



# Life Skill Impact Study Report

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*By STEP Academy*

*2022*



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# 1. Introduction

The youth stands for vitality. It is identified with energy. They are the most important segment of the population in the context of future socio-economic development and growth. They are an imperative part of any sustainable development strategy. The forces that shape and influence them today will be the forces that dominate our world tomorrow. The need of the hour is to focus on youth-related issues with a greater sense of urgency and try to fulfil their aspirations.

Gandhiji had stated, decades earlier and still holds good – “India lives in its villages”. Nearly 30 crores of the nation’s youth reside in rural areas (CSO,2017).

The Indian youth are not homogenous, not a uniform demographic and socioeconomic category. The opportunity structures of the rural and urban youth differ significantly. The rural youth remain in a disadvantageous position and they find it difficult to adapt to the fast-changing economic and social environment. Rural youth of today need education and training to become leaders of the future.

The rural youth population, both male and female are higher than the urban population. The total rural youth population is 296.2 million (153.2 million male and 143.9 million female) as against 130.9 million urban youth population (69.5 million male and 61.4 million female) (Web source: The Hindu, 2011).

Migration from rural areas to urban areas has become an inevitable phenomenon during the last two decades. Industrialization of urban areas, investment opportunities, growing service industry, food security, better health infrastructure and education facilities are some of the factors responsible for the growth of urbanisation in India. Urbanisation has become an opportunity for the rural youth seeking jobs in urban areas because of its potential of creating more job opportunities.

In 2002, the United Nations Development Programme commissioned a report on the changing livelihood patterns of the rural poor in Rajasthan. The report pronounced that from being a mere coping strategy during droughts, seasonal labour migration has evolved into a dominant livelihood strategy for the poor in the state. Of the various regions from where the labour movement was witnessed, southern Rajasthan or the 'Tribal South' as the report calls it showed the most notable increase in casual labour migration post-1990s. At the turn of the millennium, 48 per cent of the male workforce reported migrating for work from this region (ARAVALI, 2002).

Aajeevika Bureau (2014) found that the migration proportions from southern Rajasthan had increased to 56 per cent. These were rural households that reported that at least 1 member was spending 3 or more months away from his/her native rural block for casual work in informal labour markets. Adivasi households accounted for 48 per cent of this 56 per cent engaging in labour mobility from the region, which in turn constituted about 55 per cent of the total Adivasi population of the region (Aajeevika Bureau, 2014)

A whopping 90% of India's workforce is comprised of unskilled workers, a trend that has remained unwavering in the past few decades (ILO,2019).

A considerably large proportion of this unskilled workforce constitutes people who migrate within the country in search of livelihood. Most of these workers remain employed in unorganized sectors for their entire lives, with limited opportunities for a wage increase, promotion, or retirement benefits. Moreover, since India's labour laws can vary according to the skill level, the lack of skill or specialization amongst the vast majority of this workforce can impede their ability to seek social security and other workforce benefits.

An opportunity to upskill through rigorous inputs on both theoretical and practical aspects of at least one trade can provide an opportunity for these workers to not just improve incomes but also improve their ability to demand other workplace benefits and employability options.

Aajeevika Bureau has worked on the well-being and advancement of rural migrants and youth since 2004, particularly in southern Rajasthan & Gujarat.

In 2011, Aajeevika set up the Skill Training Employability and Placement Academy (STEP). STEP Academy in Aajeevika Bureau has been imparting skill training to rural tribal youth of families whose primary source of income comes from migration. Along with technical skills imparted to rural unskilled youth, a series of life skill sessions are also delivered to them.

Life skills have been identified as an essential resource for developing psychosocial, emotional, cognitive, behavioural and resilience skills to negotiate everyday challenges and productive involvement in the community (Desai, [2010](#); Galagali, [2011](#)). These skills are known to be key contributors to negotiating and mediating challenges that young people face in becoming productive citizens (Prajapati, Sharma, & Sharma, [2017](#); Savoji & Ganji, [2013](#); WHO, [1993](#)).

The formation of life skill sessions is integral to the skilling space designed by STEP Academy, enabling trainees to better understand who they are and how they can function effectively for their own wellbeing and for the betterment of society.

The goal of life skills education is to equip individuals with appropriate knowledge of risk-taking behaviors and develop skills such as communication, assertiveness, self-awareness, decision-making, problem-solving, and critical and creative thinking to protect them from abuse and exploitation (UNICEF, [2015](#); WHO, [1993](#)).

Life skills programs are conducted with a focus on specific life skills, depending on the setting.

## **1.1. Rationale**

Developing a balanced personality to form a good society is a need of the hour and the group of youth we deal with have inadequate social skills, emotional management, and focus on self-development. There is lack of healthy communication, guidance and discussion on various important topics which are very necessary for the healthy emotional development of youth. Life

skill sessions will ultimately help the youth to improve communication skills, decision making, problem-solving, critical thinking etc.

Although life skills programs have proliferated around the world little is known about the efficacy and effectiveness of these programs on individual behaviour and attitude. The skills developed through life skills are micro-behaviours and their acquisition is rarely assessed (UNICEF, 2012). Most research (Botvin & Kantor, 2000; Huang et al., 2012; Mandel et al., 2006) on life skills focuses on program effectiveness rather than the learners' experiences both in and following their time with the program. Therefore, determining the acquisition of knowledge, skill and attitude change as a result of life skills programs is essential to identify how life skills programs are designed to ensure the attainment of program content and knowledge.

## **2. Methodology**

Since STEP academy is dedicated to imparting life skill sessions and technical training to disadvantaged groups of youth at the edge of migration at a very young disadvantaged group of youth who are at the edge of migration at the very small age, it is very important to study the impact of life skill sessions delivered. The major objectives of this study are pointed below:

- **To understand and analyse various verticals of life skill sessions and their impact on youths.**
- **To improve life skill sessions based on the findings and implement those changes in practice.**

### **2.1. Sampling**

This study was conducted across all geographical locations in which STEP Academy operates in southern Rajasthan. The sample size constituted 2% of the total youth trained by the organisation. The total trained youth at the time of designing the study stood at 15000. The sample size decided came to 300 youth who attended life skill sessions from STEP Academy.

The convenience sampling method was used for this purpose where trainees who had completed training before or within 2020 were interviewed. A total of 250 former trainees were interviewed for data collection.

## 2.2. Data Collection

Data was collected primarily through the survey. The survey which was administered to the trainee group and control groups contained a wide variety of items, like multiple choice, yes/no type as well as one-three words answers.

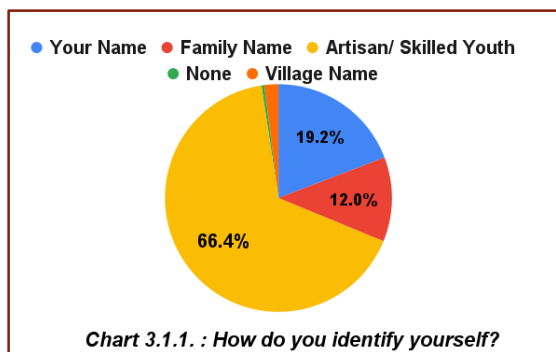
## 2.3. Data Analysis

The experiences of the team along with the responses from the participants were used to analyse the data. The responses were clubbed into sub-themes which were then related to broader themes to draw key findings which justify the objectives of the study.

# 3. Key Findings

## 3.1. Identity of Self, Goal Setting and Decision Making

One of the major components of life skill sessions has been to empower the trainees to establish and recognize their own identity and set their own goals and vision. It also helps them to take decision without depending on anyone.

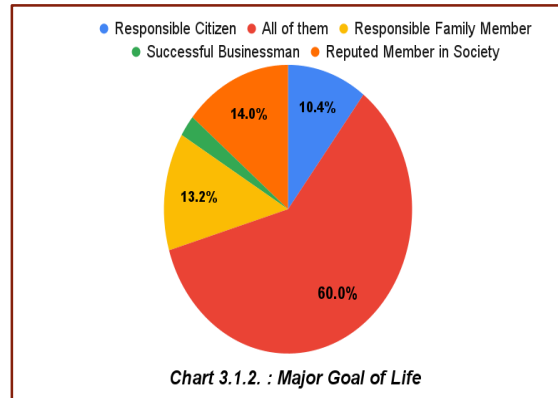


The majority (66.4%) of total participants have recognised themselves as skilled youth while others still identify themselves by their name or their family name or village name. STEP Academy works with youth who before joining identify themselves by their father's name or by their caste or religion.

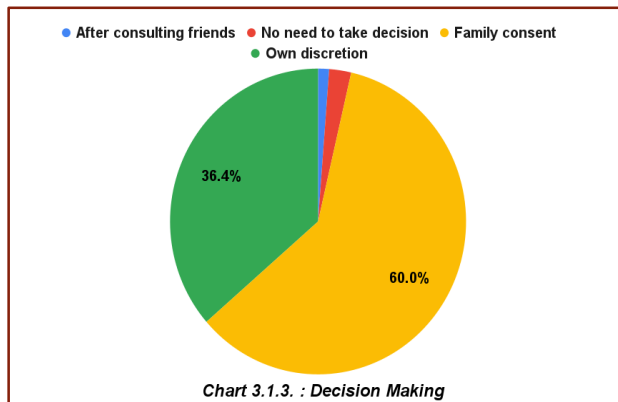
After our sessions, the trainees start recognizing their skills as an integral component of

their identity. Once they start prioritizing their skill, they become more serious about their income generation and thus, focus on enhancing their livelihoods through acquired skills.

Life skill sessions help people become more knowledgeable about the world, more sensitive and understanding of their relationship to it, and more eager to contribute to the civilizing process. Instead of focusing on a single role, these sessions enable them to think beyond themselves or their family. Approximately, 60% of the total participants stated they wanted to



become responsible citizens of the nation as well as responsible family members. They also wanted to have a good reputation in society along with becoming a good businessman. When asked about their ability and freedom to make decisions, only 36.5% of the participants feel, they take decisions based on their own discretion. The Majority I.e. 60%



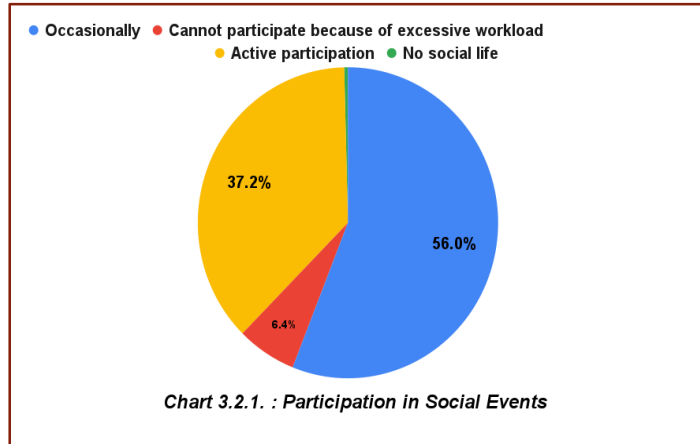
of the participants depend on their families to take major decisions. Family is always seen as an important and influencing institution in decision-making in rural India. This also indicates the lack of well-established platforms for rural youth where they can come together as discuss career opportunities and challenges.

### 3.2. Communication Skills, Relationships, Working Style

Human beings are social animals. They need family, neighbourhood, and society to live meaningfully. Our life skill sessions inculcate communication skills to build strong

bonding with people around them. Overall, 60% of the total participants have established good relationships with their neighbours.

Approx. 40% of participants take part in social events very actively while 56% only engage in social events occasionally. People who take part in social events occasionally have neither cut off themselves from society nor they have set themselves totally free for social events. A study by Aajeevika Bureau reports that



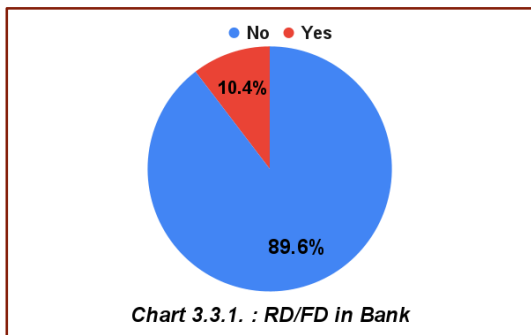
migration has always been largely affected by social and cultural events. We see a large number of migrants returning home from destination during the wedding and festival seasons. However, life skill sessions teach them to focus on their work equally in order to maintain a decent livelihood along with good social life.

A small 6% of participants feel they cannot take part in social events due to excessive workload. But, the data also indicates the necessity to work for that 40% who have active involvement in social events which adversely affects their livelihoods.

Apart from managing social spaces, maintaining and managing work has been a critical space to examine life skills. After our training, youth go back to their space to start working as skilled youth. When asked about major efforts they put in setting up their work, 42% of participants feel they worked with honesty to set up the work along with building good relationships with customers. They never believed in giving their products/ services to their clients on credit in order to set up their work. However, there is a need to define credit policies for our trainees while working in the market. Total elimination credit transactions may not be a good working style to set up work. 39% of participants feel they have worked skilfully and with honesty to set up work and not give much importance to customer behaviour or credit policies.

### 3.3. Financial Literacy Awareness

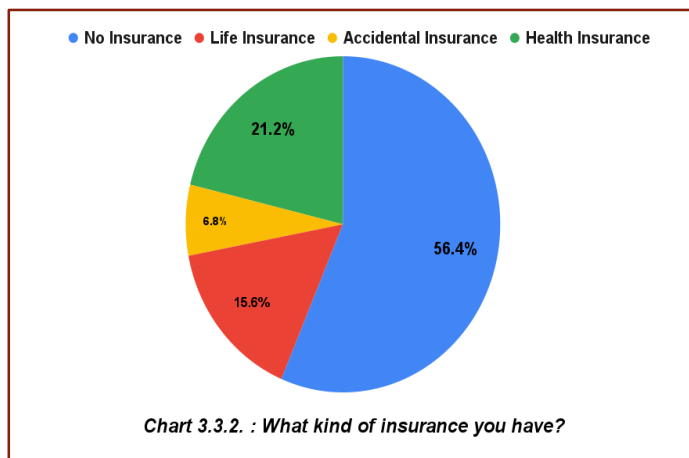
Financial literacy is the ability to make an informed choice and to take effective action regarding money. Financial literacy is the ability to understand money and how to manage it, so that person can make better financial decisions, (US Department of Treasury). Low- and moderate-income families lack the basic knowledge to save, many families spend beyond their means few of them save enough for contingencies. The rural population has actively got their bank accounts as several government scheme benefits arrive in their bank accounts in monetary forms.



However, managing money has still been a major challenge for the rural population. Savings in terms of RD/ FD needs to be encouraged. The significance of credit and its management in business should be well known to youth. Insurance and its benefits are also a major component of financial literacy.

Only 10% of total participants have savings in banks in the form of RD/ FD which means, the people in rural areas, despite financial awareness through life skill sessions, do not believe in formal savings in banks in terms of RD or FD.

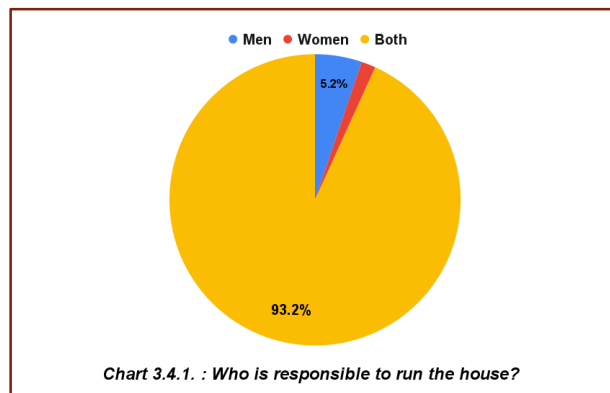
Insurance is always seen as an expense instead of an asset. A lot of money is spent in case of mis-happenings which affects the finances of the poor adversely. Still, even being part of financial literacy sessions, 56.4 % of total participants do not have any insurance. 21.2% got health insurance while 15.6% have life insurance. A small portion (6.8%) also have accidental insurance.



Under financial literacy, participants are taught to acknowledge their debts and credits. In market, credit transactions happen very often. About 54.8% keep instantly writing their credits which allows them to remember and manage their credits. Approx. 27% of the participants do not believe in giving credits.

### 3.4. Gender-based impact

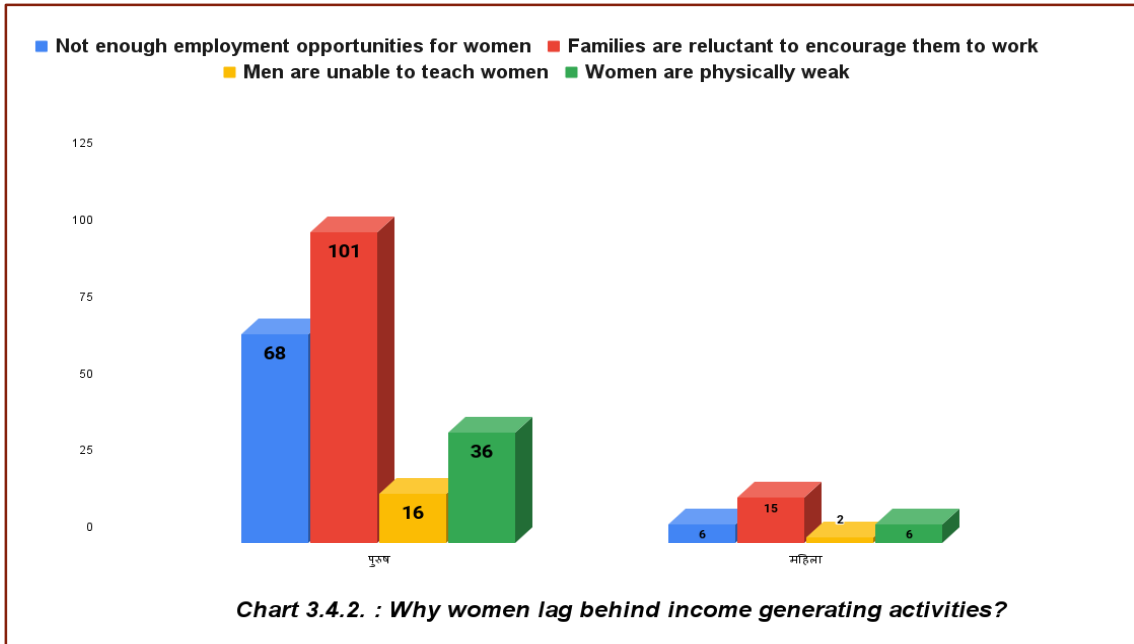
Although gender inequality varies considerably across regions and sectors, there is evidence that, globally, women benefit less from rural employment, whether in self- or wage-employment, than men do (ILO, 2012).



Gender sensitization has been the need of the hour to be involved in all kinds of spaces across gender. While women are stepping out of their houses to earn a dignified source of livelihood, men must also engage in household activities to ensure equal division of labour not multiplying the burden on women.

93.2% of total participants feel the responsibility of running a house lies on the shoulder of both men and women which clearly proves the awareness of gender responsibilities among our trainees.

The general gender stereotype that women are always seen as a caretaker is clearly established through our survey. Almost 90% of women want to be a responsible family member, the percentage is reduced to 62.8 % in responses from men.



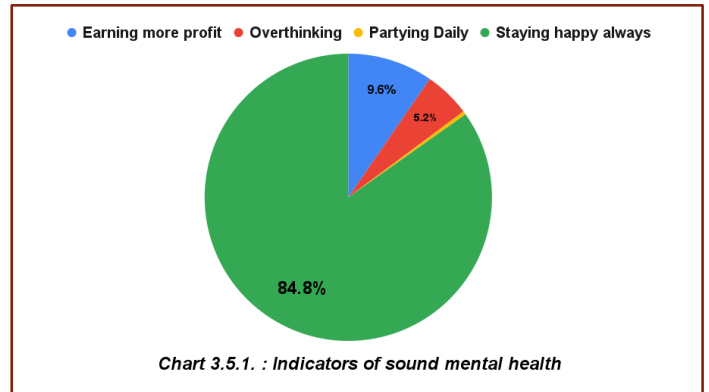
Upon asking the reasons for women’s less engagement in livelihood opportunities, 46.4% feel women are always constrained by their family or society to go out and work. Approx. 30% of the participants feel women do not get enough opportunities to work. A small proportion (16.8%) feel that women are physically weaker than men and that refrains them from earning livelihoods. Men have always dominated the market. They are always better off than women in the same area. They have advantages over customers, better rates, physical spaces and many other factors. Even while setting up work, 31% of women feel they have to maintain a good relationship with their customers in order to sustain the market while this proportion is reduced to 16% in men.

While 66% of women do not have any kind of insurance and only 55% of men are living with this condition. This means women’s lives are valued less than that of men and women’s health is always neglected in the family.

### 3.5. Awareness about health and mental health

Youth in the informal labour market have always ignored their health and mental health in order to earn their daily livelihoods. The migration cycle of rural youth is very small. They start migrating at the age of 14. With excessive physical workload, unsafe working

conditions and ignorance of their health, they are forced to return before the age of 35 creating more dependency on their family members. Life skill sessions aware our trainees keep their health as a priority in order to sustain longer in the market. After our sessions, 66% of the participants realized multiple effects of poor health in terms of dependency on others, loss in their livelihoods and less social participation. Not, only physical health, our trainees have also realised the importance of sound mental health. About 84% of participants feel that staying happy leads to a healthy mind.



## 4. Concluding Remarks

The approach adopted by STEP Academy is that of experiential learning through participatory techniques. Through this study, we wanted to understand the importance of life skill sessions delivered at STEP Academy. We also wanted to understand the impact of those sessions on their lives and livelihoods. We also needed to identify if there are spaces that need improvement and also to identify those spaces for improvement. Throughout the study, we have found a few sectors or verticals which are delivered in the right direction. For instance, youth who attained those sessions have successfully incorporated their skills with their identity. In the meantime, the majority have understood the significance of maintaining a balance between social and work life along with the importance of gender equality in the spaces. We have also identified a few sessions which need more attention like managing finances and building a strong formal finance portfolio. It is also important to equip ourselves with international standards set for life skill sessions and add a few more verticals (if any) to our sessions.

### 4.1. Limitations

This study like any other has faced multiple limitations which prevent us from making strong statements based on the data collected. A few of our limitations have been highlighted below:

- a. The baseline data of our participants before attending life skill sessions were not taken which made it difficult to identify the exact impact of those sessions on the participants.
- b. No data was taken to capture the knowledge and skill of people who did not go through these sessions in order to identify differences in attitudes of trainees of life skill sessions and others.
- c. Since, convenience sampling was used to collect data, many of the participants were not captured whose data were expected.

## **5. Recommendations and a way forward**

### **5.1. More focus on Financial Literacy**

As discussed earlier, rural youths have been linked to banks because of the digitization of government schemes. However, those accounts are only used for transactions, not savings. There is still scope for improving the life skill sessions on financial literacy. Few sessions can highlight the importance of formal savings and investments. Earlier, the rural population did not feel confident dealing with banks and their procedure. Since life skill also inculcates the importance of self-employment and managing business, it is important to understand credit management in terms of loan procurement from formal sources like banks. Sessions should also inform rural youth about the process to procure loans, the credit cycle their business should adopt, and the management of credits. With the increasing digitization of the banking sector, there have been increasing online scams. Awareness of cyber fraud, online gaming, false lottery, etc can also be inculcated in sessions relating to financial literacy.

### **5.2. Elaborate the Gender awareness**

The conventional idea of gender roles is clearly altered through our sessions and clearly established as well in our findings. However, gender is an evolving concept. There is a need to focus more on designing sessions that talk more about gender, their roles and behavior, and various terms associated with gender, patriarchy, etc, different kinds of institutions like family, marriages,

neighbourhood and schools among others portray gender and define roles associated to a particular gender, discrimination faced by both genders both personally and professionally.

### 5.3. Addition to Social Responsibility

Since youth have active participation in social events, there is a need to now orient them about productive spaces and groups which will help them to make better decisions in their lives. Life skill sessions should now orient youth on developing leadership roles in multiple spaces along with participation in local governance so that they can become the change-makers in their areas by helping other unskilled youth to acquire skills and move towards strengthening their livelihoods. Sessions should also bring the concept of peer learning by forming peer groups in local areas to aid decision-making relating to career.

### 5.4. Health-focused session

General orientation on health is important in life skill sessions as the youth who are associated with STEP Academy come from the very poor economic condition and belong to migrant families who neglect their health conditions altogether. Since rural youth join the workforce at a very early age, they need to learn more about sexual health along with menstruation health. All of the participants must learn about occupational health and safety measures to adopt while working on various sites. Since health expenses are major expenses, trainees must learn about government health mechanisms and schemes.

### 5.5. Enterprise Development as important component of life skill sessions

With so many limitations in formal and secured employment options and the country's inclination towards self-employment through schemes like Make in India, etc, rural youth should now learn to become entrepreneurs. Thus, Enterprise Development courses should be added as compulsory sections in life skill sessions to develop local the rural economy and build rural entrepreneurs.

## 5.6. Natural Resource Management subjects in Life skill training

We do not inherit nature from our ancestors but we borrow it from our future. The present generation must learn management of natural resources and understand their role in contributing to sustainable development.

## 6. Annexure I

### Synopsis of study

#### स्टेप एकेडमी, आजीविका ब्यूरो, उदयपुर,

दिनांक- 3 सितम्बर 2021

##### प्रस्तावना :

स्टेप एकेडमी दक्षिण राजस्थान के जरूरत मंद प्रवासी व श्रमिकों के साथ कौशल प्रशिक्षण का कार्य कर रहा है। यह प्रशिक्षण अलग अलग प्रारूप में आयोजित किया जाता है। जिसमें कक्षा आधारित और ऑन जॉब प्रशिक्षण शामिल है। स्टेप एकेडमी 18 से अधिक ट्रेड में हर वर्ष औसतन 1500 से अधिक युवाओं को प्रशिक्षण प्रदान करता है। प्रशिक्षण पश्चात 6 माही फौलोअप में पाया गया कि 80 से 90 प्रतिशत युवा जिस कार्य में प्रशिक्षण लिया वही कार्य कर रहे है। जिनकी औसत आय 104000 रूपये है। इस तरह युवा हुनर के सहारे अपना जीवन सवार रहे है। आय के सांसधनों के अभाव और स्थानीय रोजगार के कम विकल्प होने के कारण जो युवा नियमित रूप से प्रवास करते थे। वह आज स्थाई व स्थानीय स्तर पर रोजगार प्राप्त कर रहे है। प्रस्तुत अध्ययन स्टेप एकेडमी से प्रशिक्षण प्राप्त युवाओं के रोजगार स्थापित करने में जीवन कौशल सत्र के प्रभाव को जानना है।

**अध्ययन का उद्देश्य :** स्टेप एकेडमी से प्रशिक्षण प्राप्त युवाओं पर प्रशिक्षण के दौरान जीवन कौशल सत्र के प्रभाव को जानना।

**प्रशिक्षणार्थियों का चयन :** इस अध्ययन में निम्न प्रकार के युवाओं का चयन करेंगे:-

- वह युवक या युवती स्टेप एकेडमी से प्रशिक्षण प्राप्त होंगे।
- 18 से 30 वर्ष के होंगे।
- 3 वर्ष पूर्व प्रशिक्षण प्राप्त युवाओं का चयन किया गया है। ( 250 सफल और 50 संघर्षरत युवा )
- सफल युवक की आय न्यूनतम रूपए 10000 और युवती की 8000 रूपये हो।
- स्वरोजगार व कुशल दिहाडी कारीगर हो सकता है।
- 300 युवाओं में से 35 सफल और 10 अपने कार्य में संघर्षरत युवतियां होंगी।
- यह युवा किसी भी केन्द्र के सफल और असफल दोनों तरह के हो सकते है।

##### अध्ययन का तरीका :

अध्ययन के लिए प्रश्नावली की चेकलिस्ट तैयार कर प्रशिक्षणार्थी युवा से व्यक्तिगत सम्पर्क किया जायेगा। सम्पर्क के दौरान फॉरमेट भरा जायेगा। सभी युवाओं का डेटा आने के बाद रिजनल रूप से युवाओं के साथ दो फोकस ग्रुप डिस्कशन भी किए जाएंगे। इसके बाद डेटा एन्ट्री व विश्लेषण का कार्य किया जायेगा। इस अध्ययन के लिये 3 माह का समय रखा गया है जो कि 1 सितम्बर 2021 से 30 नवम्बर 2021 तक का होगा।

### सम्भावित उपलब्धियां :-

- अध्ययन से युवा की प्रशिक्षण पश्चात स्थिति को समझ पायेंगे।
- जीवन कौशल सत्रों को और अधिक प्रभावी बना पाएंगे।
- प्रशिक्षण के अन्य प्रारूपों पर भी प्रभाव को स्पष्ट जान पाएंगे।
- वर्तमान में उपयोग में ली जा रही मेरी दुनिया वर्कबुक का नया संस्करण तैयार करेंगे
- अध्ययन के बाय-प्रोडक्ट के रूप में सफल युवाओं की केस स्टडी भी तैयार होंगी।

### व्यक्तिगत चर्चा के बिन्दु:-

#### 1 प्रशिक्षण पूर्व की सूचना

- व्यक्तिगत जानकारी।
- परिवार संचालन में भागीदारी।

#### 2 प्रशिक्षण के पश्चात की सूचना:-

- काम मिलने में क्या क्या समस्याओं का सामना करना पडा और इसका समाधान कैसे किया।
- परिवार में शिक्षा की स्थिति में क्या बदलाव आया है।
- युवा ने आगे की पढाई जारी रखी के नही।
- अगर जीवन कौशल सत्र नही होते तो वर्तमान स्थिति में क्या बदलाव होता।

## 7. Annexure II

### Questionnaire

#### जीवन कौशल प्रभाव आकलन

स्टेप एकेडेमी, उदयपुर

1. ट्रेनी का नाम

2. लिंग.

महिला/ पुरुष

3. गाँव

4. ब्लॉक

5. जिला

6. फ़ोन नंबर.....

7. ट्रेनिंग का वर्ष.....

8. क्या वर्तमान में कार्य कर रहे हैं?  
हाँ/नहीं

9. यदि हाँ वर्तमान आय (रूपये प्रतिमाह ).....

10. आपकी पहचान किस रूप में है?

- कारीगर या कुशल युवा
- आप के नाम से
- आपके परिवार के नाम से
- गाँव के नाम से
- कोई नहीं पहचानता

11. आपने पहचान स्थापित करने के लिए क्या किया?

- कुशलता पूर्वक ईमानदारी से कार्य किया
- ग्राहकों के साथ अच्छा व्यवहार किया
- मार्केट में उधारी नहीं की
- उपरोक्त सभी

12. आपके पास कौनसा बीमा है?

- स्वास्थ्य बीमा
- दुर्घटना बीमा
- जीवन बीमा
- किसी प्रकार का बीमा नहीं

13. आप उधारी का हिसाब कैसे रखते हैं?

- तुरंत लिखते हैं
- शाम को लिखते हैं
- केवल याद रखते हैं  
उधारी देते ही नहीं हैं

14. क्या आपके पास बैंक में आर.डी या एफ.डी. है?  
हाँ/नहीं

15. स्वास्थ्य खराब होने से क्या-क्या हानियाँ हैं?

- सामाजिक कार्यों में भागीदारी नहीं हो पाती
- अन्य लोगों पर निर्भरता हो जाती है
- रोजगार में घाटा
- उपरोक्त सभी

16. अच्छे मानसिक स्वास्थ्य के क्या संकेत हैं?

- हमेशा खुश रहना
- ज्यादा सोचना
- ज्यादा मुनाफा कमाना
- रोजाना पार्टी करना

17. आपके पडोसी का व्यवहार कैसा है?

- सभी अच्छे हैं

- कुछ अच्छे है, कुछ नहीं
- सभी अच्छे नहीं है
- पडोसी ही नहीं हैं

18. सामाजिक कार्यों में आपकी भागीदारी कैसी है?

- सक्रीय भागीदारी है
- कभी कभी भागीदारी होती हैं
- कार्यभार के कारण भागीदारी नहीं हो पाती
- समाज में उठना- बैठना नहीं हैं

19. महिला स्व-रोजगार या नया कार्य क्यों नहीं कर पाती हैं?

- शारीरिक रूप से कमजोर होती हैं
- पुरुष उन्हें सीखा नहीं पाते
- परिवार और समाज उन्हें रोकता हैं
- उन्हें नए कार्यों में अवसर नहीं मिल पाते

20. घर चलाने की जिम्मेदारी किसकी हैं ?

- महिला की
- पुरुष की
- महिला पुरुष दोनों की

21. अपना कार्य बढ़ाने में आपकी चुनौतियां क्या-क्या है?

- व्यवसाय में घाटा होने का डर हैं
- स्वयं निर्णय नहीं ले पाते हैं
- बाज़ार की समझ नहीं है
- अपने कार्य में पूर्ण कुशलता नहीं हैं
- कोई चुनौती नहीं हैं

22. आप अपने महत्वपूर्ण निर्णय कैसे लेते हैं?

- परिवार की सहमति से
- दोस्तों की सहमति से
- स्वयं के विवेक से
- निर्णय लेने की जरूरत ही नहीं पड़ती

23. क्या आपने अन्य युवाओं को औपचारिक कौशल प्रशिक्षणों से जोड़ा है?  
हाँ/नहीं

24. यदि हाँ तो कितने युवाओं को जोड़ा है?.....

25. आप अन्य युवाओं के रोज़गार में किस प्रकार से सहयोग करते हैं?

- उन्हें नए कार्यों की जानकारी देते हैं
- उन्हें अपने साथ कार्य पर रखते हैं
- उन्हें संस्था के बारे में बता देते हैं
- उन्हें वित्तीय सहयोग भी करते हैं
- उपरोक्त सभी प्रकार से

26. अपने जीवन से जुड़े आपके मुख्य लक्ष्य क्या हैं?

- समाज में इज्जतदार व्यक्ति होना
- बड़ा व्यापारी होना
- परिवार का जिम्मेदार व्यक्ति होना
- अच्छा नागरिक होना
- उपरोक्त सभी