



**External evaluation of
“SOCIAL AND PROFESSIONAL INTEGRATION OF YOUNG
ADULTS FROM EXTREME POVERTY AND EXCLUSION
THROUGH ENTREPRENEURSHIP IN INDIA AND NEPAL”**

Led by



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A. Introduction

I. LP4Y

LP4Y is an international movement of local organisations that **supports the professional and social integration of excluded youth, between 17 and 24 years old**. It was created in 2009. Its vision is “all young people have potential and that empowering them with an entrepreneurial mindset will make them actors of their lives and allow them to contribute to an inclusive, sustainable and prosperous world”.



LP4Y’s action on the field aims to:

- **build replicable solutions** to support youth in the field,
- **multiply advocacy operations** for Youth Inclusion, so that all stakeholders can get involved,
- **share expertise and develop services**, training, networks to support all initiatives for the inclusion of vulnerable youth.

Since its inception, LP4Y has **aimed to create a replicable model of its pedagogy**. During the first years of existence, every centre brought new solutions that helped LP4Y to capitalise its practices so that the model could be replicable. From 180 Youth accompanied per year in 2015 in all LP4Y field countries, 670 in 2018, today LP4Y accompanies more than 2,000 per year. This is nearly a **tenfold growth** in the span of 6 years.



The organisation started its implementation in South Asia in 2015; in India, it was as the “Youth inclusion branch” of Tomorrow’s Foundation, an Indian non-governmental organisation set up in 1991. The French Development Agency’s funding which started in 2017 represented a stepping stone and gave the financial security to be able to replicate the model at a larger scale. South Asia became a zone where pilot projects could be implemented, tested and documented in order to be replicated to other zones. This 4-year support widened the possibility for a long-term view on the projects, and encouraged LP4Y to improve the tools to ensure a qualitative follow up of the project and the sharing of good practices as well as a greater consistency of actions. Today LP4Y in India has operations in Delhi, Calcutta, Mumbai, Bangalore, Chennai and Raipur, with 6 Life Project Centres and 2 Green Villages, and in Nepal it has operations in Kathmandu, with 1 Life Project Centre and 1 Green Village.

LP4Y is an Alliance, which is an international movement of independent local organisations that support the LP4Y project with operations in 13 countries (France, Belgium, Luxembourg, United States of America, United Kingdom, India, Philippines, Indonesia, Nepal, Myanmar, Bangladesh, Lebanon, Egypt since September 2021).

II. Evaluation

A. Objectives

LP4Y launched this evaluation with the support of the F3E, in order:

- To **have a deep analysis of the methodology used and to understand the fundamentals**, in order to be able to **improve** the pedagogy and ensure the sustainable professional integration of excluded young women and men;
- To **appreciate its progress** and its functioning in order **to strengthen** itself and to **embark on new projects, new geographical areas**.
- To be able to **share the best practices** with a variety of stakeholders at local and global levels.

The evaluation also considered the specific cross-cutting objectives of “youth” and of “gender”. The theme of “biodiversity and climate” is less significant, but the environmental aspect of the Green Village has been analysed.

B. Support of F3E

LP4Y and F3E worked together on the framing of the evaluation, with F3E supporting LP4Y in the preparation of the evaluation. This included the training of the LP4Y team on the evaluation methodology as well as a close support on the drafting of the terms of reference to meet the above objectives, as well as co-financing of the evaluation. During the evaluation period, the F3E participated to the steering committees and supported LP4Y on the various decisions that were to be made. The F3E support will conclude with final presentation of the evaluation to its members.

C. Evaluators

A team of two evaluators conducted the evaluation, combining complementary expertise and experience, namely:

Isabelle Hoyaux

Founder of ScaleChanger and expert in scaling social innovations. With a background in statistics (Imperial College, UK) and MBA in social entrepreneurship (ESSEC Business School, France), Isabelle has over 20 years’ work experience in the development sector and inclusive entrepreneurship. She started as business strategy consultant at L.E.K. in the UK, then moved to the volunteering sector in France at Unis-Cité. On the international level, as executive director of the International Centre for Development and Research, and at Right To Sight, she built a strong expertise in the design, implementation and evaluation of inclusive social and economic programmes. Today, with ScaleChanger, she supports the scaling of impact proven organisations, by

Geetha Narayanan

Geetha is a Development Consultant and Researcher based at Chennai, India. She carries out capacity building, research, evaluation exercises for various Non-Governmental Organisations at local, national and international levels. She has been associated with the development sector since 1991. She has collaborated as a consultant with organizations like International Centre for Research on Women (ICRW) Christian AID, Bread for the World, Christian Children’s Fund of Canada, World Vision, United Nations Development Program, CORD AID, IMRB International, Action AID, PRAXIS, The World Lutheran Foundation, APAC-VHS-USAID, Hand in Hand and ADRA. She was a member of Organizing

providing strategic and operational support to social entrepreneurs as well as advising policymakers on how to create an enabling environment for the scaling of successful models. She is a lecturer at Sciences Po Paris. She has led and conducted many evaluations across the world and has developed an expertise in youth inclusion and women empowerment through various assignments. She has collaborated with organisations such as IECD, UNDP, ECPAT, Initiative Développement, Bond'Innov, Bibliothèques Sans Frontières, Aravind Eye Care Services.

Committee of Feminist Development Justice Program of APWLD (Asia Pacific Forum for Women. Law and Development). She is a trainer on gender sensitization/women's Rights and a campaigner on Women's Human Rights. She is also a trainer on Sexual and Reproductive Health Rights and part of the training team of SANGAT which is a Feminist capacity building network operating at South Asian level. She is a guest faculty for educational institutions for students of Social Work and Women's studies at Post Graduate level.

III. Methodology

The planned methodology involved 5 phases:

- Scoping phase
- Analysis of secondary data and interviews with key members of the organisations
- Field visit in India and Nepal to each selected centre
- Analysis of the collected data
- Report writing and presentation

LP4Y and F3E pre-selected together centres in India to be explored in terms of activities, practise, methodological and pedagogical approaches. However, following a discussion with the Agence Française de Développement, it was decided to expand the geographical zone to include Nepal. Hence it was decided that the evaluation would cover **India and Nepal**, through a selection of centres and cities, so that the evaluation would be more representative of the multi-country programme run in South East Asia.

Due to the health situation Covid 19 across the world and particularly in India and Nepal, the methodology evolved and it was decided that the field visits would be done remotely. The evaluators focused on 3 centres, 2 of which are located in India (Bangalore and Raipur) and one in Nepal (Kathmandu), 2 countries of the multi-country programme. This selection has been done with LP4Y as it was deemed that it would allow learnings in different contexts and feed in the analysis regarding the replicability of the approach. A visit to the Chennai Centre was also organised so that one evaluator could visit the centre and meet the team and youths in person.

Prior to the virtual field visit, the 2 evaluators organised interviews with the key stakeholders with cross country views:

- Jean-Marc Delaporte, cofounder of LP4Y
- Raphaëlle de Truchis, Project Manager, Communication, Fundraising and Partnerships
- Project leaders for South Asia on pedagogy and Micro-economic initiatives
- Booster Talents (Human Resources)
- Booster ecosystem
- Green Village coordinator

The evaluators also interviewed the 2 Country coordinators for India and Nepal.

The evaluators also attended some online events that were organised for the youth, in order to have a deeper understanding of the programme, of its content and of the pedagogical approach:

- “Life Project Presentation” during which the youth in Kathmandu presented what they hope to have as future jobs “their target jobs” in the short, mid and long terms.
- “Meet a professional” event, with a speaker from Brillo software company in Bangalore who addressed the youth. It was a weekly thematic workshop for Young adults trained at LP4Y, gathered by target jobs (here IT/Data entry/Call centre) and led by a Catalyst. Participants from various centres had taken part.
- “Discussion with Gerlie Mile Eula”, a Filipino youth who shared her experiences with LP4Y, job search and placement to youth from various centres of Asian countries.
- Weekly thematic workshop for Young adults trained at LP4Y, gathered by target jobs and led by a Catalyst, focusing on Hotel/ Restaurant/ Tourism addressing the topic of *Work condition and career opportunity*. Youth from various centres had taken part.
- Half day Digital Inc immersion for the already (TDC) Kathmandu: Brief online with the Youth and coaches, online training sessions according to the steps of the Youth in the programme, round tables for debriefing.
- Sharing time between Youth to launch *Connect 4 Change* in Indonesia from the experience of Connect 4 Change in Bangalore: TDC Bangalore shared the best practices to TDC Surabaya in Indonesia to open a "Connect 4 Change" Micro Economic Initiative.
- “Collective Guidance workshop” at Bangalore Centre which emphasized on how to prepare oneself for job search.



Also, to prepare for the field visit, the evaluators read the various documents that LP4Y shared: handbooks, databases, templates, videos, reports... The list of all reviewed documents can be found in the annex.

During the virtual field visit, **for each of the centres**, the evaluation team met and interviewed online:

- **The catalysts of the Centre (volunteers)**
 - as a group to understand the programme in the Centre, the main objectives and activities,
 - individually to understand their role, why they joined LP4Y, their analysis of the programme, their expectations for the future.
- **The youth and their families:**
 - all the youth currently attending the centre,
 - 2 focus groups of 5 youths currently attending the programme (one group discussion focusing on the overall experience, the other one on the Micro Economic Initiatives),
 - Individually 2 youths currently in the programme, to understand more about their background, their aspirations, their perception and appreciation of the programme,
 - Individually 4 stars (alumni - youths who have attended the programme), to understand their perception of the programme and its impact on their personal development and professional integrations,
 - 2 families whose daughter or son joined the programme, to understand their perception of the programme and its impacts.
- **2 partners of the Centre** (integration partner, mobilisation partner, trainer...)
- An **employer** of the youth.

The methods used were **semi-structured interviews**. The evaluators adopted a participatory approach (PRA) and various human centred data collection tools adapted to the targeted audience. The evaluators adapted those to online sessions (using tools like drawings, presentations).





In terms of sampling of the youth, the evaluators tried to interview, as much as possible, a selection of beneficiaries with a **diversity in terms of gender, ethnic groups and socio-economic status**. For the youth who did not speak English, another youth from the programme or an alumnus joined them to translate.

IV. Timeframe

The evaluation spread over a relatively long period of time: it started in July 2020, where the initial documents were shared and a briefing was done. Due to the sanitary situation, the evaluation period per se was postponed to early 2021. The interviews started in June 2021 and the field visits occurred in July 2021. The analysis and report were done in August and September.

B. Evaluation per centre

Three centres were visited during the virtual field visit.

All three centres aim to welcome **youth who are excluded from the decent job market as well as socially excluded**, with different types of exclusion factors, whether it be poverty, or low education level, disability...

All the centres adopted a **“learning by doing” pedagogy** to help the youth “become entrepreneurs of their own life” and access the job market. Initially the methodology was called **“Life Project Centre”**, and was composed of 50% of the time working on Micro-Economic Initiatives (MEI), 20% on guidance (individual and collective) and 30% on training (English, IT, professional communication...).

Professional Training for Entrepreneurs			
Life Project Center	Company		
Autonomy	Responsibility	Management	Entrepreneurship
Work Work on a micro economic activity as part of a team	50%	Work	100%
Learn Communication, English, computer skills, general knowledge	30%	> Professional coaching > Social coaching	
Guide Develop my "Life Project"	20%	> Entrepreneurs House > STARS Club	
0 4 8 12 18		month	

In 2021, a new methodology was adopted, called **“Training and Development Centre”** which is composed of 80% of the time working on Micro-Economic Initiatives (MEI) and 20% on guidance. In the new methodology, there is no time dedicated to formal training; all the skills are to be acquired during the activities. Out of the centres that were visited, both transitioned to the Training and Development Centre approach, in July 2020 for Bangalore and in August 2021 for Kathmandu which is still in the transition phase (still delivering some training).

One of the centres delivers the **“Green Village pedagogy”** and is a residential programme. *more detail in each city analysis.*

Catalysts, young volunteers - the majority French and female - support the youth during the programme. Most are international volunteers; more recently some local catalysts are also hired.

Each centre has its own specificity: whether it be in terms of type of location (urban / rural), length of the training (3 to 6 months), gender (female only, mixed gender), number of catalysts and their positions...

We will first analyse each centre’s activity and impact, before providing cross cutting analysis.



I. Bangalore Centre

A. Description

Bangalore, officially known as Bengaluru, is the capital and the largest city of the Indian state of Karnataka. In 2017, Bangalore had an estimated population of 12.34 million and nearly 25 percent of this population live in slum areas. Bangalore city has 576 slums, which constitute 724,441 slum population and 164,786 households as per 2014 figures of the Asha Kiran Mahiti of Karnataka Slum Development Board; of which 232 are declared slums and 344 are undeclared slums. Bangalore is known as the fastest-growing city in India and India’s “Silicon Valley.” The rapid growth of Information Technology (IT) and Business Process Outsourcing (BPO) has marked the city with the global economy¹.

Devarajeevan Halli (DJ Halli) is the largest Government notified slum extending for 1.15 square km and the population is around 100 000². Majority of people living here are Muslims. Languages such as Urdu, Kannada, Hindi and Tamil are spoken in this community.



From 2017 September, the LP4Y team visited communities at Bangalore, carried out need assessments and narrowed down to two communities. After discussions and field research, they decided to start the centre at DJ Halli since there was no programme on youth exclusion. The team carried out mapping exercises and found the place for the LP4Y training centre. The renovation of the rented building was carried out and by March 2019 the centre welcomed the youth and the catalysts. The Centre was officially inaugurated in June 2019. The centre is called “Training and Development Centre” (TDC). The Centre was closed during the two complete lockdowns and was reopened.



B. The Pedagogy

The Training and Development Centre’s (TDC) model is called “Professional Training for Entrepreneurs” (PTE), a 6-month programme based on learning by doing pedagogy. The goals are developing soft and hard skills for professional inclusion. The LP4Y document lists out the following skills:

¹ [Slums in Bangalore | The Borgen Project](#)

² [High seroprevalence of COVID-19 infection in a large slum in South India; what does it tell us about managing a pandemic and beyond? | Epidemiology & Infection | Cambridge Core](#)

Soft skills: *agility, time management, problem solving, project management, public speaking, stress-management, body language, organization, leadership, creativity, team work, proactivity...*

Hard skills: *English speaking, computer skills (Gmail, Typing, Excel, PowerPoint.), Accountancy, Marketing basics, Communication...*

The following figure highlights **the Pedagogical goals of LP4Y Training and Development Centre:**



The following figure shows the **itinerary of the youth within the centre**. There are four stages namely autonomy, responsibility, management and job search.



There is an initial stage which is the **discovery step**, which is for the newcomers to discover the programme, understand the various activities, the team, the pedagogy and the commitments. For the LP4Y team and for the youth, it is a way to test the motivation of the youth.

Then the next stage is the **autonomy step**, during which the youth discover the team and the activities. This is a phase during which the youth starts having some small responsibilities and enter progressively in a professional rhythm. The youth will reflect on his/her dream job (mid-long-term objectives) and target job (short term objective).

The following stage is the responsibility step, during which the youth becomes more professional and will be in charge of one or more activities in the micro-economic initiative (MEI). This is a time also when the youth build more precisely their life project plan and will have to find an internship.

Then the youth enter the **management step and job search**, which is the last phase during which the youth are still at the centre. The youth are then in charge of the global organisation of the team, of the dispatching of tasks and of nurturing team spirit. They finalise their Life Project Plan and dedicate some time to job search.

And finally, the last stage is the **entrepreneurship step**, during which the youth is starting a job or still looking for one. They can come to the centre to work on computers and meet their coach, but do not get an allowance anymore. They can use their savings for professional expenses.

LP4Y believes in a **“learning by doing”** pedagogy and the emphasis is on building **English skills, Computer skills and Soft skills**. LP4Y states that the *“the main goal of LP4Y is to offer the most suitable pedagogical model of Micro-Economic Initiatives (MEI) in order to multiply the impact of LP4Y actions for the Youth’s social and professional inclusion and their communities’ sustainable development. In 2020 the willingness of LP4Y is to extend its impact to the whole community, offering micro-activities that are training the youths while empowering the community”*.

In order to have a real experience of the professional world the youth are running **micro economic initiatives (MEI)**. It is expected that they experience a positive first professional experience and gain autonomy and responsibility in the development of the activity. In the process, they develop all the hard and soft skills necessary for their professional integration. The activity developed and managed by the youth aims to have a wider impact on the community by advocating for a cause according to the local needs.



Indeed the objectives of this MEI are the following:

- *youth as catalysts*: Making the youths actors of change within their community, creating a ripple effect
- *having an impact on the community*: Answering the community needs; Training, raising awareness on different global challenges - here specifically on the digital divide
- *connecting to the ecosystem*: creating a link to the community and mobilising the young girls and women in the community
- *Developing deeper the youths’ soft skills*: the participants to the LP4Y TDC can gain strong professional and life skills.

The Micro economic initiative in Bangalore Centre is “Connect 4 Change”, a computer training program for the community.

One day per week (20% of the time) is dedicated to the **guidance**. During this day, the coach guides the youth in the development of their individual plan and provides them all the keys necessary to be autonomous and successful in their personal development and job search. There is collective guidance during which various themes are addressed. There is also individual guidance, which is a face to face meeting between the youth and the coach.

Ecosystem Development is an important component of the programme which aims at developing new corporate, organisational and individual partnerships, mobilising youth and strengthening the links with the community.

The youth participants are paid **weekly allowances of Rs.440**. The money is paid to cover personal expenses (food, transportation,) and the rest is saved and given after the completion of the course for professional integration purposes. It is expected that the youth learn efficient money management in the process.

The alumni of the programme become part of the **Stars club** and dinner meets are held for the members. This club is to build strong relationships between youth from different batches for sharing, encouraging and helping each other.

LP4Y states that it believes in **gender equality, women's sense of self-worth**, their ability to determine their own choices, and their right to influence social change for themselves and others. LP4Y's objective is to have an **average of 70% of young women attending the programmes**.

In Bangalore, the centre is an **exclusive centre for young women**, as the team took into consideration cultural issues of reaching out to Muslim women. That has made parents send their daughters to the centre. These young women are from urban poor families where the fathers are employed in informal sectors and mothers work at home.

So far **150 young women have been enrolled in the programme** since the opening; and currently there are **23 young women attending the programme**. The participants of the programme mobilise the youth for enrolment. Many new participants who attend the MEI sessions (computer training sessions) join the programme. The coaches do the home visits which bring in new participants. The alumni also refer new participants for the programme.

The evaluation team met the youth, their families, partners of the programme, employers and the catalysts. Amongst four international catalysts, two are coaches, one works for fundraising and the other works on communication.

C. Impact Analysis and Findings

i. The impact on the youth

The programme has enabled women from the community to **achieve mobility and agency**. These young women are from families where mothers are home makers and fathers are working in informal sectors without any employment security. The families are conventional and do not send girls to any place other than schools. Most of the girls get married by the age of 18. The girls who come to the centre have completed schooling and could not continue college education due to financial difficulties. Very few have done a Pre-University degree. Mostly none of the women from their families have gone for work.

It is a big step to enable women to think about their career, skill building, independence and future. To quote an example, a young woman shared that when she learnt to use an app to book a cab, she started travelling alone and felt independent. The majority of the girls stated that most of the decision making is done by their fathers and husbands. The coaches make home visits and the parents have visited the centre and these efforts have built the trust. Thanks to their experience at LP4Y, a **breakthrough has happened for the young women attending, a breakthrough in terms of independence and skill building**. This is what can be called empowerment.

According to the Key Impact Indicators³ data (KII), **65 % of women have got into job positions which fetch them Rs 8,000 to Rs. 10,000 as monthly salary.** It is another breakthrough since they are the first generation to receive education and their parents are in informal and labouring jobs. It is a dream for them to get into office jobs which can be viewed as the aspiration for upward class mobility. These young women aspire for various careers like teaching, Front office jobs, Office Assistant jobs, Sales jobs, Tele calling jobs, Accountant jobs, Data entry jobs, Beautician jobs and many others.

The partners and employers of the youth stated that the **self-confidence** and the **grooming** of these women were exceptional due to LP4Y training. The evaluation team met a young woman who is working for a recruitment company which places young men for online delivery. She got married at the age of 16 and became a mother of two children. She joined LP4Y after giving birth to two children and found the job. The employer stated that her skills are better than others. This trajectory is very remarkable.

The youth participants learn **Spoken English skills** by conversing with the coaches, partners and other youth. No content planning from the coaches could be observed. An external trainer, Ms. Abi, used to train the youth in English skills. There is no content planning available for external training either. However, LP4Y has decided to use the *Digital.inc* platform, a digital platform developed by the corporation 360 Learning for which LP4Y has created various training contents including English skills.

What was highlighted was that the spoken English skills of the youth had improved thanks to the LP4Y programme. It was nevertheless observed that girls who have attended English medium schools picked up the language faster and the girls who have gone to Urdu medium schools found it difficult to pick up English skills. Language can be a barrier to get across some of the complex concepts and soft skills. The youth who have better English skills do the job of the interpreter, for others to be able to grasp the concept; nevertheless, they may not fully appreciate the content.

The programme has addressed the **issue of digital divide among young women.** It could be observed that young women who have not had the opportunity of learning computers have learnt MS Word, Power Point, Excel, Google Docs, Emails, etc. The Coaches help them out and the learning happens by doing. This is also enhanced by the “Computer training” MEI that the Bangalore Centre has adopted. Indeed, the youth develop basic computer skills that they then pass on during the MEI training sessions.

The English and computers skills are the main skills the youth expect to master when they come to the LP4Y training centre. However, they actually graduate from the programme with many more skills (especially empowerment and soft skills) that are very transformative.



Figure 3 Some of the youth attending the Bangalore Centre during the evaluation field visit

³ The Key Impact Indicator is the internal LP4Y database measuring number of youth attending, professional integration etc.

ii. Pedagogical methodology

The LP4Y team has built partnerships to bring in **external trainers for better exposure**.

The evaluation team met Ms. Pauline Ernst who is an IT professional who has helped out with computer training. A trainer from *Cognizant* software company has also trained the youth in computer skills. Another trainer Mr. Deepak from *General Electric* company has given orientation on manufacturing sector. *Brillio*, a software company, is working with LP4Y through their Corporate Social Responsibility (CSR) project. The evaluation team met Mr. Ram from their CSR project who explained their work with women, education and environment. They have developed a module on digital literacy with eight specific contents. A well-defined content brings a lot of value to the youth. Brillio also sends young women volunteers to teach the youth at the centre. A certificate is given after completing the course.

There has to be a distinction between individual (a partnership with an individual like Ms Ernst) and institutional partnerships (with Cognizant, GE, Brillio...) which would need further reflection. Indeed, the individual partnerships are often based on “spontaneous” volunteering and seem to be more dependent on the connection of the coaches than a strong tie with LP4Y. They bring a lot of enthusiasm and energy, but one could expect that those partnerships are less sustainable. The institutional partnerships can be expected to be more sustainable. Those that have structured content for excluded youth are the most relevant and should be sought.

The evaluation team observed a session on job opportunities in call centres by an external trainer from a software company for various LP4Y centres through online. The standard was high for the participants.

Similarly, there was a sharing session by a Filipino young woman about her journey of job search and success to youth from various LP4Y centres. These **sharing exchanges organised between the centres** increase the pool of resources and role models for the youth. The youth from a centre from Indonesia also observed the Bangalore Centre, and tried to learn from their experiences of running a Micro Economic Initiative (MEI). These sessions were encouraging to the participants and they participated with enthusiasm and raised many questions.

The **Micro Economic Initiative**, which is core to the LP4Y pedagogy of learning by doing, is called “Connect 4 Change” in Bangalore. It has enabled the participants to mobilise young women from the community and to learn project management skills. More specifically, the objectives of the Connect 4 Change are to create a Computer Lab / Training Centre, so that the youth can train people with information illiteracy that excludes them from a large number of public and private services but also from jobs.

The youth do the registration, collect the registration fee, maintain a cash book, teach basic computer skills and organise snacks for the participants. They are very happy to do this and the youth who are in the management step take the lead. Youth who are in initial stages like autonomy and responsibility stages carry out the helping tasks. The Key Impact Indicator (KII) data of MEI states that five training programmes have been conducted and 72 youth from the community have benefited during the year 2021 (Jan – July). There were 27 youth who joined the programme. The attendance rate of the programme is 80.39%. Due to the lock down, educational institutions are closed and girls are showing more interest to attend MEI workshops. Analysing the KII data it is understood that there is a steady increase in the number of youths attending the MEI. The evaluators did not meet any of the participants of the sessions, but the overall assessment of the MEI is that it brings value to the young girls of the community attending the MEI training, as well as the youth attending the LP4Y programme,

who are in a position to share their learning, to build and to facilitate training sessions. Even if some are still shy to run the sessions, the methodology allows all the youth to have a task whatever their level of confidence is while respecting where they are and how much exposure they would like to have.

The Micro Economic Initiative brings in new participants for the TDC programme. It also gives an idea about the programme to the community. The evaluation team observed that around 40 young women had turned for the Micro Economic Initiative. For many girls it is an opportunity to get to know about the centre and join the programme.

This MEI is proving to be particularly successful - compared to other centres that have put it into place. The team that is currently in place, made some significant changes to the design of the room and of the training to make sure that the “Connect 4 Change” MEI was having a positive impact on the youth. Some of those changes have been:

- Repairing the computers and adjusting the computer room layout, cables and internet connection;
- Training the youth more extensively so they could actually be empowered to design and prepare the training content;
- Deliver the training to the community by adjusting the topics to what the youth mastered and the needs of the community; the pedagogical approach for the delivery of these trainings has been adjusted;
- The organisation and the structure of the training programme has also evolved to be manageable by the youth (e.g.: repetition of topics requiring less preparation, but very appreciated by the trainees as they can really master the topic).

At the time of the evaluation, the training sessions were at full capacity and proving to be a great success.



Figure 4 Micro-economic initiative

The pedagogy is continuously improved through a **strong feedback loop**. Indeed, the coaches discuss with the youth many of the issues that occur. Co-decisions occur, with certain decisions taken that are not the options that the coaches would have advocated for. Nevertheless, with the object of empowering the youth, the coaches allow the youth to take initiatives and test out ideas. Some (many?) prove to be successful. Those that are not are then discussed within the group during collective guidance in order to find a solution. This approach, that is strongly incarnated by the team, places the youth in a position to make decisions, to be bold and to be proactive. The skills are not only articulated but lived by the youth.

iii. Soft skills and professional integration

The **professional integration was very high prior to the Covid crisis**, according to the KII data (average of 82% of youth integrated). But this rate has been much lower for later batches with the Covid crisis, making it harder for the youth to find employment.

LP4Y aims for the youth to not only find employment, but also to find a “**decent job**”. The term decent job is operationally defined by the centre. But there is no orientation on labour rights and the law on Prevention of sexual harassment at work place to the youth, even though these are unfortunately situations that the young girls can be confronted to in the work place. Indeed, the evaluation team met a young woman who had quit her job due to sexual harassment.

*LP4Y is following the ILO recommendations. According to the International Labour Organization (ILO), **decent work** involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.^[2]*

Additionally, LP4Y is advocating for the followings: i) National minimum wage or local if any; ii) Contract which define clearly schedule with rest and vacations, job title, benefits, place, duration, iii) Freedom to decide

These are the ideal conditions for LP4Y and for each Youth. Everyone is aware of it and tends to negotiate the best. In practice, they tend to negotiate at least a contract, a decent salary and reasonable working hours. According to the country, the working policies are either not legally warranted or not applied in most of the companies. LP4Y plays a role with partners in advocating for decent conditions. When the Youth find job opportunities by themselves, the coaches are making sure the Youth are aware of the hiring commitments and that it fits their Life Project Plan.

The coaches train the youth in professional and soft skills. A digital platform has been set up for the coaches’ inception training. But trainers’ training programme could not be observed.

The role of the catalyst is to have a global understanding of the practices of job applications, sector recruiting and provide the keys to the youth on the local job market according to their interests and plans. Guidance on the type of skills required for different positions should take place during the individual and collective guidance, as well as during the job search sessions organised during the Responsibility step. In order to facilitate the guidance of the youth in terms of job search, a good understanding of the job market for youth with a low level of education would be useful. However, the analysis of the job market and related career guidance could not be observed by the evaluators. It is part of the partnership pedagogy to always suggest to the partner to have youth as interns or to give them a job opportunity. However this linking with employers for internships was not observed during the period of the evaluation. Some partners had been mobilised, especially for mock interviews and mentoring in job search in the past. But with the Covid crisis they have been less active. It is difficult for international catalysts to carry out these tasks in a short period of span. Indeed, they do not have the contacts nor the understanding of all the intricacies of the job market. And even if the youth are encouraged to search for themselves, it can be a big step for them.

LP4Y has set up the stars club, which is a collective of alumni of the programme and which plays the role of mentoring, inspiration and connection to the job market. The Stars dinners are organised for the alumni to get back to the centre and to share their experiences of work and job search. This also provides role models to the youth, who get a chance to meet people who have been successful and understand how they found a job and the working conditions.

According to the young women, attending the programme is a **game changer** in their lives which was evident in the in-depth interviews, Focus Group Discussions, Home visits and Cartooning exercises. The families which never dreamt of sending their girls for work are changing.

iv. Motivations to join and to stay in the programme and in a job

The **allowances** encourage the participants but is not a reason for joining the course. The evaluation team arrived at this conclusion after holding many discussions with the youth and their families. Rs 440 (INR) is paid as weekly allowance to the youth. Money is given for their personal expenses and the rest is saved. During the programme, the youth can request some funds for professional purposes (purchase of a professional attire, shoes, official paper regulations...). But the majority is kept for the first steps of the professional integration, before the youth receive their first salary. The savings can be taken after three months of successful completion of employment. An alumnus stated that with the savings, she mobilised some more money and bought a used scooter, which she is using to go to work. The youth can visualise their savings on a “saving board”, the catalysts also keep count of the savings through monitoring tools.



Figure 5 Saving board with targets

The **dropout rate of youth from the centre** is something like 20%. There are many reasons, like family making decisions, going back to the village, going back to school, getting engaged, getting married, losing interest in the course etc.

The timing from 9.00 A. M to 6.00 P.M is also perceived as too long by the youth. The reasons could be analysed by the team.

Gender issues are primary reasons for women to **drop out of the employment sphere**. Youth were sharing about sexual harassment at public places which is a challenge for their mobility. They shared about the pressure of getting married early, the very nature of the arranged marriage system, powerlessness in decisions regarding their career, the pressure of unshared reproductive labour at home, sexual harassment at work place as reasons for quitting the work force.

The very nature of small businesses also makes the youth quit their jobs. The small businesses are the worst hit for the **Covid economic crisis**. As it was highlighted during a discussion, there are more unemployed stars than the employed ones.

v. Organisational structure - team and infrastructure

The **International Coaches** are from different educational and work backgrounds. This has strengthened the learning process. One coach has studied Anthropology and sustainable development while another has a computer Engineering background. They also have multifaceted work experiences. Most of the inputs for individual guidance and collective guidance workshops come from their individual background.

Coaches do the multitasking, carry out documentation of Management Information System (MIS), budgeting, administration and programme management. It takes substantial time to do the administrative and documentation tasks. Though the present total number of youth is 23 for 2 coaches, every coach is expected to accompany 17 youth. This seems a high number of youth considering all the other tasks that the coaches have to do.

There are weekly conference calls with the Country Coordinator for planning and discussing the updates. A global conference for coaches is organised every week to share and learn. The coaches interact with the project leaders regarding the content of the Pedagogy.

The individual guidance sessions with the youth indicated that the youth share their personal problems with the coaches. There was a girl who stated that she had shared the problem she had faced in her work place. This highlights a **deep relationship between the youth and the coaches, with a lot of trust built**. However, it is beyond the role of the coaches to give the support and follow up certain issues. The coaches are advised to speak to their coordinator and to refer the youth to a specific organisation. However, no structured referral system to refer the girls was observed. Also, it was understood that there is no specific orientation given to the basics of counselling skills.

As the coaches stay in their volunteer position for a year (that can be renewed if both parties agree), there is a high turnover in the team managing the centre. The handing over process of a week seems to be short in order to transfer all the tools and knowledge about the centre. Some of the in-coming coaches struggle with interpreting information, administrative tasks, computer maintenance, navigating through the various guides and tools etc.

LP4Y has invested adequately in the **infrastructure of the centre**. There are spacious halls for training, meeting, computer learning and to conduct mock interview sessions. Adequate number (23) computers have been bought and a printer is installed. Adequate furniture is in place. The residential quarters of the coaches are in the same building. All information about rental agreement, construction process, plumbing and electrical information, water storage facility and contact information for repair assistance are well documented in the Bangalore Handbook.

Green Village Chhattisgarh - Raipur

A. Description

Green Village in Chhattisgarh

The first Green Village started in June 2018 in Raipur, based on the experience of the Green Village in the Philippines.

Raipur is the capital city and the largest city of the Indian state of Chhattisgarh. The standard of living in Chhattisgarh is extremely imbalanced. Cities such as Raipur have a medium to high standard of living, while the rural and forested areas lack even the basic resources and amenities. For example, Raipur has a literacy rate of 86%, while Bastar has a literacy rate of 54%. The incidence of poverty in Chhattisgarh is very high. The estimated poverty ratio in 2004–05 based on uniform reference period consumption was around 50%, which is approximately double the all India level. The incidence of poverty in the rural and urban areas is almost the same.



Raipur had an estimated population of 1 million in 2011. It has seen an exponential industrial growth, and has become a major business hub in central India. Raipur is ranked 7th in Ease of Living Index 2019 and 7th in Municipal Performance Index 2020 by the Union Ministry of Housing and Urban Affairs (MoHUA). It has become a big educational hub of Chhattisgarh due to the presence of many institutes of national importance. The good economic performance in recent years has not percolated to the socially deprived groups, which is reflected in their poor performance in human development indicators.

The majority of people living in Chhattisgarh are Hindu (93%). The official languages of the state are Chhattisgarhi and Hindi.

In 2017, LP4Y was called by the local government of Chhattisgarh linked with Tomorrow's Foundation, whose objective is to find an answer facing the low employment of young adults having no or low educational background. Various places were looked at to set the Green Village. Jashpur and Jagdalpur were investigated but proved to be too far from a dynamic integration ecosystem and from the airport. Raipur, as the capital of the state and developing city, made the ecosystem of integration possible. Local government was at that time very supportive towards the project which made it easier to implement. The centre was initially installed in a temporary location in Saragaon - 25km from Raipur, while construction was being done on the land that was to host the Green Village permanently. However, in 2019, villagers explained to LP4Y that the land was to be put to other uses and that LP4Y could not have it for the Green Village. In 2020, the Green Village was placed in its current location.

The concept of Green Village

In terms of pedagogy, a survey was conducted in December 2017 with random VTPs, youth and companies within Raipur. It was identified that the missing skills that the youth needed were Soft Skills.

The Green Village concept was designed and implemented: A Green Village is a centre specialised in entrepreneurship programme for young adults who have no or low educational / skill background such as school dropout, youth who are part of livelihood programmes, beneficiaries of governmental “Skill India” programme (Vocational Training Programme VTP) in priority. It aims to be a community-oriented eco-village, and a forum hosting seminars and advocacy events in order to share and spread the pedagogy and knowledge about youth inclusion and environment preservation. The youth enrol in a 3-month residential training programme where they learn to manage micro-companies in order to develop their soft “employability” skills that will ease their research for a decent job.

In 2019 the pedagogy was implemented around 2 steps (management, entrepreneurship) and 3 batches of youth were recruited in the programme.



Figure 6 - 2019 Green village pedagogy

In February 2020 a special seminar on the Green Village pedagogy was organised in order to improve the pedagogy. Indeed, after the first 1,5 years of pedagogy of the Green Village, the team did an analysis. A task force used the slow down due to the Covid crisis to remodel the Green Village tools and pedagogy. Some points were highlighted during the seminar to improve the challenges faced:

- too high budget for GV normal functioning (staff mainly - 12 in GV Raipur at this time)
- planning of the day-to-day, of the batches and off periods was difficult to manage for Catalysts in the long run (not efficient to have a month off in between batches)
- difficulty to mobilise youth
- difficulty to follow up the Stars
- willingness to cross-reference the good practices between GV and TDC (rotation for batches to have advanced youth and newcomers for the transfer of knowledge for instance, have more impact on the community - last point still to be done)

So some of the changes that occurred following this seminar were especially related to the team structure: the catalysts team was deemed to be too large and a more reduced team was put in place. The current expected team should be composed of

- 1 Green Village Leader, the "local Coordinator" of the centre – *this position was not filled during the evaluation period*
- 3 Coaches (20 youth / coach) -
- 1 Community catalyst– *this position is a local catalyst*
- 1 Mobilisation project manager
- 1 Integration project manager

The activities

The youth are split into different groups and work in Micro Economic Initiatives called “Companies” at the Green Village. In the first phase of the Green Village (2018- 2020), there were many different MEI

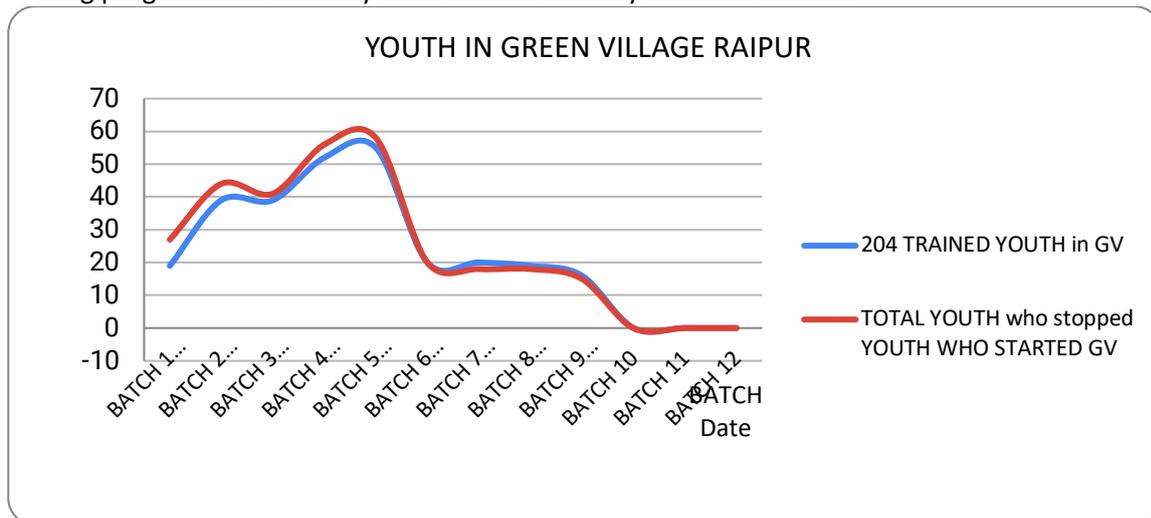
(bank, restaurant, Sweets & Bakery, Computer shop, eco-entrepreneurship sensitisation, House furniture, Maintenance, Construction & Sustainable services). However, after the revamping of the pedagogy in 2020, it was decided that there would only be 5 MEI, which are the same for all the LP4Y Green Villages, namely:

- *Restaurant company*, that prepares the food for all the people in GV;
- *Bank company*, that manages the Greens (GV money and helps the youth with the opening of bank accounts);
- *Sustainable construction and maintenance company*, that manages the building;
- *IT company*, that runs the digital centre;
- *Event company*, that organises the events (internal and external);

In each company, there are different positions: such as human resources, purchase and stock, finance, production and HSEQ, communication/IT, sales and a team leader.

B. Profile of youth

The youth who attend the centre are from diverse backgrounds: initially the programme was very much linked to the SKILL INDIA scheme, which is a government initiative which aims to provide training to 400m people by 2022, through various initiatives. The underlying logic was that the vocational training centres would provide hard skills to the targeted youth and that the Green Village Raipur would provide soft skills. This is currently not so much the case as with the Covid crisis, the vocational training centres had to close and hence no current youth in the centre were linked to vocational training programmes. This may evolve as the sanitary situation evolves.



The first batches started at the end of 2018 and currently the batch 12 just joined. There were no batches from March to September 2020 and during a few weeks early 2021, due to the Covid situation and the lockdowns.

In 2020, 269 youth were accompanied⁴. According to the KII India reporting, in 2021, 140 youths have attended the Green Village Raipur: 51 have graduated from GV Raipur and currently 79 youths are in the programme, 10 have dropped out. In every new batch, 20 youth can join. As the recruitment is usually on a rolling basis, 60 youth are expected to be at the centre at any point in time. Since the launch of the Green Village 375 youth attended the training programme in Raipur.

⁴ Source: annual report

All youths are from 18 to 25 years old. The Green Village welcomes both boys and girls. Currently there are 62% of women in the programme. Two profiles of youth come to the Green Village

- youth from poor backgrounds in rural Chhattisgarh, whose parents are farmers; some youth have tribal backgrounds. Many of the youth have to travel many hours to come to the Green village. The fact that it is a residential programme allows it to be possible to offer training to those youth.
- youth living in slums and villages close to Saragaon.

In terms of selection, the youth mainly come via “**mobilisation partners**”, some of which are very far from the centre (for example in Jashpur); but some youth, who often live close to the Green Village, come “directly”, i.e. on their own. As people come from various areas in the district, they speak different languages (Hindi, Chhattisgari...).

One particularity of the Green Village centre is that it also welcomes youth with disabilities (speech and hearing impairment and physical disabilities).

The evaluation team met the youth, the alumni, their families, the catalysts and employers.

C. Impact analysis and findings

i. Impact on the youth

The impact of the programme on the youth is important: it offers youth a strong experience to develop new skills that they did not have the opportunity to develop elsewhere. It also offers youth from remote villages, who otherwise may come to Raipur for domestic work and who may get exploited by middlemen to grow skills and envisage the future differently.

One of the major impacts that the programme provides is that the youth **develop their English skills**. When they work within the MEI companies and during all the individual and collective guidance, they have to speak English. This is how most of the English training is done. When they communicate with the international catalysts they also have to communicate in English. A big improvement is noticed in their language skills. But many have difficulties in reaching a high level of English, as many youth come from remote villages and have had very little to no exposure to English prior to their arrival in the Green Village. Also, as they live in the same place, during informal times, the youth will speak their native language and can more easily slip into it again during the day when talking to their peers (compared to the day centres).

One other key impact that was highlighted by the companies that employ the youth, such as the Laundry Bag in Raipur, is that the youth have learnt **grooming** and are more **confident** than other youth of similar profile that they encounter. This is a great asset for them when applying for a job and going for the interview. Many youth interviewed identified that they had gained “ a professional attitude” and had learned “how to work in a company” (working within set hours, with different tasks allocated to different people in the team...). **Teamwork** is a skill that emerges also regularly within the interviews when asked the skills that they gained.

Also, they learn **computer skills**. For some of them, it is the first time that they have the opportunity to work on a computer. There is a computer room and an IT company where some of the youth are positioned, but all the youth have to use a computer. These are skills that the youth are particularly keen to learn and one of the key takeaways that the youth that were interviewed mentioned.

Another key impact that emerged from the youth during the focus groups, is that they have learnt **sign language** during the programme (a majority of the respondents also identified this as a skill they developed) which highlights the **inclusion of the youth with disabilities in the group**. So even if the inclusion of youth with disabilities in the centre requires a collective extra effort, it seems very well integrated, everyone finding a role within the MEI teams and also **a real added value to the programme**.

But perhaps the major outcome of the programme is the **agency and mobility** that the youth have gained: indeed, they have had the ability to leave their village, sometimes to postpone their marriage and now have the capacity to travel. For those who manage to find a job in Raipur, they have also been able to find a house and become an independent youth. This was highlighted by the alumni that were interviewed. This is a major change in a lot of those youth's lives.

Today the focus is very much on integration of the **urban job market**. The mentioned skills acquired are particularly relevant to this context. However, they youth did not mentioned specific skills that would be specifically helpful or relevant to the rural job market

Building the skill sets relevant to rural areas would be very useful, as most of the youth plan to go back to their villages at one point in time. In that logic, training should be also adapted with a more ecological and environmental conservation focus (e.g.: how to grow food and be self-sufficient in a village).

The **overall level of satisfaction of the youth** of their experience is positive, as word of mouth seems to work very well with youth from the same villages joining subsequent cohorts, and siblings of alumni joining the programme. One partner organisation has even become a "sending organisation" youth coming spontaneously to sign up for the programme even though they are not from that organisation.

After the programme, the alumni can become **Stars**. 281 youth have joined the Star Alliance since the start of the Green Village in Raipur. 46 events have been organised. The Star alliance has been less active due to lockdown and to the impossibility to meet. Also, the ties that are being created during the programme are more difficult to keep when people come from such a vast geographical region. Many of the Stars interviewed mentioned that they were still in contact with just a few of the other youths in their batch. The geographical spread also makes it difficult for them to come to star diners, as some live very far from the centre. As the organisation of star dinners is a very efficient way to keep the dynamic of professional integration and connection between the youth, it would be useful that LP4Y design different formats of star community events specifically for the Green Village participants in order to cater for people who live in many different places in the district and would most probably not be able to join monthly diners. Digital can obviously be useful in this design, but also reflection on how to manage and galvanise the community of alumni.



ii. Methodology / pedagogy

The Green Village pedagogy is newer than the other pedagogies and is in its second iteration.

The pedagogical method of the Green Village is a “**Learning by doing**” approach that aims to practice in order to learn in a more effective and interactive way. The training spans over a period of 3 months. It allows the youth to practice within a **quasi-professional world** and develop skills by handling job responsibilities. “*Coached and guided all along the training, the ultimate goal is to be able to prepare the youth to work in a company*” according to the LP4Y Green Village Hand book.

The specificity of the Green Village is that it is a **residential centre** that allows the Youth to experiment with community life and learn some other values such as the respect of the environment.

The **value proposition of the Green Village** is to help “*Youth from excluded backgrounds in rural areas to be able to build a Life Project Plan and have the capacity to get a decent job*” and “*develop citizenship awareness through sustainable exposure to projects around ecology, community development and economy of their state and country*”. These value propositions are not always clear to the youth: They want to improve their lives and learn, but are not all clear on the outcome. The decent job is today very much linked to a city job, which may not always be the dream job of the youth. For many completing a 3-month training programme is already an achievement.

They often aspire to have a computer related job for the fact that it is not a physical job, and stay in their family; alternatively earn enough to send a substantial amount of their income to support their families. However, they may not achieve all of those. And currently the value proposition for the “decent job” is mainly an urban job, that may not allow the youth to send much home, as the average wage is 6,500 INR for their first job (*source KII July 2021*).

The “Green” dimension did not spontaneously emerge from interviews with the youth. They appreciated the segregation of rubbish. In order to completely fulfil the value proposition of the Green Village, more activities could be developed to fully allow them to become a catalyst of tomorrow’s society on the ecological side. Overall **LP4Y would benefit from strengthening its value proposition to the youth so that it is more explicit.**

The pedagogy is mainly based on the Micro Economic Initiatives (MEI) companies: the youth start with a 2 weeks induction training at the beginning and 3 weeks job search at the end. The content and learning are mainly through hands-on experience, hand-over from one batch to the other and collective guidance times, that alternates topics on personal development and job preparation. Little “formal training” is given.

The **MEIs prove to be an effective way of learning for people with a low level of education.** The different MEI companies allow the youth to see different work positions and develop different skill sets. The positions allow different profiles and aspirations to be catered for. Indeed, the youth can apply for specific companies and positions. This process of discovering a company, even if mock, makes it more tangible for the youth. Also, teams and positions are designed for people with disabilities to be fully operational.

However, as all the “customers” are the other youths of the programme, the system is quite different from what the youths will face once they work in a “real” company. It is a safe space to learn, but a big step from certain “real life” working environments.

The **collective guidance** is structured according to a given flow, which has been updated for the GV2.0. Various topics are addressed. The methodology used are issued from **collective intelligence**

approaches, with varied supporting tools, such as videos, pictures, role playing etc. These are dynamic approaches that are relevant and impactful for youth with a low education. Each session has a template to guide the catalyst (PowerPoint presentation, tips...). This is **very efficient** as it allows the catalyst to spend minimal time on preparation of the session, but provides less lee-way for the youth to design and adapt the themes to their needs. This, however, is counterbalanced by the fact that the “extra-trainings” run in the evening by the community catalyst, can be adapted to the wishes and needs of the youth (sessions on English, life journey, public speaking, games).

With the new pedagogy, no specific time is allocated to “training”: all is done through the MEI and the collective guidance. This is consistent with a learning by doing approach. However, if LP4Y’s aim is to allow the youth to attain a decent level of English - which is one of the expectations of the youth - then having a more structured English training with a person who speaks both languages could increase the skill development of the youth. This would be a good addition to Digital Inc and could be done by a partner.

As mentioned above, the pedagogy has been revamped in 2020 by the catalysts, based on the first batches’ experiences. This highlights **LP4Y’s iterative approach** with regular analysis of practices and adaptation. The new pedagogy is now rolled out. Some surveys are done by the MEI’s teams on the quality of their products. But there is currently no survey on the quality of the training (guidance and extra-training) and the impact that it has on the youth. The monthly stars diners should provide opportunities for the catalysts to ask for recommendations, but those have been more difficult to organise in the context of Covid. Hence currently there is little structured monitoring, evaluation and learning (M&E&L) of the pedagogy and the programme.

It would be very useful for LP4Y to have a **more structured feedback loop** and **M&E system that allows them to capture the satisfaction of the youth, their key takeaways and recommendations**, that could go beyond the informal feedback gathered by the catalysts and the indicator of being hired just after the programme. This would contribute to the continuous improvement of the methodology.

As a **residential training programme**, new issues spark compared to the other visited centres. Indeed, stricter rules have to be observed, so that the centre remains safe, clean and well organised. Some standard procedures have been put in place on health and safety. The Green Village leader is responsible in cases of emergency, but the youth manage their own health.

This has an impact on the nature of the relationship between the catalysts and the youth. The fact that there are more rules and that the catalysts do not live on site puts the catalysts in a different position (compared to non-residential programmes) and makes it harder for them to encourage initiatives on all the activities. It puts the coaches more in a **“manager” position** than that of a **facilitator**.

Some issues that have emerged as being a residential programme are around health of the youth, discipline (some youth had to be expelled in certain batches for misconduct), which makes the programme more difficult to manage for catalysts. Also having a residential programme proved to be a challenge during Covid times when the catalysts had to manage the youth during lockdown, with their anxieties, the impossibility to leave the centre etc.

There is the position of “community catalyst”, whose role is to support and empower the youth in the evenings and mornings. There is no position of janitor. This however would be a useful position to create.



The centre welcomes mixed gender youth. The evaluators questioned the youth to understand if that was an issue for them or had been for their parents. This did not seem to be the case. Quite the opposite, some female participants highlighted that it allowed them to work side by side with men, which would most probably be the case in their future jobs. Some however did voice that the gender mix of the centre raised concerns and questions within the Saragaon village.

iii. Professional integration

In 2020, 52 youth integrated the job market as receptionist, assistant manager, sales manager, marketing, cook, electrician, back office⁵. And in 2021, 42 youth have already been integrated, most in decent jobs (31) and 8 in not decent jobs⁶(data for the first 6 months of 2021). Since the launch of the Green Village, according to the Key Impact Indicator database (KII), **202 youth have integrated the job market, 54% of the youth who have attended the Green Village.** 68% of the youth who have found jobs are women.

The average salary is 6,500 Rupees.

Some of the “qualities of the jobs” that the youth highlighted that they were looking for is a **decent salary**, but also the fact that the **pay check arrives on time**, that the company is well established and can provide the **security of employment and some stability**. However, the institutional corporate partners of LP4Y (who could fit that description) often do not have jobs for the youth. One youth managed to get an internship and hoped to get a job at the Hyatt hotel.

However, the majority of the youth would find employment within local businesses. For example, 13 of the youth were integrated through LP4Y partners, such as The Laundry Bag, a growing laundromat facility, or travel agencies, phone repair shops etc. Those companies have often been deeply impacted by the Covid crisis and this has not supported the youth integration in recent years.

The professional exposure and integration processes are structured through:

- company visits (27 company visits had been organised since 2019, with a more than half in 2021)
- links with integration partners done by the integration project manager
- mock interviews

As was identified by the team of catalysts locally, professional integration and recruitment are very different in India for low skilled jobs compared to France. A great effort has been made by the integration project manager who analysed the context, tried to understand the specificities of the Raipur job market to best build partnerships and orient the youth. This analysis and understanding would be useful to others (in Raipur but also in other centres) but had not yet been capitalised at the time of the evaluation. No **prior structural analysis of the local job market and reasons for unemployment** was available for the Catalyst team to build on. This would have proven to be useful for the team to get a quick and better understanding of the context, of the main barriers to employment and of the opportunities. A contextual analysis and a training for new catalysts on urban and rural ecosystems, their issues and their opportunities, would be a great added value to the programme and the youth. This would allow for a higher integration rate.

⁵ Source annual report

⁶ Source: KII India end of July 2021

Beyond the integration rate, one of the questions that is raised is the **capacity for the youth to sustain their jobs**. Indeed, this is a challenge that is faced by the LP4Y team, as many youth do not sustain their jobs. Some key reasons have been identified:

- A common **“path” of a “low skilled employee” in India** is to change jobs regularly (every 3 to 4 months). Supporting the youth in how to develop the skill sets to find a job – which is what LP4Y aims to do - makes a lot of sense in that context. This also sheds a different light on the analysis of the professional experiences of the Stars, who may leave their jobs easily, which can be a source of frustration for the catalysts.
- The **MEI companies work in a closed circuit**: the “customers” of the MEI companies are other youths, and they use Greens (the Green Village currency). There are some links with the outside for purchases and opening a bank account. Some events involving the external actors could be organised, but with the sanitary context, those have not been possible. This creates a safe space for the youth, who can grow their skills, make mistakes and learn. Also, the coaches are very benevolent with the youth, to help them. But, as an employer that was interviewed mentioned, the “real” professional life in Raipur can prove to be very different to the Green Village life, with harsher management styles, more pressure from the hierarchy and customers. For some of the youth, this may be a big step and one of the reasons why they may decide to leave their jobs.
- **Living expenses in a city such as Raipur are high**. As most of the youth come from remote villages, far from Raipur, they may want to return to their village where the living costs are lower and where it may be easier to sustain themselves. This can be another reason why the youth do not sustain their jobs. For that matter, it would be interesting for the Green Village to also develop skill sets and build an integration ecosystem for rural jobs.

iv. Allowance

The youth during the programme receive an **allowance**, that they can either use for their essential needs or can place in their savings. This is a great added value of the programme as it allows youth to sustain themselves during the programme, get used to managing their own budgets and savings.

The coaches validate the budget slips and disbursement of the allowance. The essential items have been listed in a document, with what is acceptable at each step. As what is viewed as “essential” products can be culturally different, it would be advisable to have a collective debate on those essential goods and services that can be purchased with the allowance.

The **savings** can be used for expenditure for job search (shirts, mobile, data...) and for the first month of work (rent, food, bed...). It is validated by the integration project manager. After 3 months in a job they can have the full amount of their savings, upon request. The catalysts are very vigilant that the money is well used, but it puts them in a controlling position and not one of trust and of putting the youth at the centre to decide his/her own needs. Many have not yet received their full savings as have not managed to sustain a job for 3 months (still 1.2 million Rupees still not disbursed).

v. Training of Trainers (TOT)

In order to scale the LP4Y’s impact, a training of trainers has been set up to disseminate the Green Village pedagogy that has been developed by LP4Y. The main elements that are shared: how to train with a “learning by doing” approach and using gamification in training.

This is a free service that LP4Y offers its partners, who are working with youth. The training consists of 5 sessions of 1h30, but depends on the number of trainees and their needs 5not all modules are mandatory°.

The training of trainers started in 2019 in Raipur: the UNICEF has asked LP4Y to train the local NGOs they work with; the training has also been dispensed to a school for deaf and mute as well as for a vocational training centre for young women from rural areas. UNICEF covers the training sessions and the activity expenditure. The cumulative number of trained trainers for all modules is 164 (some trainers are calculated more than once as attended more than one course). They came from organisations such as the Shiza Foundation livelihood, PACE Automotive academy VTP centre, Kopal Vani deaf and mute school, Pratham Education Foundation, Jashpoor Livelihood college, etc.

As this TOT is relatively new, it is difficult for the Green Village team to fully appreciate the impact that this training has on the organisations and on the youth; but the trainees seem to appreciate it very much, from the feedback they gathered.

The evaluation team did not interview the beneficiaries of this programme. In order to fully assess the potential of this scaling approach, LP4Y would benefit from doing a follow up of the trainers trained to understand how they are implementing the content, what are their challenges in implementing it and what would be necessary to add (or to remove).

vi. Organisational structure - human resources and infrastructure

There was a team of 6 catalysts when the field visit took place (one was not met as on holidays). The French catalysts were between 25 and 31 years old, held master degrees (international relations, management / business) and had some prior work experience in different fields (luxury, tech, Human Resources, NGO/charities). One catalyst is Indian, he holds the community catalyst position. He previously had been a trainer at the Green Village. The catalysts live 10 minutes' walk from the centre.

Having a structured position as the **Integration project manager**, which was not observed in other centres studied, seems very useful to support the youths in finding a job: the centre is far from the places where there are jobs and the integration project manager bridges a gap to facilitate internship and job search. Nevertheless, the support of a local catalyst, who is connected to the local work environment, would be very useful and relevant.

A Green Village leader is planned in the team organigramme. However, during the field visit, this position was not filled. The team of international catalysts managed to work well together and to find ways to coordinate the programme, by splitting the tasks and responsibilities amongst themselves. This may have proved more difficult for the local catalyst who usually reports to the Green Village coordinator and has a different timetable compared to the international catalysts (works night shifts).

The Green Village is to welcome **3 more local catalysts** in the near future. Increasing the proportion of local catalysts will bring value to the programme, as local catalysts can be real assets to the programme to understand the local context, build partnerships with businesses, schools and colleges

Infrastructure

The Green Village infrastructure is good, with investment that have been done in buildings and computers for the youth. However, it has been reported some leakages, grass too high, training rooms which are too hot to be used for training, some computers not working, issues with the cleanliness... To remedy some of those issues, LP4Y is expected to build a new building in order to increase the space available. This will be useful to the subsequent batches. Further investments would also be useful to

make the Green Village even more attractive and welcoming for the youth and the community (buildings, computers, maintenance...).

The Green Village installation was not very smooth, especially due to the reaction of certain members of the community. In the current location, there are **some connections with the local community** such as suppliers for food, electricians, as well as trainers and banks. But the Green Village feels a little “disconnected” from the local community. This is partly due to the sanitary situations which made events involving the community impossible to organised till recently. The planned Green Village birthday was to be open to the community. Family visits and outings to local suppliers, such as an organic farm, are also organised. This connection with the local community would gain from growing, so that the Green Village can actually engage in its initial mission of being an **ecohub**, “*a place to gather all actors for a sustainable development of Inclusion, including Youth, local communities, NGOs, Institutions, corporate sector and LP4Y Catalyst*”. With the evolution of the sanitary context, cultural programmes, events could be organised.



II. Kathmandu Centre

A. Description

Kathmandu is the capital and largest city of Nepal, with a population of around one million. The city stands at an elevation of approximately 1,400 metres (4,600 feet) above sea level in the bowl-shaped Kathmandu Valley in central Nepal.

Kathmandu has a multi-ethnic population with a Hindu and Buddhist majority. Tourism is an important part of the economy in the city. Internal migration has long played a significant role in Nepali society. From the journeys of nomadic tribes and soldiers, to those propelled by environmental and economic change, migration within Nepal remains interwoven with issues of ethnicity, social mobility, and political representation. From 2010 to 2015, Nepal experienced one of the highest rates of urbanisation in the world, though it still has one of the region’s least urban populations. The



country also is seeing an increasing feminisation of its workforce, as women fill gaps left by absent males or themselves migrate—internally and abroad—to access opportunity.⁷

LP4Y decided to begin its operation with an understanding that 49.3% of urban population lives in the slums of Kathmandu. In 2018, visits were carried out by the LP4Y team to various poor communities of Kathmandu. After the initial research, they started working near Jagiriti Nagar which is a densely populated slum. From March 2019, the catalysts started arriving and programmes were organised. During May 2019, the “Professional Training for Entrepreneurs” was officially launched at Baneshwar Community Campus. The space was not sufficient and the building at Tinkune was rented out in July 2020. The present centre is located next to a large slum and the youth in the age group of 17 to 24 years old come from various poor communities of the city. The Centre was closed twice during the total lockdowns due to the Coronavirus. The online pedagogy was developed during this phase.

The LP4Y team took the decision of making it as a **centre for women** since they are the most excluded. They also wanted to reach out to women who were married at a young age. The young women who come to the centre are from urban poor communities. These are migrants from hills and rural Nepal. Some of the youth coming to the training centre are also young women who were born and brought up at Kathmandu too. The participants and alumni mobilise new participants and the coaches carry out home visits for mobilisation of new comers.

The centre follows the Pedagogy of “Training and Development Centre”. The content of hard and soft skills, the pedagogical goals of the training and development centre, the itinerary of the centre and the various stages of the programme such as Discovery stage, Autonomy stage, Responsibility stage Management stage and Job search are explained under the chapter on “Bangalore Centre”. Every week

⁷ [Article: Redefining Nepal: Internal Migration in a.. | migrationpolicy.org](https://www.migrationpolicy.org/article/redefining-nepal-internal-migration-in-a)

they spend half a day on the Digital Inc module. It is connected to the training stage in which they are in.

The coaches carry out the guidance with the participants every Friday during which the challenges of individuals are discussed. They discuss the allowances: the money required for personal expenses is transferred and the rest is saved and given after three months of successful employment.

The youth also conduct Micro Economic Initiatives (MEI) through which the young women of the programme have trained the community members in health and computer skills. The health awareness programme is called “Care 4 Change” and the computer skill building programme is called “Connect 4 Change”, as in Bangalore. The Care 4 Change MEI was recently stopped, as i) coaches and youth felt it more efficient to focus on one MEI, the community survey highlighted that the community preferred a computer training rather than a mother hood training and the youth preferred to run a computer training which was rewarding to them.

There is a Nursery for children which is called “**Little Angels’ Academy**” since women with children attend the programme. This nursery is located within the LP4Y centre. This is to facilitate the relationship between the young mothers and their child, allowing breast feeding of babies during breaks. The children are also provided food and nappies for which the mothers pay a small fee coming from their allowance. The Little Angels’ Academy is coordinated by a catalyst.



There are external trainers who are associated with businesses, who address the participants. An external trainer is also helping out with computers. They address the participants in Nepalese language.

The alumni form the stars club and there are 62 members now and there are office bearers - alumni of the stars club - who take responsibility for the club. Meetings are held during which the Stars share their experiences. The stars want to improve their skills and English training is conducted during morning times.

The Coaches spend time on ecosystem development which means connecting with external trainers, communities, families and businesses which can offer internships and placements.

The activities of LP4Y in Nepal are operated under the **LP4Y Nepal organisation**, which is a registered body non for profit in Nepal. The chairperson of the board is Saru Khakurel, who runs a school in Kathmandu, and who is a Nepali who has lived in France for 7 years. There are 5 members on the board of the LP4Y Nepali organisation. LP4Y is currently applying to be registered at the Social Welfare Council in Nepal.

The evaluation team met the youth, their families, the catalysts, the country coordinator, employers, and the President of the Board of LP4Y Nepal.

B. Analysis of Impact and Findings

i. Impact on the youth

The young women attending the LP4Y centre in Kathmandu are from different backgrounds. There are a few who are born and brought up at Kathmandu, others who are from families who have migrated

into Kathmandu for employment opportunities and still others who have moved into Kathmandu after getting married to someone in the city. The parents are mostly labourers working in informal sectors. The married women have had early marriages and have been taking care of their families and children. During the home visits, the parents stated that LP4Y is good because it gives **free education** and meets the travel expenses. Indeed, for many who have had to be taken out of school for financial reasons, the LP4Y centre offers a new opportunity **to learn and develop skills**.

The LP4Y programme makes the participants introspect on their **career aspirations**. The young women aspire to become teachers, government workers, tailors, waiters, front office workers, beauticians, dancers and to start their own super markets and shops. These were not aspirations that they may have had prior to their attendance at the Centre.

The **language skills** and **understanding levels** of the youth are different. Women who have gone to Kathmandu schools have better English skills. Others are struggling with the language and coaches also find the language barrier a struggle. The evaluation team met one young woman who cannot read and write (in either languages). The coaches also shared about the difference in understanding concepts which is a crucial challenge.

The youth also learn **computer skills** along with **Nepali typing**. This is a real added value to the women, as those skills are required in many of the target jobs of the youth: for example, even as a barista, it will be required to use a computer till for the bills and stock. Most of those youth would not have had the opportunity to use a computer before joining LP4Y.

The youth also grow in **professional posture** and **confidence**. The evaluation team met a social entrepreneur Mr. Debendra Pokharel who runs a restaurant and hotel accommodation. He gives training in bakery, barista and restaurant, and absorbs the youth for work. Two LP4Y participants have done internships in his company. According to him the LP4Y candidates are confident and well groomed. Similar opinion was shared by Ms. Sneha Yadav, Managing Director of a bakery UG Cakes who has been giving internship and job opportunities. Both underlined the behaviour during interviews during which their posture was very professional and that their English skills were good.

The Nursery called **Little Angels' Academy** renders a big support and a step for **women's empowerment** to women who come with the children for the programme. The children in the age group of six months to four years are admitted at the Little Angel's Academy. There is a local catalyst who takes care of the nursery. She is an alumna of the programme and hers is a success story of finding a suitable job for herself. There are one coordinator and one assistant in the nursery. Rs 200 is charged per week and the children are given lunch and snacks. The management and accounts maintenance of the nursery used to carry out by the youth participants to give them hands-on practice, but is now done by the Little Angels' Academy catalysts. It is definitely an effort to ensure women empowerment, as it allows married women with young babies / children who would otherwise have not been able to join, to be able to attend. The catalyst who is in charge of the nursery is in touch with other LP4Y nurseries to share best practices amongst them. There is a regular Newsletter that is published by the nursery team.

Mobilisation of the youth looks like a challenge in Kathmandu. Youth come from various faraway places. There are young women who travel for one and a half hours to reach the centre. The lockdown has made the families shift back to the villages. So, some youth are not able to get back to the city to continue their training at the centre. Sometimes married women face resistance from husbands after joining the programme. They have heard about LP4Y through friends and family members and through the home visits made by the coaches. The fact that the Centre is not located at the heart of the slum, but near a slum, makes it less visible and connected to the local poor community living in the nearby slum. But this location is appreciated by the youth.



ii. Pedagogical methodology

The **Digital inc. English training** is used at the Kathmandu Centre. An evaluation team member had attended the session to understand the content. The quality of content was good, with creative exercises to teach the language; a lot of effort has been put in to create the modules. Even though the Digital inc platform is relatively new, over 400 modules are available, which is substantial. But currently the content is high for the youth of the centre. And it looks like there was no pre-testing / positioning done of the participants. LP4Y has a Digital Project Manager that oversees the running the platform and that will gather the feedback from the catalysts every week, to carry on improving its content.

As part of the Digital Inc. session, the youth have learnt to **use social media**. There is an understanding amongst the youth that social media is a tool for efficient networking. This was not observed or highlighted in other centres.

The computer and business training by external trainers are done in Nepalese and this is cherished by the participants. The external training in their mother tongue has its value. But coaches express the difficulty of finding quality trainers. The youth are happy to learn **Nepali typing on the computer**.

Though **Micro Economic activities** were organised on health awareness and computer skill building earlier, the team have decided to focus on computer skill building only, once the centre reopened after the lockdown. As there had been a halt to the training due to the Covid crisis, the youth wanted more skills and confidence to run the activity for the community. Therefore, there were no workshops for the community organised prior or during the evaluation.

The LP4Y team continues to do the follow up with their graduates. The **stars club** which is a collective of alumni has been formed and there are 62 members. Around 20 youth turn up for the stars dinner meet. The centre also offers English training in the morning for the stars who would like to carry on practicing and improving their English. It is a follow up move to strengthen the alumni which is appreciable.

The youth find it difficult to come at 8.00 A.M in the morning. The session begins at 8.00 A.M and ends at 5.00 P.M. Though lots has been spoken about gender equality, sharing unpaid care and reproductive work but the change does not happen easily. Married women need to finish cooking, wash dishes, wash clothes, make the child ready, feed the child and then proceed to the bus stop to come to the centre. This can be quite difficult for some of the youth. If they are late for three days, one day allowance is deducted. The underlying logic behind this schedule is that they are the working hours of businesses in Nepal, and that the training helps the youth get accustomed to find a personal organisation that will allow them to be punctual. From some of our interviews, it appears that Nepal businesses may start working after 9.00 A.M only. Others may have extended hours. It would be useful to have a discussion on this issue with integration partners and the youth.

The **allowances** are also a reason for sustaining the youth in the programme. Once in two weeks, the coach and the youth engage in a discussion during the individual guidance about the allowance. During the Autonomy stage, the allowance is Rs 1,700 per week, it is Rs.2,000 for the responsibility stage and Rs 2,500 for the management stage. This amount is quite substantial for the youth.

The allowance is paid to meet the personal expenses like transport, food and water. The rest of the money is saved and given to the participants which ranges from Rs 10,000 to Rs 30,000. With this savings, the youth buy a mobile phone to enable job searching.

The rest of the money is given to the youth after successful completion of employment for three months. It has to be stated that 15 out of 45 who graduated have received their savings. That also highlights the **difficulty in sustaining the job**. The reasons are many from domestic chores, responsibility of raising the child, long hours, business difficulties and many others.

Most of the youth stated that they aspire to go to **Middle East countries for work**. They believe that would help them to save money. There are no orientation sessions on international labour laws and the realities of work integration in Middle East countries. This would be helpful for the youth to be prepared and to understand what working in Middle East countries entails.

iii. Professional integration

From the Key Impact Indicators (KII) data of the centre, it could be understood that **50% are integrated for the year 2019-20**. For the current year, 23% are integrated and the rest is in the job search stage. It has to be understood that Kathmandu does not have many industries; the existing big corporates and local businesses are dependent on tourists and have been strongly affected by the Covid lockdowns. Mostly youth find jobs in restaurants, baristas, bakeries, schools and in other small businesses. Those are jobs that the ones who had worked prior to joining LP4Y may have had.

The LP4Y team has worked on developing an **ecosystem for partnerships and internships. Internships found by the coaches are helpful**. The evaluation team met a star who is employed in a school as a Kindergarten teacher. Her marriage was a love marriage; this was not accepted by parents of both sides, so she decided to come to Kathmandu with her husband. With a lot of vulnerability, she joined the LP4Y programme and the internship at the school was organised by the coach. Now she is working as a teacher and free education is given to her son till class 10. This is an example of how **LP4Y training has enabled a woman to turn a new leaf in life**.

The youth are not able to get the minimum wages in the job market. The minimum wage is fixed as Rs.15,000 for Nepal. But the youth who have gone to work have only earned Rs 10,000 to Rs 12,000. That is the salary trend amongst small businesses. Though the term “decent job” is operationally defined at the centre, it appears to be a difficult goal to achieve, on which LP4Y as an organisation does not have any control. As one of the stars explained, there were days she worked for 16 hours but her salary never crossed Rs.14,000. She also stated that these are all systemic issues. Discussion on labour rights could not be observed or were mentioned by the youth.

The **women’s issues** are enormous such as sexual harassment, rape, dowry, child sexual abuse and lack of agency on decision making and many others. With this kind of gender inequality, it is challenging to retain women in the employment sphere. The participants repeatedly stated that the public spaces were not safe for women. They walk a long distance from the bus stops to their residence. Women’s safety is an important concern and it is also a major reason for women dropping out from work. Sexual harassment at work place seems to be a major concern and the existing legal provision does not

guarantee an implementing mechanism. This is also why work places such as UG Cakes, which hires only females are appreciated. Also, such enterprises put a lot of emphasis on growing their staff and treating them decently (providing lunch, snacks, adjusting to overtime...).

iv. Organisational structure - human resources and infrastructure

The **international coaches** are from varied backgrounds. One coach has a business degree and corporate experience and the other has studied economics, language and project management. Catalysts do varied roles from budgeting, accounts keeping, doing administrative tasks, coaching, conducting individual guidance, finding partnerships etc.

A catalyst is given an opportunity to work in various positions, like in Youth 4 Change Network, LP4Y programmes, Covid relief task force, opening a centre in a new country, becoming a coach etc. **Exploration is quite possible for catalysts.** Coaches from varied, multi-faceted backgrounds bring in added value. It was good to see a coach who has picked up the local language.

However, it was observed that there was a high turnover of international coaches and shorter contracts due to visa issues (less than a year). This raises some concerns, as **it takes some time to settle down with the community to make an impact**, and having short contracts does not allow the catalysts to have the greatest impact and continuity.

The team is also composed of a **local catalyst**, who has studied English and Sociology; she supports the team in administration, registration of LP4Y Nepal, mobilisation, and finding partnerships. The presence of a local catalyst with a good combination of all skill sets, such as those, is a strong asset for the programme, as it allows to decode the local context and issues, to create links with the local ecosystem, to support the youth in their journey and learning path during the programme.

The support of the country coordinator in the Programmes and management is noteworthy. The support of the country coordinator is recurrent and regular. LP4Y having less sites in Nepal and the country coordinator living in Kathmandu, there is a strong connexion between the coordinator and the team. This was less the case in India, where there is a much greater number of centres.

Though it is stated that **meetings** happen with the coordination team, the Pedagogical shift was not discussed with the coaches. Meetings happen with project leaders on tools, best practices and on giving feedback. There is a WhatsApp group operating with the coordination team too.

LP4Y has done **adequate investment** in the infrastructure like the computers, furniture, lockers for individual youth, small library, training rooms, computer room, nursery, kitchen appliances, catalysts' residence inside the building etc. The infrastructure seems very adequate and appreciated by the youth.

The Nepal LP4Y is registered with the Social Welfare Council. But it is yet to be registered under company registration. The President visits the centre during events. There has been an arrangement made with the catalyst team that the financial issues will be dealt by the Coordinator and not the board. The board looks engaged in the philosophy and overall mission of LP4Y, but detached from both operational programme and financial management. The other members are teachers working in a school run by the President.

D. Cross cutting issues & recommendations

I. Programmes

C. Skills acquisition

The Pedagogy of LP4Y focuses on **learning by doing**: The Soft skills, English skills and Computer skills are learnt by doing.

One of the core objectives of LP4Y is to improve the level of English skills of the youth, in order to enhance their ability to find a decent job. The **English skills** of the youth participants have indeed all improved. This is due to the accompaniment of international coaches, who speak to them in English all the time. External trainers may be mobilised in some of the centres. But the initial and final levels of the participants are different. A youth from an urban background who has attended an English medium school is in an advantageous position to pick up English skills. The Kathmandu centre has youth who speak different dialects of Nepal as they come from faraway rural communities; they have a different pace of picking up the English language. Similarly, the Green Village has youth participants coming from remote tribal villages of Chhattisgarh who are introduced to English conversation for the first time.

LP4Y has put a lot of effort and energy in the design of an online tool to support the learning of English by the participants: a digital platform - **Digital Inc.** - has been set up; one catalyst is fully dedicated to the online tools. The quality of the modules on the platform is high and the design has been well structured. Some improvements to the initial design (the platform is still very new) have been identified: the starting level is still quite high for youth who have no prior knowledge of English and the grammatical concepts can be also difficult to grasp for youth who have left school at an early age.

Recommendations



The difference among the participants in their ability to learn English skills should be understood and relevant content planning done.

The external trainers who carry out English training are an added value and that should continue and/or be encouraged.

The content planning of “spoken English” needs to be done even if it is taught by conversing only (e.g. creating a lesson plan on relatable topics, pronunciation, verbs and vocabulary, practice on various kinds of conversations, different between formal and informal language are some few examples).

The English module of Digital.Inc needs to be pre-tested and simplified according to the needs of the youth considering that they are participants who come from families who have been refused access to education for many generations.

The youth also learn **computer skills** like MS Word, Power Point, Excel, Google Docs and Emails. The learning of basic skills is through learning by doing. For many of the youth, this is the first opportunity to have access to a computer and to learn how to operate it. Pedagogy is again learning by doing. The youth learn computer skills and in turn they transfer the skills to Micro Economic Initiative participants (in the centres that select that MEI).



A well-defined module for Digital Literacy would be very useful in order to guide the training. There is existing content on this. The external training, as was observed in Bangalore via partners, is an added value and it should continue.

Even if the **English and computer skills are what the youth mainly come to acquire** when joining LP4Y, **the greatest skill sets that they gain are soft skills.**

LP4Y defines **soft skills** as agility, time management, problem solving, project management, public speaking, stress-management, body language, organisation, leadership, creativity, team work, proactivity etc.

These skills are covered in the workshops given by the Coaches. The pedagogical approach to learning soft skills is through a learning by doing approach, which is a cross-cutting approach in LP4Y. Through the practical actions of the Micro Economic Initiatives, the youth learn many of these soft skills. The collective guidance complements this approach by giving a space to introduce the concepts, discuss and debate them. There are some structured formats available to the catalysts to facilitate those sessions in a workshop format. **A practical approach to soft skills development is very effective for youth who have not had many years of schooling.** It also allows the youth to apprehend the skills and **integrate them in their daily behaviour.** This is particularly true for team work, time management and public speaking.

Also, the fact that the youth do many of the tasks to run the Centre - from mobilisation of new participants, to deciding on the MEI and how it will be run, to the maintenance of the Centre - there is **a real sense of ownership of the programme,** which in turn raises leadership, creativity and project management. This has been particularly effective in the Bangalore centre.

Language can however be a barrier to understanding the concepts, especially for the youth with a lower level of education. Also, by reading the skills one cannot train the participants on these skills.

Recommendations

A trainers' training for the coaches on soft skills is essential. Hence it would be useful for the catalysts to have a deeper knowledge on how to train on these issues, and a training of trainers on these soft skills with a participatory methodology.



There are existing participatory modules and contents on life skills designed in local languages which can be explored and that could be useful to complement the current content on those skills.⁸



Selective subjects could be chosen from the life skills module and workshops can be conducted.

Amongst the ten life skills, few like Negotiation, Decision making, Critical thinking, Creativity, Problem solving, Resilience, Communication, Self-Awareness can be emphasized.

⁸ <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>

Participatory sessions on emotional intelligence can enable the youth to sustain themselves in their jobs too.

It is important that these concepts are fully apprehended by the catalysts and explained in the mother tongue too so they can be fully apprehended.

Hiring a local catalyst with good language skills, training skills, ability to network with local partners would be a great support to the centre.

D. Pedagogy

The relationship between the coach and the youth are different according to the individuals. In certain contexts, it is of a mentor and in few contexts the youth share very personal issues with the coaches. It is not the role of coaches to do the hand holding. **Building a referral system of organisations who offer relevant services would be helpful.**

i. Internship and job integration

One of LP4Y's main objectives is that the youth find employment. This is also one of the main Key Performance Indicators that the organisation monitors. The approach is mainly to empower the youth to be able to be autonomous in their job search. However, LP4Y has put into place actions and an ecosystem to support the youth to be able to find a job: i) internships are included in the programme, ii) an ecosystem of partners "integration partners" is set up to have companies mobilised around the programme.

ii. Internships

The internships found by the coaches are extremely helpful for the youth to find job placements. Indeed, beyond the experience that is provided by the training at the Centre, an internship can be a real stepping stone to successfully find a job. But finding internships for all may be difficult, especially when there are many youth in the batch like it is the case in the Green Village. Still youth can be placed as small batches like four in a company, for internships. Finding internships for Green Village which is far away from the city is also challenging - for the youth and for the integration catalyst.



As part of Ecosystem development, a plan can be drawn to find internships which could be large and small corporates. Some of the key questions that LP4Y has to articulate are the type of integration / ecosystem partners that are targeted (medium size, bigger size businesses?) and the type of skill sets and requirements to successfully land an internship in those companies.

iii. Employment

The approach for job search, as for internship, is that the youth lead their own search. Indeed, as they will most likely look for many jobs in their professional life, LP4Y ambitions to grow the youth to be autonomous in their job search. They are supported by an ecosystem of integration partners that LP4Y and the youth build.

At Bangalore the average rate of integration is 65% and at Raipur it is 68% and at Kathmandu it is 50%. Mostly they get employed by small businesses with few exceptions. So, the turnover is high and that is the very nature of small businesses and their existence is very challenging during Covid times.

Adaptation to the local needs

There has been a survey of companies in 2020 to better understand their needs, especially with the Covid crisis. **This highlights the will of LP4Y to develop the skills that the local market requires, in a continuous improvement process.** 50 organisations across Asia replied, with 17 in India and 2 in Nepal. Some key trends were highlighted:

- When hiring, 64.8% of the companies will be looking for people with technical skills, 31.5% with degrees and only 22% with no qualifications. However, among the technical skills required, the companies listed soft skills such as growth mindset, willingness to learn, smartness, communication skills, behavioural skills and positive attitude.
- 72.2% of the respondents still declared that they would be ready to hire young adults without formal education but with the required hard & soft skills.
- The Commerce sector was the sector more likely to hire these profiles (90% of respondents).

This is very insightful information that guided LP4Y in the evolution of its methodology overall. However, LP4Y would gain from deepening its understanding of the specificity of each local job market. Each context is very different and this multi-country analysis should be deepened by a local analysis to enable the participants to learn required skills.

Recommendations



To gain a deep understanding of the specificities of each local job market, a rapid qualitative study on the job market with adequate review of literature, consultative workshops and in-depth interviews with relevant stakeholders will facilitate updating the strategy better. Indeed a deeper understanding of the job market, the skills required by the employers would be very beneficial to the youth and to enhance the programme accordingly.

If it is possible, an advisory committee can be formed with representation from corporates, Non-Governmental Organisations, academicians, counsellors, trainers and other relevant stakeholders which could meet regularly to support the programme.

Also hiring a local catalyst who can know the job market better and connect the centre to the local companies would be a great added value. This has been planned by LP4Y for the end of 2021.

iv. Decent job

The youth are able to get jobs with the salary of Indian Rs 8,000 to Rs 10,000 at Bangalore and Raipur. The Kathmandu youth are able to get jobs with the salary of Nepali Rs 10,000 to 12,000.

It has to be stated that at the policy level LP4Y stands by the International Labour Organisation's definition of **decent job** which states "*Decent work involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men*". Additionally, LP4Y advocates for legal minimum wages at the country level and a contract which ensures decent working conditions. But at the local level businesses do not comply with these standards.

The **gender issues and the issues of violence against women** are explained explicitly by the young women. The lack of decision making, agency and mobility are also reasons for their inability to sustain in the employment sphere. Sexual harassment at work place was also discussed as an issue of concern. These are structural issues in which the organisation does not have any control. LP4Y also makes it clear that adequate measures are taken for preventing any issue of violence in the centre. The rapport between the coaches and the youth also enables them to share about gender issues.

The employers gave feedback that the programme has built the confidence level of participants and the participants are well groomed compared to other employees. As a part of empowerment, it is important to give an understanding on Labour Rights. Since young women from Kathmandu centre want to work in Middle Eastern countries and an orientation on International Labour Laws will be of great help.

LP4Y does not have data on retention rate in the job. This however is a key component to assess the impact of the training programme on the youth's trajectory. LP4Y would gain a lot of insights and could adjust its programme accordingly, if it followed more robustly the time youth stayed in a job, the reasons why they left the job and the status they have several months after the programme.

Recommendations



A participatory training on gender issues and input sessions on Prevention of sexual harassment at work place Act and other relevant legislations on women would strengthen the young women.

External resource persons can be engaged to give an orientation on Labour Laws and International Labour Laws which would be supportive for the empowerment process.

LP4Y should deepen its analysis around retention within a job. LP4Y should include Key Performance Indicators and targets for job retention.

v. Entrepreneurship

Though the "Training and Development Centre" calls the programme as "Professional Training for Entrepreneurs", the content does not address much on entrepreneurship per se, but it makes the youth employable. LP4Y defines the term as that the youth are encouraged to become entrepreneurs of their lives through their life project plan.

vi. Strategizing exercise for the Green Village

The core capacity of LP4Y is inclusion of excluded youth.

Green village is a no plastic zone, they do the garbage segregation and recycling, preparation of bio enzymes and gardening. But no concept paper is available on LP4Y's position on the environment, promotion of rural environmentally sustainable livelihood or food sovereignty.

Green village gives the opportunity to have hands-on practice to run companies within the campus. But the programme would **benefit from a greater exposure to the external environment**, so that the youth better apprehend the "real" professional life.

The youth are from rural communities who need internships in the urban job market. It coaches youth for the urban job market. **How does the Green Village prepare the youth for jobs in rural areas?**

Recommendations



An organisational exercise would be helpful to discuss the rationale of Green Village as a project, its objectives, strategies and expected outcomes.

As it is done for the MEI in Bangalore where the trainees coming to the MEI are people from the community, the MEI in Raipur could be a service provider to the local community, offering catering services, IT centre services... This would enhance the exposure to more demanding customers and would also enhance the integration of the Green Village in its neighbouring community.

Allowing some time for shadowing in real life situations or for a greater time in internship could also reinforce the preparation of the youth to the professional context.

vii. Partnership to change the approach towards inclusion of excluded youth

LP4Y promotes two global networks for youth inclusion.

- The **Youth 4 Change Network (Y4CN)** is an international network of NGOs that shares operational practices and advocates for social and professional integration of excluded youth. The network started its operation in 2012, has 66 organisations across 32 countries.
- The **Youth Inclusion Network (YIN)** is a network of companies which works by sharing and by developing Corporate Social Responsibility (CSR) programmes, business strategies, and Human Resources policies for youth inclusion. The network started functioning in 2015 from the Philippines with 43 members across Asia. This global networking has helped the youth to find few internships and jobs at the local level.

These networks support a more systemic change of businesses and NGOs in the integration of excluded youth in their organisation. The breadth and depth of the change that still needs to happen for inclusion is still immense nevertheless.

LP4Y also has many partners in each country and in each city, **for integration as well as for mobilisation.** Care should be taken in matters of partnerships to make sure that it does not violate the principles and ethical positions of the organisation. For example, an organisation propagating environmental conservation cannot partner with a corporation destroying natural resources. **A reflective exercise is required on ethical positions on partnerships.**

Impact of Covid:

The Covid crisis had a strong impact on the programme: indeed, the situation in India and Nepal was particularly critical, with abrupt and long lockdowns ; the businesses were impacted by the crisis as they had to shut down and fewer were hiring.

LP4Y reacted very rapidly to the crisis: the catalysts stayed in their postings even when the centres were closed. The team digitalised a lot of the content during that period of time and started transposing some of the events that were done in person online. Even though the youth were not very tech savvy, they managed to adapt and to attend the events. This provided opportunities to have more meetings between centres and countries. The team managed to adapt the methodology very efficiently.

The Covid crisis also had an impact on the youth attending the programme as some did not have other alternatives (e.g. attending schools) and found in LP4Y a way to continue improving their skills. It also had an impact on the attendance of the MEI: for some centres it brought the MEI to a halt and for others it increase the attendance (for example in Bangalore more young girls from the neighbourhood attended the computer trainings).

II. Organisation

A. Human resources

LP4Y's approach is to rely exclusively on volunteers for all the tasks within the organisation. Those volunteers are called **catalysts**. The majority of these catalysts are international youth, even if some positions are held by professionals from the country who hold the position of "national catalyst".

The catalysts are recruited by LP4Y, then are managed by a "sending organisation" that does the initial training on what it means to be an international volunteer, before going to their posts. This initial training is completed by a LP4Y inception training of 4 days before departure and 2 "welcome weeks" - inception training. The catalysts then have a one-week hand-over with their predecessor for the coaches and some training on their assignment when the position is not a "coach" position. This will slightly change in the future as LP4Y has signed in April 2021 an agreement with the Ministry for Europe and Foreign Affairs to become a "sending organisation" itself. **This recruitment method works well as they occur in batches.**

The LP4Y training is very much focused on LP4Y's values, the posture of the coach, life as a catalyst. The pedagogy of those initial training is based on role plays and dynamic activities. The modules have been designed and uploaded on the Digital Inc platform. This training is very much appreciated by newcomers and allows the catalysts to know the other new members and to better understand LP4Y and its approach. The training is very much focused on the coach position and less on the other positions that the catalysts can occupy (fundraising, communication, ...). There is no specific module on the structural analysis of poverty.

There are also other seminars, such as an annual country seminar, an annual country seminar, a zone seminar 3 times a year and an annual coordination seminar.

The underlying logic of the training is to put the catalysts in a position of being open but as mentioned by the Human Resources team "*we think it is good that the catalysts are never fully trained*" as it allows them not to be immobile in a comfort zone.

Recommendations



Having a more in depth specific training for the positions other than coach (fundraising, communication...) would allow a smoother integration and upskilling of these catalysts.

LP4Y should enhance the training of the catalysts on how to become an effective trainer of youth.

Some orientation on structural analysis of poverty with specific inputs on local communities could be added to the training modules to better prepare the catalysts.

The volunteers apply for a position but may not have the position they applied for. Some regret having **insufficient information on the centre** that they will be joining ahead of time.

The catalysts sign up for a 2 year contract and are being allocated a position for one year, except in Nepal where the postings are shorter. Each year the volunteers are asked whether they want to carry

on and what position they would like to occupy. Depending on their requests and the decisions of the boosters, the next positions are allocated. **Most of the catalysts that the evaluators interviewed had or planned to stay longer than a year.** There seemed to be a small dropout rate in the initial year, according to the interviews done, and many who will stay longer than one year.

Recommendations

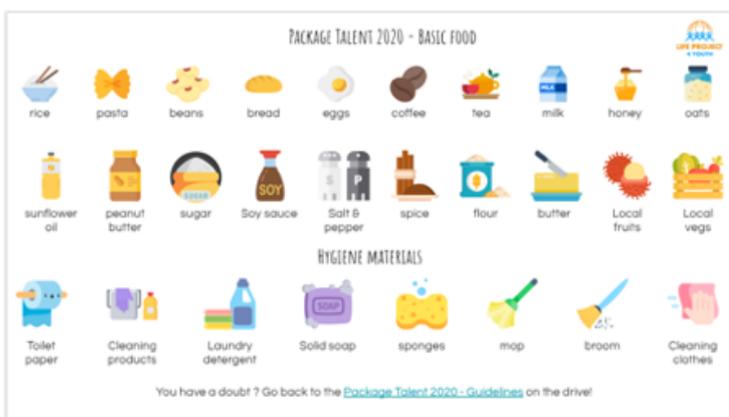


The posting should all be of at least one year - having a shorter contract is too short for the youth and for the catalysts.

More prior preparation (documents) should be shared with the new comers so they can start their immersion into their new context.

One incentive that LP4Y gives to encourage volunteers to stay longer is by increasing the stipend that the volunteers get. Indeed, the volunteers get a stipend to cover their expenditure as well as a free access to basic food and hygiene materials.

However, the stipend does not cover enough should the volunteer have a student loan. This can be a barrier to recruit such volunteers.



The catalysts are placed and live in the Centres – even for the coordination and support staff team. They live therefore in deprived neighbourhoods. **The catalysts are showing a great engagement as some of the neighbourhoods are very difficult** (e.g. in Kannagi Nagar Chennai). There is a HR

booster and a support system put in place, as well as Safety Guidelines, but no specific local safety focus point were mentioned to the evaluators. But this proximity allows all of them - even the support staff - to be **close to the youths and projects, to understand better their daily lives and to adapt projects to the local context.** This is a great added value for the team to be connected to operations.

i. Profile of the catalysts

International catalysts

From the evaluators' observation, the international catalysts are all French and overall quite young (in their 20s mainly); even if there is some diversity, a large proportion (interviewed) had a master degree from a business school or Sciences Po in France.

The previous work experience differs quite a lot in terms of sector (luxury, communication, social...) and in terms of the number of years of experience (some with no prior experience, others with over 5 years of experience). This diversified work experience is helpful in coaching the youth. The diverse teams are also an asset to have combined skill sets. This may prove a challenge whilst living together, but the teams interviewed seem to have overcome any issues that may have arisen.

One common reason for joining that was put forward during the interviews was that they **“want to put some sense in their job”** and have **“field exposure”**.

Local catalysts

LP4Y has recently started to hire more local catalysts. They hold different positions: from community caretaker, to running a nursery to support in legal registration and assistance to the coordination. The evaluation team met the 3 local catalysts that are hired in the evaluated centres, during the field visit. **These 3 local catalysts have different paths and are in different dynamics:** for example, some of the local catalysts had access to the Digital Inc for the inception training (in an asynchronous manner as they did not join at the same time as the international catalysts), others did not. Some live in their homes (in Nepal) others have a room at LP4Y (in Raipur). All do not get the same salary. All had different positions. Some had been participants to the programme, former trainers in the programme, or had no prior link to the programme.

Having local catalysts adds a lot of value to the programme: they bring an understanding of the local context and of the youths. They can talk to the youth in their language for challenging discussions (topics that can be difficult to express when one has a low level of English) and for training. A multi-faceted local catalyst (like in the Kathmandu centre) who has an NGO /social work experience, a good understanding of the local context and of partnerships (corporate and social partners) is a very good asset to the centre. **The combination of local catalysts and international catalysts - who bring the international dimension and a certain aura to the centre - will be very impactful.**

Currently, LP4Y is not yet completely structured to welcome local catalysts and has not fully addressed all the issues that will come up with the hiring of the local catalysts: What is the best profile for local catalysts? What is the inception training for those catalysts? What is the connection and dynamics between the local and international catalysts? What type of contract will they have? What career progression will be envisaged? What impact will it have on the LP4Y business model?

Recommendations



Including more local catalysts will add value to the programme.

In order to scale the number of local catalysts within the organisation successfully, LP4Y will need to reflect on the specificities of local catalysts and the impact of hiring them on the overall organisation.

ii. Roles of catalysts

There are no prior requirements for the international catalysts. And any international catalyst can be placed in any position (except booster). **It feels though some specific positions would benefit from a former experience in the sector or as a coach.** This would be the case for Project Leaders especially (for project leaders description see below).

Zoom on coaches

Coaches are at the forefront: they are interacting with the youth on a daily basis. Their main role is to help the youth be capable of making decisions. What is put forward is that “the coaches come with fresh eyes, view the youth without preconceived ideas about castes, socio-economic background”. And with those fresh eyes will be able to empower the youth to “become entrepreneurs of their own lives”.

Zoom on project leaders

Project leaders are “catalysts of the experience of all the LP4Yers on the field. They have the role of being channels between coaches, centres, countries, etc.” according to the catalyst handbook. They support the coaches in their daily activities (pedagogy and MEI) but “to help the coach take the decision (and not make it instead of the coach)”. This means that the project leaders are more facilitators than experts. The evaluation team met the project leaders responsible for the pedagogy and the MEI; but there are also project leaders per zone for partnership and fundraising, as well as for organisation and finance.

The pedagogy experts are from corporate partners (Decathlon, General Electrics, Google...) who can provide inputs and content for the training. LP4Y is an organisation that does not wish to keep the expertise in-house, but mainly to mobilise experts and to capitalise on their expertise, and then adopt a feedback loop from the ground to enhance the processes and content. This is a very lean approach and allows LP4Y to not over-burden itself with in-house experts. However, it relies on having the adequate and relevant experts mobilised around the project, who know how to build the capacity of excluded youth and have an engaging pedagogy. Brillio seemed to have designed a specific module on digital literacy. The evaluation team did not speak to other LP4Y pedagogical partners.

Recommendations



LP4Y should build a strong pool of pedagogical experts to support the content design, specifically for excluded youth, with a vetting of the content to make sure it is relevant to the youth's profiles.

B. Resources put in place

LP4Y works with a common drive where all the tools are located: Handbooks for the catalysts, for each of the types of centre, templates for the training modules... There are many resources available. The logic and links are all consistent and help the catalysts navigate through them. However, it may be a little overwhelming for the catalysts to have all these documents and difficult to navigate, especially at the start.

There are also many reporting tables and databases to monitor the activities as well as the outcome. This allows continuity and consistency across the countries and the years/ batches as the catalysts leave their positions. A great effort has been made by the organisation to structure various monitoring and evaluation tools. The Central Youth DataBase (CYDB) and the Key Impact Indicators are very useful databases to capture the information and to have an overall understanding and measurement of the key indicators. There are tabs for the guidelines on how to fill out the database and for the explanation of each line. This is very helpful as many different people, who change regularly, will fill out the database. This should prevent misinterpretations. Also, an effort has been made to synchronize the various databases, in order to avoid having to enter data in too many different databases. This effort in designing and maintaining tools can be applauded.

	Q1 2017				
	INDIA	NEP	INDIA	NEP	INDIA
YOUTH					
TOTAL IN THE PROGRAM	12	20	17	18	17
MANAGEMENT	0	0	0	0	0
COACHES	0	0	0	0	0
ATTENDANTS	12	20	17	18	17
ATTENDANCE RATE	100%	100%	100%	100%	100%
TOTAL IN THE PROGRAM (BY GENDER)					
MALE	6	10	8	9	8
FEMALE	6	10	9	9	9
TOTAL IN THE PROGRAM (BY AGE)					
18-24	12	20	17	18	17
25-34	0	0	0	0	0
35-44	0	0	0	0	0
45-54	0	0	0	0	0
55-64	0	0	0	0	0
65+	0	0	0	0	0
TOTAL IN THE PROGRAM (BY EDUCATION)					
NO EDUCATION	0	0	0	0	0
PRIMARY	0	0	0	0	0
SECONDARY	0	0	0	0	0
HIGHER SECONDARY	0	0	0	0	0
UNIVERSITY	0	0	0	0	0
TOTAL IN THE PROGRAM (BY INCOME)					
POOR	12	20	17	18	17
MIDDLE	0	0	0	0	0
RICH	0	0	0	0	0
TOTAL IN THE PROGRAM (BY EMPLOYMENT)					
EMPLOYED	0	0	0	0	0
UNEMPLOYED	12	20	17	18	17
TOTAL IN THE PROGRAM (BY CITIZENSHIP)					
INDIAN	12	20	17	18	17
NEPALESE	0	0	0	0	0

However not all the catalysts may be able to analyse the database items, indeed those have changed over time and are not always easy to navigate into and to understand what everything is. Some inconsistencies can be observed.

With the prolific documents and databases, it is difficult to navigate and find the information easily. The catalysts have expressed that there are too many documents and that one does not know where to find everything. The documentation can also be overwhelming for the catalysts, that in the end will only use a few documents and ignore others.

There are very little synthetic documents giving an overview of the programme, the big picture.

Recommendations



It would be useful for LP4Y to have consolidated qualitative and quantitative documentation to get a bird's eye view on the programme, the total numbers who are placed, the reasons for drop out from the course and work, the issues with the partners... The Change-oriented approaches could be a useful inspiration to monitor and evaluate the effects of the programme⁹.

So that the catalysts are not overwhelmed, some documents should be the “key” compulsory documents that each position needs to have read and others which can be complementary and consulted if need be.

A more fluid knowledge management platform could be used so that information is easily accessible and understood by all.

Some of the tools could be made more explicit so that they are well understood by the catalysts and therefore filled out correctly, analysed and used not only for monitoring but also for learning.

C. Hierarchy

i. Internal executive organisation

The organisation is structured as a matrix. There is a real will to have a “horizontal organisation” and the people interviewed shared how much freedom they had on a day to day basis. The documents (handbook etc) also emphasize very much that the coach is the one making 99% of the decisions and others are there to facilitate the decision making. And this does feel like it is very much the case when the decisions are within the framework (for example adaptation of the pedagogy locally). Should the suggestions be different from the validated framework, the coordinator is the first point of call who then refers to the boosters and Jean-Marc Delaporte, who is co-founder and vice president of LP4Y. The perception is split between those who feel that it is a horizontal organisation and others who do not.

There are multiple meetings within the organisation, so that the information is shared: there are meetings amongst boosters, of the booster with country coordinators, team leaders and Green Village leaders. The suggestions from the teams are discussed there to be taken into consideration for planning.

There is little knowledge of the operational team of budgeting issues – beyond the specific operating budgets of the centre. So, should there be exceptional long-term strategic expenditure, the catalysts would have to validate it with the country coordinator who then would ask the Boosters and Jean-Marc Delaporte. There are analytics for the expenditure. The analytics for the financing are done by

⁹ More details on change-oriented approaches <https://vimeo.com/194488068>

other people within the organisation, and hence it is difficult to have an overall analysis of each centre's financial balance. LP4Y is working on a new tool (SAGA) to have a facilitated financial reporting system by 2022.

Some of the decisions are also deemed to be taken top to bottom, for example during the Covid or for the change of pedagogy. People did not feel much consulted.

With no formal hierarchy, the catalysts are setting their own goals. This is an approach that fits very well certain youths, as they do not want to have too many constraints being in a volunteering post, other would like to have more mentoring and more feedback on how they are doing.

The catalysts on the ground have access to all the documents on the drive; so, the level of transparency seems to be high; but they do not have the time to explore the entire drive to understand some of the information that is not directly linked to their job. Hence, they are not very familiar with the overall strategy.

In the Green Village, the coaches report to the Green Village leader (position not filled at the time of the evaluation in Raipur) who in turn reports to the Green Villages coordinator. The Green Village team is less in contact with the country coordinator as most of the support is done by the Green Villages coordinator.

The reporting system (meetings, decision making mechanisms) is different between the TDC and the GV. The 2 seem to be working in different dynamics and a little in silo. The reporting tools, such as the CYDB and KII, are the same.

Recommendations:



To really embody a horizontal organisational mode, it would be useful

- *to explain to the catalysts the overall strategy and engage them in contributing to it.*
- *for the decisions that are not discussed with the teams to be explained explicitly.*

LP4Y could put a feedback system and mentorship in place for the catalysts so they have some guidance on how they are doing their job and what could be improved. This would allow to structure more the pedagogy and the various roles within the organisation.

With the strong emphasis that LP4Y wants to put on the Green Village development it will be necessary to coordinate the two approaches.

ii. Board members

In India, the operations are run under Tomorrow's Foundation, which is a 30 years old foundation on education. Tomorrow's Foundation is an Indian civil society organization founded in 1991 (registered in 1997) and based in Calcutta; its mission is to improve the quality of life of underprivileged and marginalized children and adolescents (especially those with disabilities) through education programmes and training. It has been co-founded by two brothers, one of who lives in France. (Tomorrow's Foundation is a registered society with board members predominantly are academicians. Mr. Swarup, who is the CEO of the foundation, discusses the programme implementation with the LP4Y team. He believes the learning should also be in the mother tongue and a local catalyst is

required. He also puts forward ideas for sustainability like collaborating with National Skill Development Corporation).

The initial idea was to find other civil society organisations to partner with LP4Y in each country, as it is the case in India. However, in Nepal, LP4Y created an LP4Y organisation that has its own board, and that is registered. A board has been created, with as the Chair a Nepali woman who has lived in France and who runs a school for underprivileged youth.

The board members are all benevolent and enthusiastic about LP4Y's mission, but are not very engaged in the strategy nor in the operations.

The organisational model with a specific LP4Y board is now a preferred approach in new countries where LP4Y will start operations.

Recommendations



The boards, especially in Nepal where it is an LP4Y board, can be a real lever to give contextual analysis, provide continuity and shape the future strategy. It would be useful to empower the board members and provide them with a greater role.

D. Efficiency

Volunteers are a relatively efficient way to deliver the training programme.

Indeed, as shows the budget proposals, there is a “valorisation” of the volunteers – i.e. the recruiting international volunteers generates in-kind donations, which are the difference between the expenses that LP4Y would have had to pay if they hired employees¹⁰ and the cost of a volunteer cost (stipend). As the stipend is 200€ per month in year 1, 320€ per month in year 2, 600 € per month in year 3 and more, there is an important in-kind contribution. LP4Y's rationale behind hiring volunteers is that the LP4Y team is integrated in the communities it works with, by living within the community and having a simple life. This was observed during the virtual field visit and the visit to the Chennai centre.

As the volunteers are positioned as facilitators of a process rather than experts bringing specific knowledge, a volunteer position can be relevant. It nevertheless requires a robust knowledge management system and some robust data analysis of the context and of the past experiences.

Learning by doing is also a very efficient way of delivering the programme.

The running of the centre is mainly done by the youth, for the day to day activities, such as cleaning, organising the activities etc. The learning by doing approach is very efficient, as it reduces the expenditure for the centre (no need for external costs) and so saves money as well as allowing the youth to work as a team and to grow their skills.

Hence **the cost of each centre** spans from 20k€ - 54k€ for the Bangalore Centre, 49k€ - 105k€ for the Green Village in Raipur and is of approximately 23K€ for Kathmandu (no spread observed the last 3 years). The difference in expenditure is linked to the renovation of building, to equipment, explained LP4Y to the evaluators. A decrease can be observed since 2019 overall in all the budgets: this can be explained by the Covid crisis during which centres were shut and, when opened fewer MEI operations

¹⁰ Cost is calculated based on a minimum salary in France

were done and more advocacy-oriented activities were led, which are less costly. In 2021, there is still a further decrease in overall budgets. The reasons for this decrease have not been made clear to the evaluators. What we can observe nevertheless from those expenditures is that a centre has a higher budget at the launch of the centre (for setting up the building, renovating it etc) and then a smaller budget as running costs.

If we calculate the **cost per youth per month for the centre** for 2020:

- in Bangalore is 137 € per youth per month (i.e., 821€ for 6 months)
- in Kathmandu 123 € per youth per month (i.e. 741€ for 6 months)
- in the Green Village Raipur 427 € per youth per month (i.e. 1 282€ for 3 months).¹¹

The extra cost for the Green Village is probably due to the fact that it is a residential programme and that the centre was shut during the Covid and therefore that the number of youth was not optimal. The cost per youth per centre should be calculated in order to inform LP4Y's future strategic orientations and focus (TDC vs GV).

Those figures do not include all the expenditure. Indeed, the annual report highlights that the cost of support for insertion for one young adult is 1 249€.

Within those expenditures are the funds allocated to the LP4Y partner, such as Tomorrow's Foundation, which gets funds to cover administrative, legal and accounting costs. In India 8% of all the funds that transit through the Tomorrow's Foundation is to cover those costs, as compliance with the Indian tax authorities requires a lot of administrative work.

In terms of fundraising, LP4Y has various sources of funding: philanthropy, galas, partnerships, institutional funds (AFD, UNICEF). Various entities of the Alliance fundraise (France – Paris / Lille / Côte d'Azur), England, Luxemburg, Belgium, USA, Asia); there is a coordination team as well as catalysts on the field that are in charge of the fundraising.

Every quarter, the Organization & Finance Project Leaders ask the Country Coordinators for their budget for the next quarter. Partnership and Fundraising Team informs about the new conventions that have to be included in the call for funds. According to the budgets, the conventions commitments and the treasury, funds are sent every quarter to LP4Y field countries. This process is being automated. LP4Y decided to implement SAGA for budget and expenditure follow up by January 2022.

According to the annual report, the overall budget of LP4Y in 2020 was 1 862 k€, when it was 1 994 k€ in 2019. Both years had negative financial results, with a loss of 48k€ in 2020 and of 12k€ in 2019. The important loss of 2020 is due to Covid crisis. However, LP4Y has strong reserves and associative funds (966k€ at the end of 2020).

E. Conclusion - Potential for Scale

LP4Y has an ambition to massively scale its approach and pedagogy to have an impact on many youth around the world. LP4Y's vision has always been to have a replicable methodology that can be scaled. Scaling is a key preoccupation of the team, when designing modules, programmes, methods etc. so they are scalable.

¹¹ The calculation is based on yearly expenditure of the centre, the number of youth accompanied (from 2020 annual report) and the number of months of the programme (6 months for the TDC and 3 months for the GV). However, this is excluding the country coordination costs which are not include in the yearly expenditure of the centre

As there are so many youth around the world which are excluded, the need for impactful solutions to integrate them is staggering. Hence putting energy in scaling what works makes a lot of sense.

Scaling can take many forms/ when one talks about scaling in the social sector, one means scaling the impact, i.e. maximising one's impact. To maximise one's impact, one can:

- Increase the impact on each beneficiary (deepen the impact on the youth for example)
- Increase the number of beneficiaries in one location (reach out to more youth around each centre)
- Increase the number of new beneficiaries in new locations (reach out to more youth in various cities / in various countries).

The right time to scale is once the model has proven its impact and the sustainability of its business model.

Where does LP4Y stand today?

i. Methodology and pedagogy

The methodology and pedagogy have **already been tested in different settings** (13 different countries, different cities with different geographical contexts, in Asia and in the Middle East). Currently 15 Training and Development Centres, 4 Life Project centres, and 4 Green Villages and 4 Little Angels Academy. They have been **documented** and are **proving to have an impact on the youth**, as has been identified in this report. This is critical in the assessment of the readiness to scale, and those are key success factors for the future.

However, it can be identified that there is some **consolidation that needs to be done to the model**: how to increase the impact on the youth so that their integration rate is better, or in jobs that they can sustain. As one interviewed person highlighted that LP4Y was always trying to scale but would benefit from consolidating the current programmes and centres. This does not mean that the scaling to new places should not happen, but it is essential for LP4Y to also see how to deepen the impact of its current programmes, so that the MEI are actually functional and a real lever for the youth's skill development and for the community, that the programme is a transformative experience for the majority of the youth and that they can have a job afterwards.

With the intention to have a replicable model, there is also a tendency to minimise **local contextual analysis**. However, this would be highly useful to the catalyst and therefore for the impact of the programme.

Also, the new pedagogy has just been put in place in the Training and Development Centres. It will be useful for the **LP4Y team to monitor the impact of these changes of pedagogy on the youth, fine-tune the model if necessary before scaling it more broadly. For the Green Village, a revamping of the programme has happened recently but the theory of change of the Green Village and its impact on rural jobs should be deepened in order to scale it massively.**

ii. Partnerships

LP4Y has over 383 partners that support the youth and / or the organisation. This is a real lever for a successful replication, especially as LP4Y has shown that it can leverage these partnerships well: for example, LP4Y mobilises their international corporate partnerships when they have offices close to the LP4Y centres, for company visits, for training modules, mock interviews etc. This is a real asset and will allow LP4Y to scale faster.

As indicated earlier, it would be useful for LP4Y to **develop stronger partnerships at the national level as well as at the local levels**. By creating partnerships such as The Laundry Bag which is a corporation that is scaling across India, other centres close to where the corporation is installed can also have an integration partner. Indeed, the national partners often offer more placement opportunities to the youth than the multinational corporate partners of LP4Y. By growing those partnerships, LP4Y will be able to have an impact more easily in new locations. Alternatively, LP4Y **should find multinational corporate partners that have job offers** (in relatively large quantities) for low skilled youth.

To carry on improving the pedagogy and hence increasing the impact on each of the youth, **partnerships with key pedagogical experts should be encouraged**.

iii. Business model

One of the other key ingredients for a successful scaling strategy is to have a viable and sustainable business model. This does not mean that the resources have to be always the same, but that the organisation knows how to mobilise those resources year on year.

Regarding the Human resources, even if volunteers are human resources that are not “sustainable” as by nature not meant to be on the long run, LP4Y has managed **to find a method that allows the volunteers to run the programmes and to find the information that they need**. Also, the majority of the volunteers interviewed were planning to stay a few years – which is also what could be expected of expatriate employees. This report provides some suggestions on how to improve the on-boarding of the catalysts and also the knowledge management internally. This should allow a more robust team and enhance the quality of the activities and therefore of the impact.

Regarding the financial side, the evaluators do not have a deep analysis of the LP4Y financial model, however from the information that the evaluators gathered, the organisation has a good capacity to mobilise funds from philanthropy through galas which can be funds that are more unconditional funds (less linked to one centre / type of activity) which give more leeway to LP4Y. Various foundations are funding the programmes. Few institutional partners have been mobilised, beyond the AFD and UNICEF. There is scope for LP4Y to increase these types of funding in order to get multi-year funding.

iv. Scaling strategy

Today LP4Y scales through three levers:

- increase the number of sites per country
- increase the number of organisations using LP4Y’s methodology
- increase the number of country where LP4Y operates

Having multiple sites per country is very relevant, as it can support the setting up of national partnerships and as each country has its own specificities it allows LP4Y to grow in terms of knowledge of the context. It also allows the country coordinator to oversee many sites. This is the case in India. In Nepal, there are centres in the capital city, where most of the businesses would be. In order to spread and replicate in more locations, **an approach that works for rural / semi-urban areas would be necessary**. The Green Village’s approach is geared towards that goal, but today mainly achieves integration in urban settings.

The training of trainers can have a lot of potential for impact, as it allows the methodology to spread with less means. Today **this approach is very nascent and has only been tested with a few modules and a few trainees**. A **more robust experimental framework and monitoring and evaluation system should be put in place to conduct these training** and gain more insight on the desire of trainees to learn more about the methodology, what they hope to gain from it, and how they plan to use it to design the training modules. Then once the training modules have been delivered, there should be a follow up to understand how the trainees have used the methodology and its impact. Having the Youth 4 Change Network can also be a very efficient way to spread what works and to improve LP4Y's approach.

Finally, **for international scaling**, there is scope for LP4Y to grow its activity to new locations. LP4Y needs to keep in mind that adaptation to the local context is key, that partnerships are essential to understand the ecosystem and to adapt the methodology locally and that there are local specificities linked to gender based violence that can be considered in order to fully respond to the youth needs and reality and hence to have the biggest impact on them.

E. ANNEXES

List of people interviewed

Bangalore

- Alexandre Besnard, catalyst
- Cécile Riche-Siméon, catalyst
- Christelle Besson, catalyst
- Fany Faucheux, catalyst
- Sultana Banu, youth from the programme
- Thaseena Khouser, youth from the programme
- Simran Taj, youth from the programme
- Naziya Taj, youth from the programme
- Catherine Carter, youth from the programme
- Epsiba Firdose, youth from the programme
- Lavanya L, Star from the programme
- Seema J, Star from the programme
- Shabreen Taj, Star from the programme
- Sufiya Sultana, Star from the programme
- Pauline Ernst, partner from the programme
- Ram from Brillio, partner from the programme
- Simran Taj, family of a Star
- Ayesha's family, Star
- Farha, employer of a Star

Raipur

- Jade Tellier, catalyst
- Maelys Citony, catalyst
- Pauline Davieau, catalyst
- Adrien Bachelet, catalyst
- Yadram Banjare, catalyst
- Gagan Verma, youth from the programme
- Anjani Kewat, youth from the programme
- Duleshwari Sidar, youth from the programme
- Ishkumar Nishad, youth from the programme
- Priya Mayar, youth from the programme
- Dileshwar Banjare, youth from the programme
- Namita Chouhan, youth from the programme
- Lokesh Yadav, youth from the programme
- Darsina Lakra, youth from the programme
- Rinku Chauhan, youth from the programme
- Gyanwati Chouhan, Star from the programme
- Salina Parveen, Star
- Renu Dewangan, Star
- Ashish Gilhare, Star



- Sister Annie, Jeevan Jharna Vikas Sanstha, partner
- Shourya Jain, CEO The Laundry Bag, partner
- Muskan Jaipuri, family visit
- Sunil Karsh, family visit

Kathmandu

- Nirmala, catalyst
- Jeanne, catalyst
- Célia, catalyst
- Nikita, catalyst
- Srijana, youth from the programme
- Tanuja Singh, youth from the programme
- UG Cakes
- Kusum Tamang, Star
- Chair of board
- Sanjita's Family visit