers and persistent efforts of implementation partners to ensure effective attainment of set objectives.

While the programme is overall well designed, TMF team ensures that knowledge is transmitted from the design level to implementation level and the void between theory and practice is bridged. This is done through a series of discussions, query resolution and training of trainers. To further enhance the impact, TMF has successfully partnered with agencies like Tally Solutions Private Limited, Mahindra & Mahindra Limited and Schneider Electric India Private Limited. However, at this crucial juncture where SMART can be perceived as a role model for other CSR skills development programmes, we suggest following recommendations for TMF and the implementation partners.

1. Guidelines for branding, communication material and infrastructure

It is recommended that the TMF should set guidelines for branding and IEC material design. Also wherever possible, internal infrastructure design should be standardized to ensure consistent experience across SMART centers.

2. Reporting and sharing of good practices and learnings

Monthly review meetings are being conducted with implementation partners but the process is not yet formalized. It is suggested that minutes of meetings conducted at each location are recorded and shared it with the HO. Also each partner should share their learnings with other partners and with the TMF HO to replicate in other centers.

3. Partner due-diligence reporting

The partner selection process and monitoring is being managed by location managers efficiently. However the due-diligence report for each partner should be documented before on-boarding the partner.

4. Guidelines for community mobilization

Community mobiliser play crucial role in the programme success. However it was noted that in certain instances there are challenges with regard to community outreach which can cause discomfort for the staff, primarily for female mobilisers. It then become pertinent to define guidelines entailing necessary precautions to be undertaken for community mobilization so as to ensure safety, efficiency and effectiveness of the process.

5. Guidelines for trainer selection process

TMF should define trainer selection process to ensure that trainers have required aptitude and skills for training in the SMART center.

6. Review student evaluation process

It is recommended that the student evaluation process can be further reviewed to make it more stringent.

7. Formation of alumni groups

TMF can facilitate initiation of Facebook or Whatsapp group for each center and outgoing batches so that the alumni stay connected and the network can be leveraged.

8. Establishing employer helpline and candidate web-portal

As there is high demand for the skilled candidates, TMF can establish a helpline which can connect employers with the candidates. Also a web-platform showcasing the profile of students and connect them to the employers can be developed for enhancing employment opportunities for the students and facilitating smoother hiring process.

9. Increase in field work and hands-on component

As per request from the students, it is recommended that the field work component and hands-on experience for the students can be increased for further enhancement in exposure and confidence subsequently in students.

10. Student selection criteria

The SROI calculation indicates that, if only the jobless candidates are selected for SMART training, the SROI value would increase from 13.29 to 15.01. Thus, it is recommended to modify the student selection criteria from selecting 'job seekers' to 'currently unemployed' candidates.

11. Smart-Talk: Special sessions on confidence building and personality development

It was noted during the conversation with students that, increase in confidence level and enhanced personality had significant impact on them. As per SROI calculations, this outcome contributes over 12.43% of total social value created. Thus, it is recommended to focus on the confidence building and personality development aspect of the students which can enhance the impact further. 'SMART-Talk' can be organised at the centers where alumni, employers or even the real life heroes can share their experiences with the students.

Achievements of the programme⁸

13.29	rupees of social value is generated for each rupee invested
15,923	youth with socio-economically deprived background were trained till March 2015
864	youth with visual and physical disabilities were trained till March 2015
INR 7,733	average salary per month for SMART students
72.19%	students are placed from SMART centers
63.00%	students received job offer within one month of completing the training
66.33%	students are still continuing with the same job placed by SMART center
96.30%	students experienced increase in confidence level
43.60%	students received information about SMART from friends/ family/ relatives
INR 17,614	spent per year by students on household goods & supporting education of siblings
INR 3.78 Cr	of assets created for SMART centres till March 2015

Tech Mahindra Foundation

Loveleen Kacker

Chief Executive Officer

loveleen.kacker@techmahindra.com

KPMG Advisory Services Private Limited

Dr. Amit Chatterjee, MD

Technical Director – Social Sector Practice

amitchatterjee@kpmg.com



