

# EMPOWERING YOUTH LEAVING CARE AT 18:

LEARNINGS FROM PROVIDING AFTERCARE SERVICES



## PREFACE

This paper represents the work of a large team of people, both on the ground working directly with the young adults who need a helping hand, as well as behind the scenes providing infrastructure support. Thanks are also due to all the donors whose generosity funds the programs offered.

In particular, we would like to thank Pallavi Koli (Assistant Manager – Aftercare, CSA) and Shweta Modi (Head – Program and Operations, CSA) for going out of their way in providing access to data and explanations of the processes.

**Sai Saranya**  
Manager – Impact and Technology  
Catalysts for Social Action

sai.saranyak@csa.org.in

**Satyajeet Mazumdar**  
Head - Advocacy  
Catalysts for Social Action

satyajeet.mazumdar@csa.org.in

**Gita Gopal**  
Founder/President  
A Future for Every Child

gita@afutureforeverychild.org



## EXECUTIVE SUMMARY

Children represent a nation’s future, and all children, particularly those who are vulnerable and in need of care and protection, deserve to live in safe, loving, supportive environments, and grow into happy productive adults. In this paper, we address the issue of reintegrating children who have grown up in institutional care/Child Care Institutions (CCIs) in India into mainstream society. Vulnerable children growing up without a familial support system need to be nurtured and supported at all ages, but the need is particularly acute to prepare them to enter the adult world, to prevent them from falling into a cycle of poverty and exploitation.

We use the term **Care Leaver (or CL)** to refer to youth who are preparing to leave CCIs, as well as those who have been recently de-institutionalized, i.e. youth ages 14-21. Given the fact that these CLs have spent a considerable portion of their childhood and adolescence with limited exposure to the world outside, they need **Preparatory** training while still living in CCIs, to learn life skills such as communication, critical thinking, and financial literacy. Around age 18, as they prepare to exit the CCIs, they need **Aftercare** services, to help them acquire employable skills and learn to live as independent, self-sufficient adults.

A 2018 report issued by the Ministry of Women and Child Development identified over 9500 CCIs all over India, housing over 370,000 children. Based on this report, and the 2011 Census Data, we can estimate the number of CLs in need of support. The JJ Act of 2015

Approximate Number of CLs

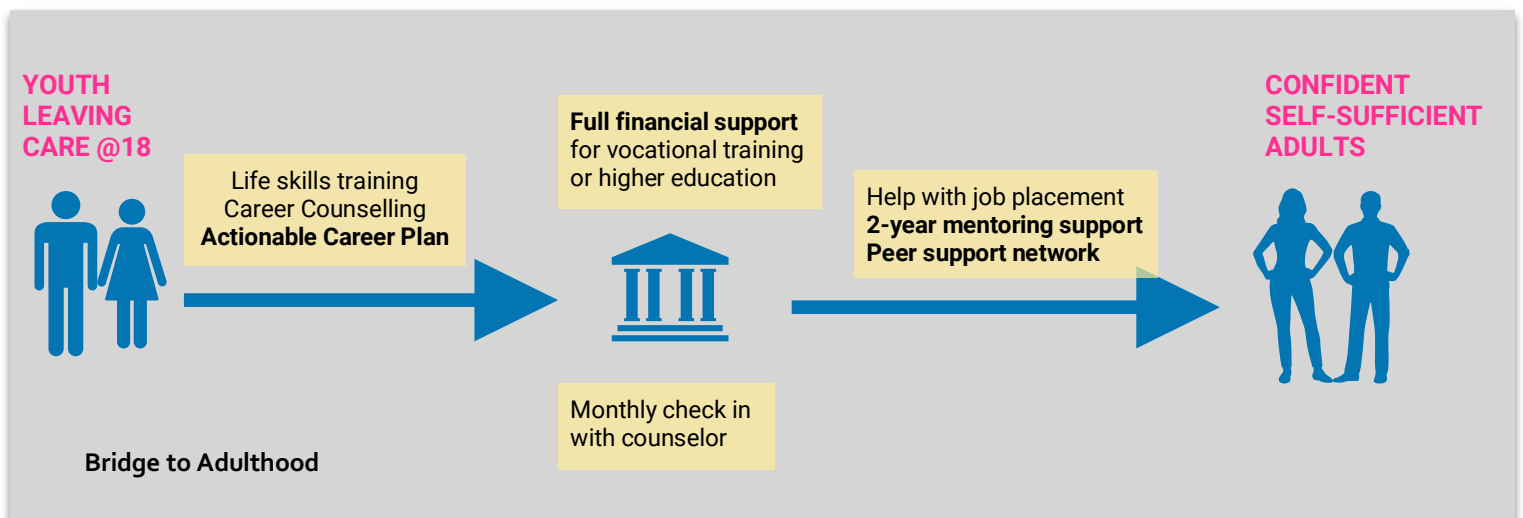
	Boys	Girls
<b>Ages 14-15</b>	21,000	19,500
<b>Ages 16-18</b>	31,000	28,000
<b>Ages 19-21</b>	28,500	27,000
<b>Total</b>	80,500	74,500

makes provisions for preparing children to leave care and become independent adults. CCIs are required to provide Life Skills and Vocational training, and State Governments are required to provide Aftercare services including education and housing for CLs to facilitate their re-integration into main stream society. Unfortunately, the gap between intentions and the ground reality is vast, either due to lack of funding, poor execution, or lack of knowledge.

A number of surveys conducted over the last few years do not paint a rosy picture of the life experience of CLs after they age out of institutional care. Statistics such as “40% of CLs could not complete their schooling”, and “55% left their CCI with no employable skill or ability to obtain further education” may actually underestimate the enormity of the problem.

Some non-profit organizations run high-quality Child Care homes, and provide support for children who have grown up in their institutions until they are established as independent adults, even sometimes for long after, almost creating an alternate familial structure. While CLs who exit these CCIs benefit greatly, in aggregate only a few hundred or even thousand CCIs are covered, whereas there are over 9500 CCIs in India who could benefit from such programs. There is also no documentation on how to develop an effective Aftercare program, and no consensus on program components and length or on measurable outcomes.

This paper describes an approach that is potentially scalable to children in all CCIs. Based on a collaboration between **Catalysts for Social Action (CSA)**, an NGO in Mumbai, and **A Future for Every Child (AFEC)**, a non-profit registered in the US, the **Bridge to Adulthood (B2A)** (shown below) has helped **327 CLs** from June 2016–December 2019.



The program has the following broad components

1. **Recruiting Care Leavers:** The B2A program enrolls CLs from 60+ CCIs which are already partnering with CSA for a range of programs. B2A also accepts CLs from other unaffiliated CCIs, as well as CLs who have already been de-institutionalized and residing in Aftercare homes
2. **Preparatory Life Skills Training:** This covers a range of topics such as Healthy Life Choices, Conversational English and Financial Literacy

3. **Aftercare Services:** Program Officers (POs) provide career counselling and work with CLs to create an actionable career plan based on their aptitude and interests. CLs are guided towards one of the educational paths listed below and are fully funded for the duration of the course, including tuition, accommodation, food and other expenses
  - a. **Short-term skill training**, 3-6 months (Sales, General Admin, Hospitality)
  - b. **Long-term skill training**, longer than 6 months, up to 2 years (Paramedics, Graphic Design, Fitter, Auto Mechanic)
  - c. **Higher education leading to a degree**, longer than 2 years (Computers, Electrical Engineering, Social Work)
  
4. **Mentoring:** Program Officers monitor the CLs while they are studying to make sure they stay motivated and have all the resources they need. CLs also get help for job placement, and are further mentored for another 2 years after job placement. This helps ensure a CL is firmly on the path to self-sufficiency. CLs are also enrolled in a peer support network.

#### **Demographics of 327 CLs supported by the B2A program from July 2016-December 2019**

- CLs are from 4 states – Goa (18), Madhya Pradesh (96), Odisha (74), Maharashtra – Pune (68), Maharashtra – Mumbai (71)
- 140 of the 327 CLs are female
- 51% of CLs had passed 10<sup>th</sup> grade before exiting their CCLs, 32% had passed 12<sup>th</sup> grade, and there were 8% who had not even passed 8<sup>th</sup> grade. CLs are accepted into the program regardless of the academic qualifications they possess.

#### **Educational paths and careers**

- 90 CLs chose to enroll in short-term (3-6 month) training courses, 218 in long-term courses, and 19 in higher education
- As of December 2019, 103 CLs had completed their education, and all 103 have found employment. 218 are still pursuing education, and 6 have dropped out
- Of the 103 CLs employed, 76 completed short-term courses, 25 long-term and 2 higher education
- A majority of the CLs are employed in Sales Executive jobs (46), followed by Auto Mechanic (24)
- First time salaries per month for CLs were as follows: 27 earned less than Rs 7000, 71 earned more than Rs 7000 and less than Rs 15,000, 5 earned more than Rs 15,000

- While all 103 CLs have steady employment, 12 earned above the average minimum wage for skilled labour published by the Government of India

### **Impact of various factors on earning potential**

- CLs can reasonably expect to earn more if they enroll in long-term skill training courses compared to short-term ones. The initial data from 103 CLs does not support this hypothesis. Further data collection is needed
- Gender does not seem to impact the earning potential of CLs

### **Cost of providing Aftercare service**

- We provide estimates for both direct costs (tuition, housing, food) and indirect costs (staff and travel to ensure effective delivery of services to all CLs) for different educational paths

The paper provides an analysis of the strengths and areas for improvement of the B2A program. Our basic metric for a successful outcome is **steady employment for a CL two years after first job placement**. Our assumption is that once a CL has been earning for 2 years, he or she is able to continue to improve their lives without our support. We identify some of the immediate challenges in scaling the program to meet the need across India.

B2A is an ongoing program, and barring uncontrollable circumstances, our goal is to add 200+ new enrollees in 2020, and more beyond. Longitudinal data collection and analysis will be used to continually improve outcomes. We hope the detailed description of the CSA/AFEC Bridge to Adulthood program, as well as the discussion and analysis of providing services to 327 Care Leavers will serve as a starting point for collaborations with other organizations working in this space.



## TABLE OF CONTENTS

<b>1</b>	<b>OVERVIEW .....</b>	<b>1</b>
<b>2</b>	<b>REALITY OF AFTERCARE IN INDIA .....</b>	<b>3</b>
2.1	RELEVANT LAWS AND TARGET POPULATION .....	3
2.2	GROUND REALITY FOR CARE LEAVERS .....	5
2.3	WHY SUCH A PAUCITY OF AFTERCARE SUPPORT?.....	7
2.4	AFTERCARE SERVICES BY NGOS .....	8
<b>3</b>	<b>CSA/AFEC EXPERIENCE PROVIDING AFTERCARE .....</b>	<b>11</b>
3.1	THE BRIDGE TO ADULTHOOD PROGRAM .....	12
3.1.1	<i>Preparatory program</i> .....	13
3.1.2	<i>Aftercare Program</i> .....	14
3.2	INDUCTION - HOW CLS ARE RECRUITED INTO THE B2A PROGRAM .....	16
3.3	DEMOGRAPHICS OF CLS IN AFTERCARE PROGRAM.....	18
3.4	POSSIBLE CAREER PATHS FOR CARE LEAVERS .....	19
3.5	TYPES OF CAREERS AND EARNING POTENTIAL ACHIEVED BY OUR CLS.....	22
3.6	IMPACT OF VARIOUS FACTORS ON EARNING POTENTIAL .....	26
3.7	COST OF PROVIDING AFTERCARE SERVICES TO CARE LEAVERS .....	28
3.7.1	<i>Direct Cost of Training</i> .....	29
3.7.2	<i>Staff Cost for Bridge to Adulthood Program</i> .....	29
3.7.3	<i>Average Cost and ROI</i> .....	31
<b>4</b>	<b>ANALYSIS AND FUTURE WORK.....</b>	<b>33</b>
4.1	THEORY OF CHANGE FOR BRIDGE TO ADULTHOOD PROGRAM .....	33
4.2	CURRENT LIMITATIONS OF B2A PROGRAM .....	36
4.3	ISSUES OF SCALE .....	36
4.3.1	<i>Identifying, Enrolling and Tracking CLs</i> .....	36
4.3.2	<i>Geographic Differences</i> .....	37
4.3.3	<i>Gender Differences</i> .....	37
4.3.4	<i>Staffing for scale</i> .....	37
4.4	FOCUS ON OUTCOMES AND CONTINUOUS PROGRAM IMPROVEMENT .....	38
<b>5</b>	<b>CONCLUSION .....</b>	<b>39</b>
	<b>BIBLIOGRAPHY .....</b>	<b>40</b>
	<b>APPENDIX 1 MAHARASHTRA JJ RULES 2018.....</b>	<b>43</b>
	<b>APPENDIX 2 CASE FILE FOR EACH CL .....</b>	<b>44</b>
	<b>APPENDIX 3 AFTERCARE AGREEMENT WITH CL .....</b>	<b>52</b>
	<b>APPENDIX 4 LIST OF AVAILABLE SECTORS AND CAREER CHOICES .....</b>	<b>55</b>
	<b>APPENDIX 5 METRIC FOR EVALUATING SKILLING INSTITUTES .....</b>	<b>56</b>
	<b>APPENDIX 6 LIST OF INSTITUTES ATTENDED BY OUR 327 CLS.....</b>	<b>57</b>



## LIST OF FIGURES

Figure 3.1 Lead Channels .....	17
Figure 3.2 #CLs across Locations .....	17
Figure 3.3 Gender Distribution across Locations.....	18
Figure 3.4 #Years in CCI .....	18
Figure 3.5 Family Status of CLs .....	19
Figure 3.6 Educational Level of CLs.....	19
Figure 3.7 Education Path Choices for all CLs .....	22
Figure 3.8 Status of Education .....	22
Figure 3.9 Education Path Choices for Employed CLs.....	22
Figure 3.10 Gender Distribution of Employed CLs .....	22
Figure 3.11 Job Types across Locations .....	23
Figure 3.12 Salary Distribution of Employed CLs .....	24
Figure 3.13 Salary Distribution across Job Types .....	24
Figure 3.14 Salary Distribution against Minimum Wage .....	26
Figure 3.15 Salary Distribution by Educational Path .....	27
Figure 3.16 Impact of Gender on Salary.....	28
Figure 3.17 Staff Structure of B2A Program.....	30
Figure 4.1 Bridge to Adulthood .....	33

## LIST OF TABLES

Table 2-1 Approximate Number of CLs .....	4
Table 3-1 Short-term Skill Training Institutes .....	20
Table 3-2 Long-term Skill Training Institutes.....	20
Table 3-3 Higher Education Institutes.....	21
Table 3-4 Number of Institutes Vetted .....	21
Table 3-5 2019 Minimum Wage across States .....	25
Table 3-6 Direct Cost for each CL .....	29
Table 3-7 Total cost for Aftercare Program.....	31

Children represent a nation's future, and all children, particularly those who are vulnerable and in need of care and protection, deserve to live in safe, loving, supportive, environments, and grow into happy productive adults. In this paper, we address the issue of reintegrating children who have grown up in non-familial or Alternative Care settings into mainstream society. In particular, we focus on children in institutional care/Child Care Institutions (CCIs) in India. Vulnerable children growing up without a familial support system need to be nurtured and supported at all ages, but the need is particularly acute to prepare them to enter the adult world. Without financial support and hand-holding at this critical age until they are established to a certain extent, they may be forced to take sub-optimal, menial jobs out of desperation, or fall into a pattern of exploitation and poverty. A holistic approach is needed to prepare children fully for life outside the institution.

Even more than those growing up in biological families, these children need **Preparatory** skills training between ages 14-18, while still living in institutional care, to learn life skills such as communication, critical thinking, and financial literacy. Once they leave care at age 18, they also need **Aftercare** services, which are generally understood to be support provided to young adults, ages 18-21, for housing and higher education. We use the term **Care Leaver (or CL)** to refer to youth who are preparing to leave institutional care, as well as those who have been recently de-institutionalized, i.e. youth ages 14-21. Our goal is the formulation and deployment of a well-designed, comprehensive, scalable program that provides both Preparatory and Aftercare services to all Care Leavers, so that all children growing up in institutional care emerge well-prepared for independent life as adults, and successfully reintegrate into mainstream society.

Section 2 provides a view into the reality of Aftercare in India. Section 2.1 estimates the number of Children in Need of Care and Protection (CNCP), focusing on the small subset who are in or from CCIs, and come under the category of Care Leavers as defined above. The relevant laws governing a child-centric approach to meeting the needs of CNCP as well as their rehabilitation are surveyed. Section 2.2 outlines a number of field studies that illuminate the current conditions of CLs. The extent of services provided by the government and the stark gap between what is

needed and what is available is examined in Section 2.3. Section 2.4 lists some promising approaches by a few non-profit organizations, who predominantly provide Preparatory and Aftercare services to the children in homes run by them, which unfortunately are a tiny fraction of all the CCIs in India.

In Section 3, we describe an Aftercare approach that is potentially scalable to CLs in all CCIs, even those who do not receive adequate Preparatory training before being forced to age out of care at 18. This approach is a collaboration between **Catalysts for Social Action (CSA)** [1], an NGO in Mumbai, and **A Future for Every Child (AFEC)** [2], a non-profit registered in the US. In 2016, CSA began experimenting with providing Preparatory skills and Aftercare services to CLs from CCIs who were partnering with CSA. AFEC and CSA began a collaboration in 2019 to expand Aftercare services to CLs exiting **any CCI**, including those who had recently exited and were living in either government Aftercare homes or private accommodations. In this section, we examine the reality of helping 327 Care Leavers from June 2016 to December 2019, with a **Bridge to Adulthood** program that includes life skills training, career counselling to identify realistic career choices, full financial support during the CL's choice of skill training or higher education, help with job placement and mentoring for an additional 2 years. We describe what it takes to run such a program, as well as the approximate costs per CL.

We believe that this is probably the largest sample of CLs exiting independently-run CCIs (i.e. not run by CSA or AFEC), who have received help to transition to independence. This is an ongoing program – barring uncontrollable circumstances, we expect to enroll another 200+ CLs in 2020. A longitudinal study is critical to assess the full impact of the various interventions detailed in the paper, and the study will be updated with new results as they become available.

Section 4 discusses our Theory of Change, and measurable outcomes, and identifies what needs to improve in our Bridge to Adulthood program. Our goal with this paper is to describe the design and actual experience of running a program to rehabilitate and reintegrate Care Leavers into mainstream society, and empower them to achieve economic self-sufficiency. We hope this is useful to other organizations working in this space, and that it leads to collaborations to share best practices so that all CNCP can be helped. Section 5 concludes with next steps.

## 2 REALITY OF AFTERCARE IN INDIA

### 2.1 RELEVANT LAWS AND TARGET POPULATION

Approximately 172 million, or 40% of India's children, are considered to be in difficult circumstances and needing care and protection, including orphans, children without family support, those forced into labour, abused or trafficked, and children who live on the streets [3]. Extrapolating from the 2011 Census information [4], about 29 million vulnerable children are in the age range 15-17, preparing to transition to adulthood after a difficult childhood, and facing a real danger of falling back into a cycle of poverty and despair. Another unfortunate statistic is that approximately 5% of India's children, are considered orphans, defined as children with one or both parents who are dead [5]. The percentage of children who are orphans increases with age, climbing to 9.2% of children who are 15-17. This represents over 6 million orphans who are transitioning to adulthood without a parental support system.

Regardless of why children are temporarily or permanently deprived of parental care, only a very small percentage of those in need actually receive any sort of formal Alternative Care, through adoption, community-based care such as foster care, sponsorship and kinship, or the most common form - through institutional care. The 2018 report by MWCD [6] states that over 370,000 Children in Need of Care and Protection are housed in over 9500 Child Care Institutions (CCIs) all over India. These CCIs are governed by the JJ Act. of 2015 [7], with 91% of these homes being run by NGOs with or without support from the government, and 9% run by the government. These numbers for CCIs and children in institutional care are likely to be an underestimate, as knowledge of the JJ Act is still being disseminated, and many institutions remain unaware of the need to register under the JJ Act [8]. All the children in these CCIs are temporarily under the guardianship of the government, which has a responsibility to provide for all their basic needs such as food, shelter and education.

The government also has the responsibility to ensure that these children are equipped to reintegrate into society when they become adults. The JJ Act makes provisions for preparing children to leave care and become independent adults. Section 53(1)(iv) and (v) require

institutions registered under this act to provide life skill education, and skill development for children under the age of 18. Aftercare is defined under Section 2(5) as

*"making provision of support, financial or otherwise, to persons, who have completed the age of eighteen years but have not completed the age of twenty-one years, and have left any institutional care to join the mainstream of the society".*

Section 46 states that

*"any child leaving a CCI on completion of eighteen years of age may be provided with financial support in order to facilitate the child's re-integration into the mainstream of society in the manner as may be prescribed".*

The Juvenile Justice (Care and Protection of Children) Model Rules, 2016 (Section 25) [9] goes on to detail requirements on states regarding the provision of Aftercare

*"The State Government shall prepare a programme for children who have to leave Child Care Institutions on attaining eighteen years of age by providing for their education, giving them employable skills and placement as well as providing them places for stay to facilitate their re-integration into the mainstream of society".*

Based on the MWCD report and the 2011 Census Single Year Age Tables, we can conservatively estimate the number of CLs (children and young adults between ages 14-21 who fall under the purview of the JJ Act). Table 2.1 shows there are at least 150,000 CLs who are either currently in CCIs, or have recently exited. Unlike millions of vulnerable young adults who cannot be tracked because they are homeless or trapped in appalling conditions, these 150,000 young people are known, and at some point, have been within the system. We have a responsibility to fully rehabilitate and re-integrate them into society, and ensure the best possible outcomes for their futures.

**Table 2-1 Approximate Number of CLs**

	Boys	Girls
<b>Ages 14-15</b>	21,000	19,500
<b>Ages 16-18</b>	31,000	28,000
<b>Ages 19-21</b>	28,500	27,000
<b>Total</b>	80,500	74,500

## 2.2 GROUND REALITY FOR CARE LEAVERS

In order to design the most effective programs to help Care Leavers transition to independence, it is important to understand the current reality of how children who grow up in Child Care Institutions fare as adults in the broader society. There have been several recent surveys of adult CLs conducted in different parts of India. An adult CL is a person who has spent time in institutional care, or in other arrangements outside their immediate or extended family before the age of 18. Their time in care could have lasted for a few months or from birth until their 18th birthday.

Udayan Care, with support from UNICEF, Tata Trusts, Shri Deep Kalra, and state governments, conducted a survey of 435 adult CLs as well as other stakeholders, in Delhi, Gujarat, Rajasthan, Karnataka and Maharashtra, and released their report in 2019 [10]. They highlight the following statistics in addition to many others

- Half of CLs do not receive housing support
- 40% could not complete their schooling
- 48% did not have a source of income. 38% could not cover their monthly living expenses with their current income
- 67% were not aware of Aftercare provisions they would have been eligible for

The Udayan Care report provides a number of policy recommendations for Ministries at the Union level, and for departments in the State governments, outlining changes to laws, and capacity building for Child Protection functionaries such as Child Welfare Committees, and District Child Protection Units.

Make a Difference (MAD) [11] conducted a mixed approach (quantitative-qualitative) study of adult CLs between January 2018 and June 2019. They found and contacted 953 men and women in their 30s, and successfully conducted 583 individual interviews (60% men and 40% women), across 5 cities (Cochin, Delhi, Kolkata, Latur and Mumbai) in India. This study focuses on CLs in their 30s, with at least 10 years of life experience after aging out of a CCI, in order to assess stabilized adult outcomes. They found a big challenge in locating their subjects since there is no central database that tracks Care Leavers after de-institutionalization. The other problem was in getting them to share information. Highlights from the MAD study are

- 55% left their CCI with no employable skill or ability to obtain further education. Only 23% had an apprenticeship of some sort
- The majority (60%) earned less than Rs 15,000 per month
- Majority (62%) lived in slums, 12% (all women) still lived in Aftercare homes and never re-integrated into society, 4% were homeless

The recommendations from the study include better and longer educational support and financing, greater focus on readiness for transition into the real world, more focus on helping children deal with stigma and develop coping skills, and moving emphasis of CCIs from survival and infrastructure, to meeting children's needs and providing a foundation for the future.

A study on the experience of social integration of 100 girls who had left care in the previous 4 years was conducted by Dutta in 2017 [12]. The participants came from 10 different CCIs in Mumbai and Kolkata, and were reached for the study because they were still in contact with some of their caregivers. The study showed

- The average age of participant was about 22
- 38% had not completed high school. Only 25% were pursuing college education or above. Only 58% were able to pursue education after leaving care
- 68% were living with their biological or marital families, 17% in Aftercare homes
- 33% were married, either arranged by parents or the institution at which they resided
- Only 31% knew how to search for a job

The study recommends a standardization in the quality of services that prepare CLs for independent living.

These surveys do not paint a rosy picture of the life experience of CLs after they age out of institutional care. Moreover, it is possible that these numbers exhibit a "findability bias" as described by MAD as well as Udayan Care. MAD *"surmised that those that were findable were likely to represent a subset of this demographic who by their very findability are probably doing better than those who have faced the worst of outcomes, and as such any learnings based on their stories might lead to a false complacency around outcomes"* [11].



### 2.3 WHY SUCH A PAUCITY OF AFTERCARE SUPPORT?

The Juvenile Justice (Care and Protection of Children) Model Rules, 2016 (Section 25) [9] which details requirements on states regarding the provision of Aftercare is very ambitious in its scope. For example, Appendix 1 shows the Maharashtra JJ Rules 2018 [13], which modifies the JJ Model Rules for this state, and includes housing support as well as other services independent of whether CLs avail of housing. A post-release plan is supposed to be prepared by the CCIs, and the young adults leaving the CCIs are supposed to be provided a number of services including a stipend to support further education, and access to a counselor who will monitor their rehabilitation plans.

While these are laudable goals for Aftercare services, the gap between intentions and providing appropriate level of funding to achieve these intentions is vast. Under the Integrated Child Protection Scheme (ICPS) [14], launched in 2009 to create infrastructure and provide funding for JJ Act provisions, a State Child Protection Society (SCPS) is authorized to disburse Rs 2000 per month per CL to the organization running the Aftercare program to cover “basic needs of the child/youth including food, clothing, health care and shelter; age appropriate and need based education and vocational training; stipend; and any other requirements” (Chapter 10, Section C.6.3). This is an absurdly small amount of money, if at all it reaches the intended recipient, particularly to cover educational needs. It appears the government, after supporting a child for up to 18 years, now requires them to find a way to educate themselves while figuring out how to survive on their own through this period.

Similarly, either due to lack of financial resources, or to lack of knowledge, CCIs do not prepare children adequately for independent living while they are still in the protected institutional environment. Provision of vocational training varies from 10% to 64% of CCIs/Homes across states and 9% to 84% for Life Skill Education [6]. District Child Protection Units (DCPUs) are charged with maintaining a list of organizations and institutions providing a variety of Aftercare services, and making this list available to CCIs. Less than 20% of CCIs have linkages to external organizations for Aftercare [6].

Children aging out of CCIs therefore just fall through the cracks. CCIs are no longer responsible for them after age 18, and there is no one organization with accountability for helping them get established.

A few of these CLs move into government run Aftercare homes. For example, in the state of Maharashtra with 36 districts, there are only 7 Government Aftercare homes, 6 for males and only one for females, accommodating 540 male CLs and 100 female CLs at any time [10]. Contrast that with the need: there are 58,873 children in CCIs across Maharashtra, with over 9000 of them in the 16-18 age range, who need to plan for life after institutional care.

CLs who don't enter Aftercare homes may return to family, or make other living arrangements such as sharing a flat with other CLs. There is no centralized government organization charged with providing housing, education, job placement, and mentoring. There are myriad programs, by central and state governments [15], non-profit organizations [16], and the private sector through CSR [17], that offer pathways for disadvantaged youth to acquire job skills and get gainful employment. Some state governments offer special provisions for orphans. For example, Maharashtra has a 1% reservation for orphans for education and jobs [18]. However, many programs require onerous documentation to verify that the CL qualifies for the program, e.g. birth and caste certificates, or a document from the Women and Child Department certifying orphan status. The challenge for CLs without any support structure is that the ability to locate these programs, and set themselves up to take advantage of them, is often understandably beyond their capabilities at the tender age of 18.

#### 2.4 AFTERCARE SERVICES BY NGOS

A few non-profit organizations run high-quality Child Care homes, and provide support for children who have grown up in their institutions until they are established as independent adults, and sometimes for long after, almost creating an alternate familial structure. A couple of NGOs operate on a different model – they provide Aftercare services without running CCIs, partnering with CCIs to provide these and other services.

SOS Children's Villages of India [19] [20] has been providing family-based group care to orphan and other vulnerable children for over 50 years in different parts of the country. They have 32

Villages, each with 10-15 homes, each with about 10 children. They have an extensive Youth program, with strong support for their boys and girls all the way up to age 25. Phase 1- Arunodaya (13-18 yrs) prepares children for integration into society with social, emotional and educational skills; Phase 2- Sopan (18 -22 yrs) provides youth with educational/vocational training and career guidance; Phase 3- Gharonda (22-25 yrs) enables young adults to live independently but within the community with guidance and support. Since inception they have settled over 6300 youth, with a first-time average salary of Rs 16400/month.

Snehasadan [21] [20] provides a family-based care model to runaways, orphans, and destitute children who roam around, or stay on streets and railway stations in Mumbai. They have 15 homes, 10 for boys and 5 for girls. Once a CL completes Class X/XII, they are provided career counselling, and continue for higher education or skills training. CLs gradually move into the community and are encouraged to save to buy houses. They are also provided matrimonial counselling.

Udayan Care [22] provides a group-home model of Alternative Care to parentless, abandoned or abused children in need of protection. Each Udayan Ghar has around 12 children ages 6-18, with caregivers as well as “mentor parents”, members of the community who maintain relationships with the children long after they become adults. There are 17 Ghars across 4 states in India. They have an Aftercare program to help youth aging out of the Ghars [23]. They provide continued rehabilitative services, and support for housing and education, and CLs are encouraged to do their own daily chores and manage the household. The Aftercare youth become increasingly responsible for their own subsistence, and finally move out to live on their own as self-assured adults. In 2017, 2 Aftercare facilities were working with 26 youth on their reintegration into society.

Miracle Foundation [24], now in several countries worldwide, aims to reunite institutionalized children with their biological families, advocate for children to find adoptive families, and partner with Child Care Institutions to improve how they function. In 2017, they partnered with 52 homes in India, and had sent 194 children worldwide to college.

MAD's (Make A Difference) [25] vision is that all CNCP have a reasonable quality of life, and are able to realize long-term outcomes equitable with middle class. Their delivery model leverages

motivated young leaders, and works by pairing mentors with children in CCIs and with Care Leavers until the age of 28. For ages 18-23, they provide self-help groups, scholarships and mentoring. They work with children in 60 shelters across 23 cities.

CSA began its Aftercare work in 2016 [26], developing its Bridge to Livelihood program and enrolling 16 CLs that year from its partner CCIs. The program grew to 274 CLs from 60+ CCIs in 2019-2020. This program and the partnership with AFEC are described in detail in the remainder of the paper, but it would be remiss to not list CSA's work in this section along with the other NGOs.

Almost all organizations provide Aftercare only to alumni of their own Child Care Institutions. In aggregate, that only adds up to a few hundred, or even a thousand CCIs whereas there are over 9500 CCIs in India who could benefit from such programs. There is also no consensus on length of program and measurable outcomes. Some organizations maintain contact with their alumni for many years, including marriage and beyond, while it is not clear for others how long they continue to support CLs. There is no previous documented evidence describing wide-spread, systematic, provision of Aftercare services tailored to the needs of each Care Leaver, such as detailed in the next section.



## **B2A Success Story - Laxman**

Laxman had always been a calm and sincere child. His father, a construction labourer, was not in a position to take care of Laxman and two younger sisters after their mother's death, and placed them in a CCI. Laxman was good in studies, and had 70% marks in his Higher Secondary (Grade 12) exams. Although he aspired to become a Chartered Accountant, Laxman set his dream aside to take up any job he could find so that he could support his family.

CSA helped him prepare a career plan that enabled him to earn quickly. He was enrolled in the Office Administration course at ICICI Skilling Academy which ensured 100% placement.

After completing his course, Laxman was selected at a private company as a receptionist. Within a week's time, looking at his performance and aptitude towards accounting, he was shifted to the Billing department. On receiving his first salary, Laxman called CSA's Programme Officer to express his joy, and narrated how he handed over his salary to his father, gave pocket money to his sisters and bought new clothes for them.

Catalysts for Social Action (CSA) is an Indian NGO established in 2002, with the objective of giving vulnerable children a better future and enabling them to become happy and contributing members of the society. CSA primarily does this by:

- a. Partnering with Child Care Institutions (CCIs) to enable them to provide better care and facilities to children residing in them,
- b. Working with Government departments to support them in implementation of policy, and
- c. Conducting awareness programs and supporting parents on the legal processes around adoption.

As of December, 2019, CSA is working with more than 70 CCIs in 4 states of India (Maharashtra, Madhya Pradesh, Odisha, Goa), and its programs benefit about 5000 children residing in the CCIs.

In 2016 CSA recognized the increasing need to support Care Leavers. Having worked at the grassroots level in the child care space for over 14 years by then, CSA realized that even though the JJ Act mandated that CLs should be rehabilitated and reintegrated into society, no organization existed to cater to their needs. CSA in 2016 was working with 60 partner CCIs, and felt that a more structured program was required to support the youth from partner CCIs in these formative years, at least until they reach the age of 21. This gave birth to CSA's **Bridge to Livelihood (B2L)** program – a comprehensive program for children and young adults from 14 – 21 years of age who live or have grown up in CCIs. B2L includes a Preparatory Life Skills program for children ages 14-16, and Aftercare services for CLs age 16 and older.

A Future for Every Child (AFEC) is a charitable organization founded in 2018 in California, USA. AFEC's mission is to support the journey of orphaned and vulnerable children to adulthood. Its core program, **Launchpad for Adulthood (L4A)**, prepares youth aging out of institutional care to achieve economic self-sufficiency. AFEC achieves its mission by making grants to organizations on the ground in India and working collaboratively with these organizations to develop and scale programs for CLs. In 2019, CSA became AFEC's first partner. Together, the two organizations worked to adapt and scale CSA's B2L program to support more youth,

including those who have grown up in CCI which are not affiliated with CSA. This required changes to how CLs enter the program and how services are delivered.

CSA's Bridge to Livelihood program started in 2016 with Aftercare services for 16 youth, growing to 122 during 2017-18, 227 during 2018-19 in 2018 and 274 during 2019-20. AFEC's partnership with CSA to implement its Launchpad for Adulthood program, began in 2019, and is presently supporting 53 CLs. The total number of CLs in both programs who have been provided Aftercare support from June 2016 to December 2019 is 327. In this period, 800+ children ages 14-16 have received at least some aspects of Preparatory Life Skills training.

In the rest of the paper, we describe in detail the provision of Aftercare services to 327 CLs from over 60+ CCIs and 5 Aftercare homes in 4 states. For ease, we will refer to B2L and L4A as a single program, calling it **Bridge to Adulthood or B2A**. We believe this is a largest sample to date of systematically providing Aftercare services to CLs from independently run CCIs. Learnings from our work so far can inform efforts to scale to help all CLs across India.

### 3.1 THE BRIDGE TO ADULTHOOD PROGRAM

The Bridge to Adulthood (B2A) program is a comprehensive life skill development and vocational training program focusing on the specific and most critical needs of youth who have grown up in CCIs. The program seeks to effectively prepare and equip CLs with the knowledge and skills necessary to lead a respectable life outside care, and also helps them identify and be trained for a career they wish to pursue. The objective of the program is to enable the young adult to become self-reliant and economically self-sufficient after aging out of a CCI. Becoming a happy and contributing member of society prevents them from falling back into the cycle of exploitation, poverty, and broken families.

The B2A program currently has two components which are imparted to CLs in different age groups. They are:

1. **Preparatory program** - This program is designed for CLs who are 14-16 years of age, and covers age-appropriate life skills training for the CLs to develop self-awareness and confidence, and also become familiar with necessary concepts and tools for an independent life

2. **Aftercare program** - This program is for CLs above 16 years of age, and is designed to help them develop a career plan based on their interest and aptitude, and gain vocational skills or pursue higher education in order to become economically self-sufficient.

The Aftercare program is offered to CLs from CSA's partner CCIs as well as to CLs from other CCIs as they age out, and sometimes even after they have been de-institutionalized. The Preparatory program is crucial for the development of CLs into successful, high-functioning adults. However, at present, this training is only available to CLs in CSA's partner CCIs. We need to develop a mini version of the Preparatory program that can be delivered to CLs who are directly inducted into the Aftercare program – this is not yet available. Therefore, in this paper we provide a description of the Preparatory program as delivered to younger CLs, but focus on data analysis and costing only for the Aftercare program.

---

### 3.1.1 PREPARATORY PROGRAM

The Preparatory program is currently imparted to CLs in the age group of 14-16 years. It comprises of different modules, each providing essential knowledge, skills and training. The program is critical for youth growing up in an institution since they may not get exposure to these concepts and competencies at all compared to children growing up in the care of a family, potentially having long-term implications on life beyond the institution. The modules in the program are:

**1) Adolescent Healthcare Program & Healthy Life Choices (Substance Abuse) training** – This is designed for youth in the age group of 14-15 years. It is a 30-hour training and awareness program, delivered in 15 sessions over a period of 3-4 months. The objective of this module is to equip youth with appropriate knowledge around body changes, menstrual hygiene, relationships, substance abuse, and to build competencies to effectively deal with these situations.

**2) Life Skills training** – This module is designed for youth in the age group of 14-15 years. It is a 50-hour program delivered in 25 weekly sessions. These sessions focus on developing 21st century competencies, such as self-awareness, effective communication, collaboration and critical thinking. The aim of this module is to help youth improve their self-esteem and confidence. This module includes baseline and end-line evaluations of the participants. The sessions are delivered through various interactive activities and reflective circles.

**3) Computer Literacy and Conversational English** - This program is designed for youth who are 15 years of age and above. For the computer literacy program, a computer is sometimes set up in the CCI premises. The program follows the Basic and Advanced Computer Training Certificate Course curriculum of NIIT and other institutions. The Conversational English program is a location-specific engagement. It is implemented during summer break by a facilitator appointed at the location for the purpose.

**4) Financial Literacy training** – This module is imparted to youth who are 15 years of age and above. It makes them aware of the banking system, and helps develop an understanding of the importance of saving, insurance, etc. The objective of this training is to sufficiently prepare them to manage their own finances after moving out of care, and to develop a forward-looking and long-term attitude towards their own financial sustainability. This module also enables youth to use technology in ways that are relevant to their lives.

---

### 3.1.2 AFTERCARE PROGRAM

The Aftercare program consists of the following phases.

**1) Career Exploration and Exposure** – Having grown up in a CCI, CLs often do not have exposure and understanding of various vocations and career options which are available and suitable for them to pursue. To give them this exposure, a program called “Flight@18” which provides an introduction to various careers, is conducted with groups of CLs. The age of the CLs attending this 2-hour program can range from 16-21 years. Field trips are also organized to get exposure to different careers and educational institutions.

**2) Counselling** – Individual counselling sessions are conducted with CLs by Program Officers (POs) to identify the CLs’ interests, aspirations, and capabilities, and a case file is created for each CL. Case files contain all the details about CLs, including their history, age, their academic details, and their present location. This case file serves as an important document to keep a complete record of the CL and also helps in devising their career plan. A sample case file can be found in Appendix 2.

**3) Formulation of Plan** - After counselling sessions with the CL, a career plan is formulated based on the interests of the CL and feasibility of the CL’s aspirations. The



PO works to develop the CL's interest towards that career path and mentally prepares them to adopt the career path. Resources required for pursuing the chosen interest are also estimated during this stage.

The plan is discussed with the CL, his/her parents (if in contact) and trustees of the CCI where the CL has grown up. If the plan is agreeable to all, a contract is signed (see Appendix 3) and the team proceeds with its implementation. However, if any party to the discussion is not persuaded, more discussions and negotiations are held to convince them. The CL / parent / trustee who is not in agreement with the plan is again contacted after six months to check if they have changed their mind and if they are now willing to agree to and go ahead with the previous plan. If they are interested, the team proceeds to the implementation stage. If they disagree, the team again reaches out to them after another six months. The CL is dropped from the program if they still do not agree with the plan after the third attempt to persuade.

Since the program is focused on employability, a CL is generally discouraged from entering long higher education programs without a plan for employment. They are instead encouraged to obtain some skill training and employment, and are supported in continuing further education once they are employed.

**4) Implementation** - Based on the plan devised, the CL is enrolled either in a higher education course leading to a degree, or in vocational training. This stage involves identification of the institute or training centre, and accommodation facilities for the CL. Based on need, the CL is fully supported for course/training fees, uniforms, lodging and boarding, travelling, and other miscellaneous daily essentials. Attempt is made to leverage all available resources such as living arrangements with guardians and Aftercare homes, or enrollment in free training institutions, etc., in order to control costs. The time period from initial discussions with a CL to getting them enrolled in a program typically takes 2-3 months.

As part of this process, we ensure the CL is set up with required legal identification and documentation.

Once the training/course starts, the CL's progress is monitored periodically. The PO coordinates with the institute / training facility to ensure that training sessions and classes are consistently attended by the CLs. Monitoring also involves field visits and phone calls with the CLs once a month.

**5) Job Placement** - After completion of the training/education, most CLs seek employment. They continue to be supported for living expenses for 3 months as well as provided help for the job search, including resume review and job interview training. An

Aftercare kit is also provided to the CL, containing formal clothing and accessories required for attending interviews, to help them to develop self-confidence before facing the interview process.

**6) Mentoring** – This is a critical component of the Aftercare program. The CLs are supported and mentored for 2 years after job placement to ensure that they are firmly on the path to self-sufficiency. During these 2 years, POs keep in touch with the CL, to know about their whereabouts and support them where necessary. The record of the individual is maintained on a quarterly basis to track salary growth and well-being of the CL, and to serve as a referral for future cases which are similar.

**7) CL Peer Support Network** –We facilitate a peer support network that allows CLs to remain in touch with each other, and offer career advice, opportunities and support to each other.

### 3.2 INDUCTION - HOW CLS ARE RECRUITED INTO THE B2A PROGRAM

Recruitment into the B2A program takes place throughout the year. The Preparatory programs are imparted to all CLs in the age group of 14-16 residing in CSA's partner CCIs. The specific Preparatory program components that a CL receives depends on their age. Since a youth can move into a CCI at any age less than 18, the programs are designed such that they can cater to the needs of a particular youth at whatever age he or she enters the CCI. It is not necessary for them to complete the Preparatory program to be able to progress to the Aftercare program.

The Aftercare program is offered to all CLs aged 16-18 residing in CSA's partner CCIs. It is also imparted to young adults from unaffiliated CCIs, as well as those who have already left care and are in Aftercare homes. In some cases, CLs are referred to CSA staff by local DCPUs and Child Welfare Committees (CWCs) for induction into the B2A program (see Figure 3.1). Currently the vast majority of CLs are from partner CCIs. This ratio will change over the coming years as we scale up with the other channels. Figure 3.2 shows the locations of 327 CLs in the B2A program up to December 2019. Almost a third of the CLs are from the state of Madhya Pradesh.

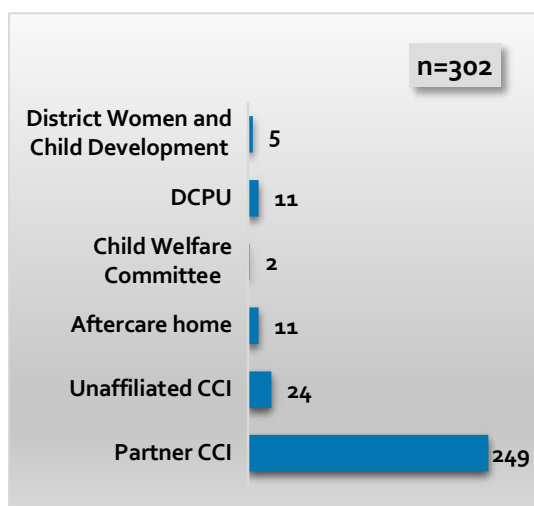


Figure 3.1 Lead Channels

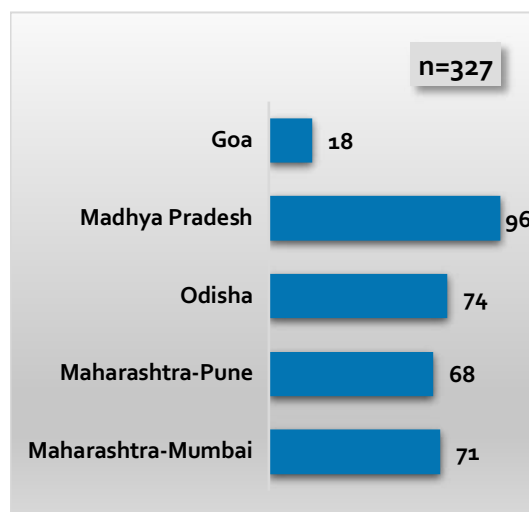


Figure 3.2 #CLs across Locations

While every effort is made to enroll as many CLs as possible into the Aftercare program, not all who are approached end up joining the program. They may choose to opt out of Aftercare services for a variety of reasons - perhaps they are required to return to family, are simply not interested in studying further, or are forced to get married in the case of girls.

### 3.3 DEMOGRAPHICS OF CLS IN AFTERCARE PROGRAM

The gender distribution of the 327 CLs is shown in Figure 3.3. The Female:Male ratio of the CLs is about 3:4. Special attention has been paid to recruiting female CLs so that they have options besides marriage. Figure 3.4 shows the distribution of the number of years spent in a CCI for the 169 CLs for whom we have data.

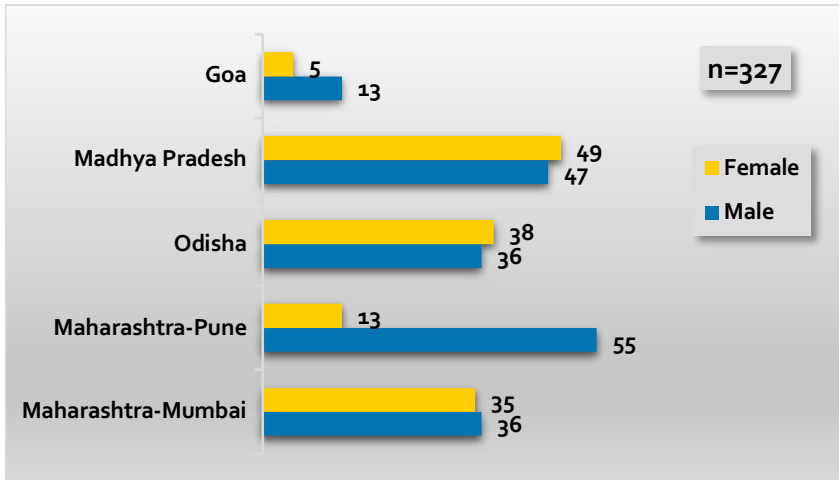


Figure 3.3 Gender Distribution across Locations

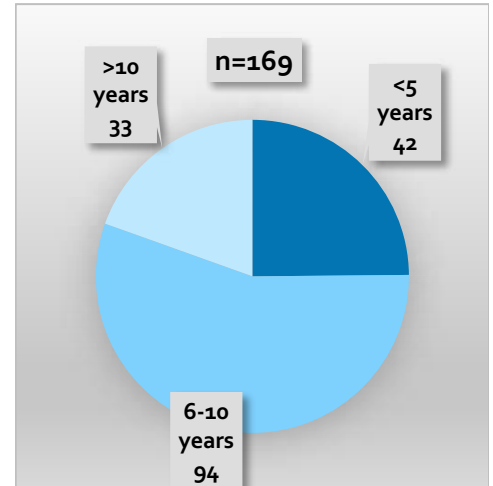


Figure 3.4 #Years in CCI

Almost half of the CLs supported by the B2A program are orphans, i.e. either both their parents are not alive, or they are not in contact with either of their parents (Figure 3.5). About a third are in touch with a single parent, and a little less than a fourth of them are in touch with both parents. Children who have both parents are usually placed in CCIs because of extreme poverty. Supporting them after they leave the CCI for higher education, vocational training, etc. is as necessary as supporting those who are orphans to break the cycle of poverty and help them lead respectable lives.

The schooling CLs receive in a CCI is often inadequate, and the academic qualifications they possess when they leave the CCI vary widely (Figure 3.6). No CL is turned away from the B2A

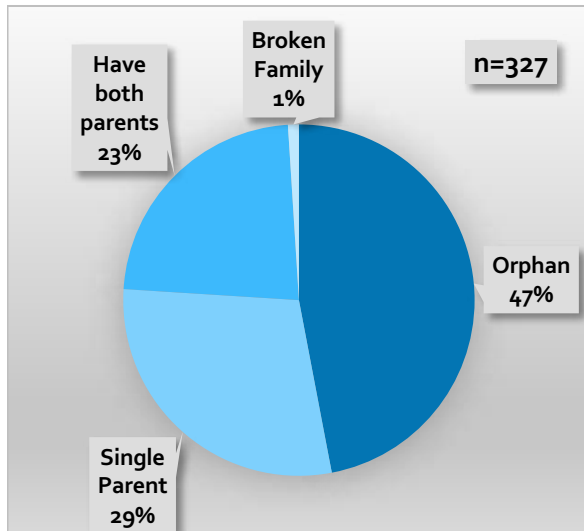


Figure 3.5 Family Status of CLs

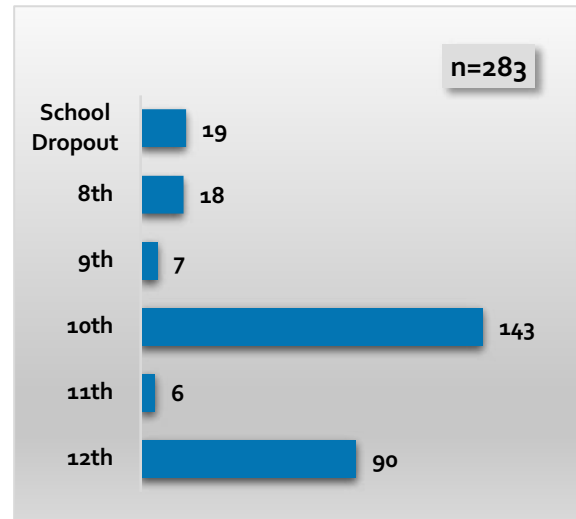


Figure 3.6 Educational Level of CLs

program. Most of them have passed 10<sup>th</sup> standard. Some have passed 12<sup>th</sup>, but some have not even passed 8<sup>th</sup> standard. Regardless of their academic qualifications, we are able to identify ways for them to acquire employable skills.

### 3.4 POSSIBLE CAREER PATHS FOR CARE LEAVERS

Based on the PO's judgement, a CL is guided to pursue one of the following paths based on level of schooling, aptitude, determination, and ability to complete the course.

1. **Short-term skill training** - 3-6 months
2. **Long-term skill training** - longer than 6 months, up to 2 years
3. **Higher education** leading to a degree - longer than 2 years

While the short-term courses usually tend to be free of cost, the longer ones require fees to be paid. Examples of each are shown below.

Short-term skill training for CLs is made possible as a result of tie-up with specific institutions such as ICICI, ATDC, Tata Strive, Labournet, Gousto and Edubridge. In such cases the courses are free of charge, and we support the CLs with arrangements and expenses towards accommodation, food, travel and an Aftercare Kit to prepare for interviews. Examples of the courses provided by the institutions are as follows:

**Table 3-1 Short-term Skill Training Institutes**

Name of the Institution	Duration of Course	Type of Course
ICICI Academy for Skills	3 months	Selling Skills, Office Administration, AC Repairing, etc.
Edubridge	3 months	Retail, F&B (Food and Beverage), Hospitality/Service Sector, Certified Banking Professional
Tata Strive	3 months	F&B, General Duty Assistance, Automotive Technician

Long-term skill training can be obtained from Institutions such as ATDC, Calipso, Vedanta, Miga FD, DonBosco, Govt ITI, NIIT centre and Centurian, which have all been identified as offering quality courses. Examples of the courses provided by these institutions are as follows:

**Table 3-2 Long-term Skill Training Institutes**

Name of the Institution	Duration of Course	Type of Course
Miga	1-3 years	Fashion Design Diploma
CEDP	8 months-3 years	Paramedics, Aviation, Hotel Management Diploma
Vedanta	1 year	Fashion Design, Beautician, Motor Mechanic
ITI- Govt and Private College	2 years	Fitter, Turner, Tractor Repairing, etc.

Examples of Institutes that offer employable 3-year degrees are shown below.

**Table 3-3 Higher Education Institutes**

Name of the Institution	Duration of Course	Type of Course
Govt. & Private College – Diploma in Engineering	3 years	Computers, Mechanical, Electrical, etc.
Bhartiya Vidya Peeth	3 years	BSW/MSW (Bachelors and Masters of Social Work)

CLs are encouraged to pursue careers in wide range of sectors such as Tourism, Retail, Call Center and Hospitality (full list in Appendix 4). As shown in the next section, some of these sectors are more popular than others since they are perceived by CLs as leading to immediate employment. For each of these sectors, much background work is required by the Aftercare program staff to identify quality institutions with good placement statistics in the different locations from which CLs are enrolled. The metrics used to rate institutions are shown in Appendix 5. This is a continuous, ongoing background process in order to provide the best choices for our CLs. As of December 2019, program staff had visited and vetted 70 possible institutional choices for CLs.

**Table 3-4 Number of Institutes Vetted**

State	Number of Institutes Identified	Number of Institutes Visited	Number of Hostels Identified
Mumbai	36	16	32
Goa	26	18	27
Pune	34	20	41
Odisha	21	8	23
MP	44	8	45
<b>Total</b>	<b>161</b>	<b>70</b>	<b>168</b>

### 3.5 TYPES OF CAREERS AND EARNING POTENTIAL ACHIEVED BY OUR CLS

In this section we provide details of the types of educational paths chosen by the 327 CLs in the program. The majority chose 1-2 year vocational training courses (Figure 3.7). The institutes attended by these CLs is listed in Appendix 6. Figure 3.8 shows the status of 327 CLs as of December 2019. The dropout rate is quite low – less than 2%. This is likely because POs remain in continuous contact with CLs and provide encouragement and support. All 103 who have completed their education so far have been placed in jobs. Figure 3.9 shows the education path choices of the employed CLs and Figure 3.10 the gender distribution across the 5 locations.

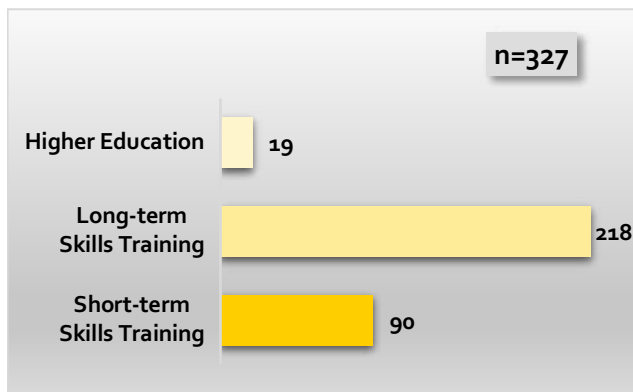


Figure 3.7 Education Path Choices for all CLs

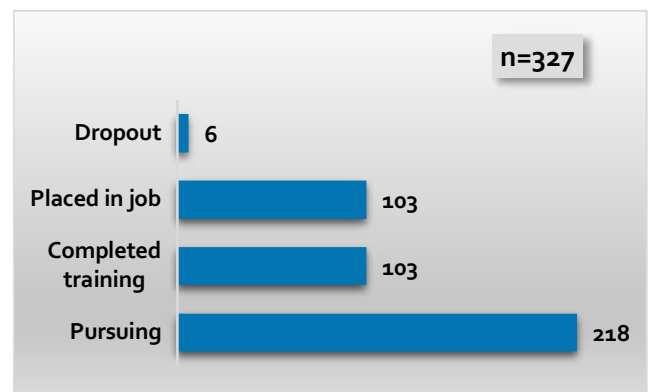


Figure 3.8 Status of Education

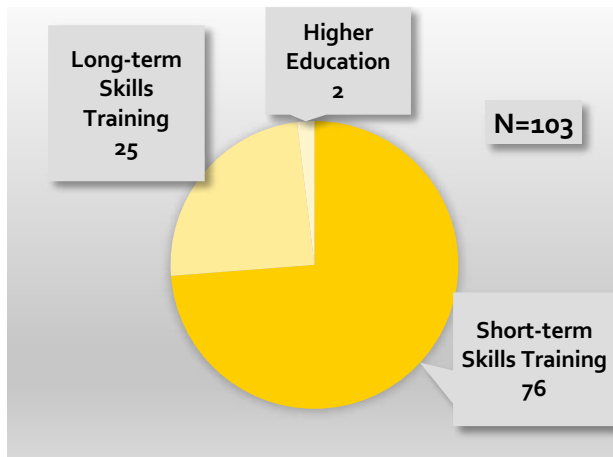


Figure 3.9 Education Path Choices for Employed CLs

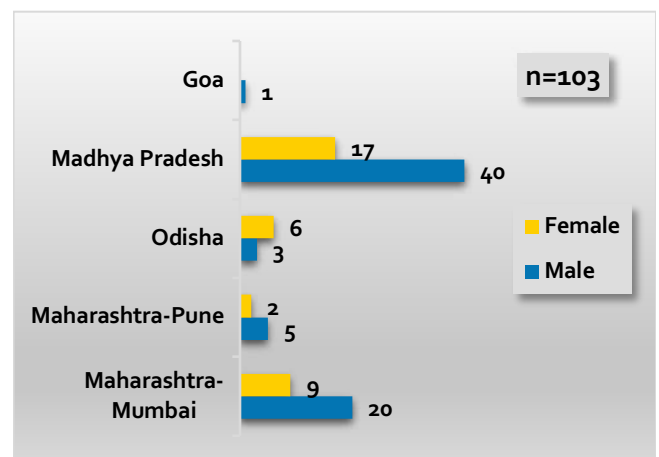


Figure 3.10 Gender Distribution of Employed CLs



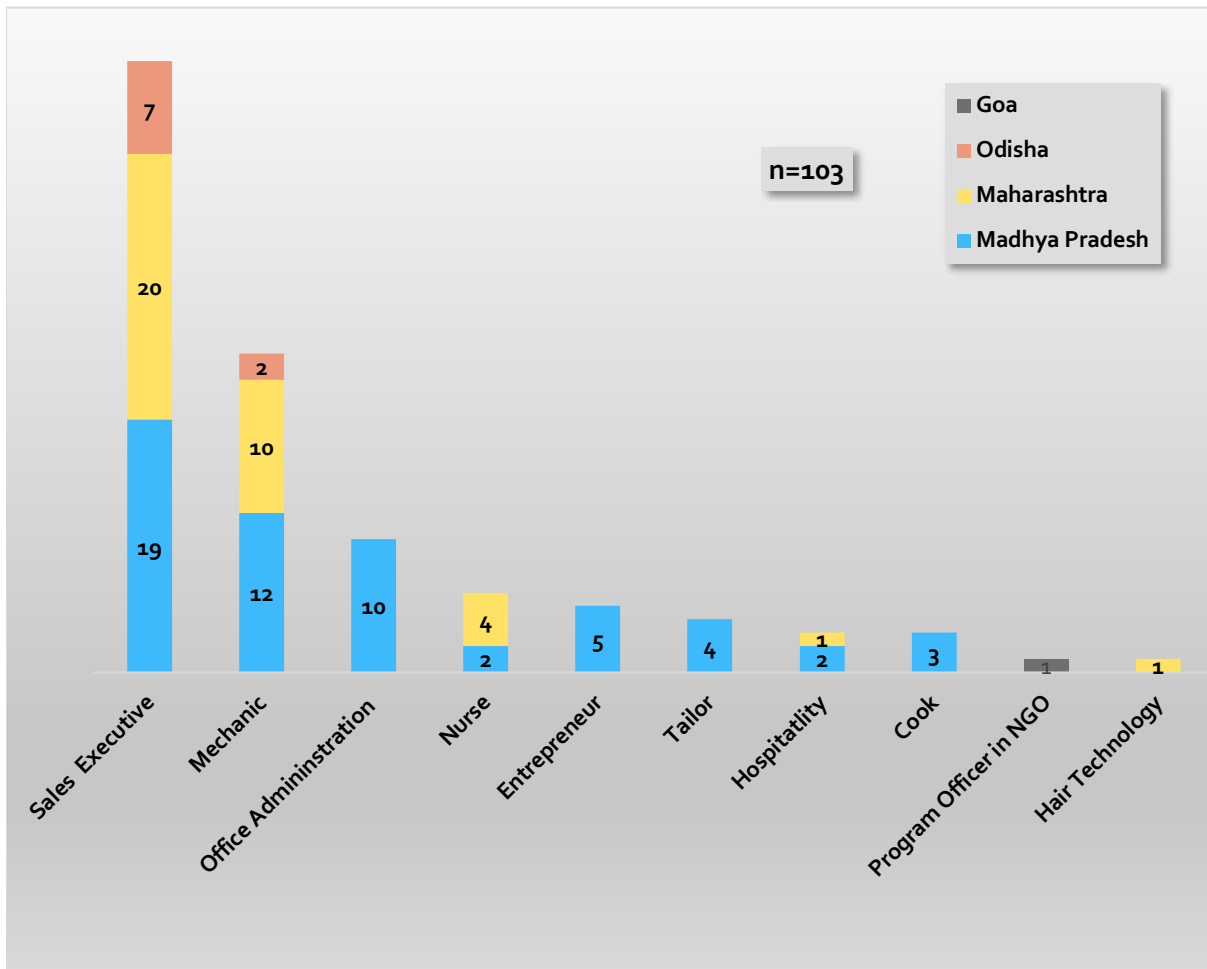


Figure 3.11 Job Types across Locations

Figure 3.11 shows the types of jobs obtained by CLs across locations. Sales Executive tops the type of employment followed by Mechanics and Office Administration. The Sales Executive course is a free, short-term course and many CLs choose short-term skills training over long-term as it yields quick job opportunities and could cater to immediate financial need.

Figure 3.12 shows salary buckets of the employed CLs. A majority are earning between Rs 7000-15000 per month.

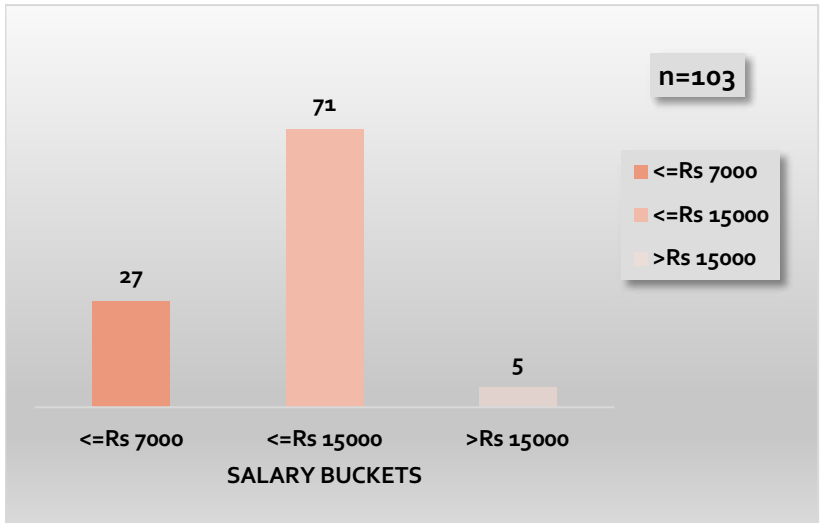


Figure 3.12 Salary Distribution of Employed CLs

Figure 3.13 shows salaries broken down by job type. The title “Sales Executive” can cover a variety of responsibilities. Correspondingly, CLs employed as Sales Executives earn salaries across all buckets.

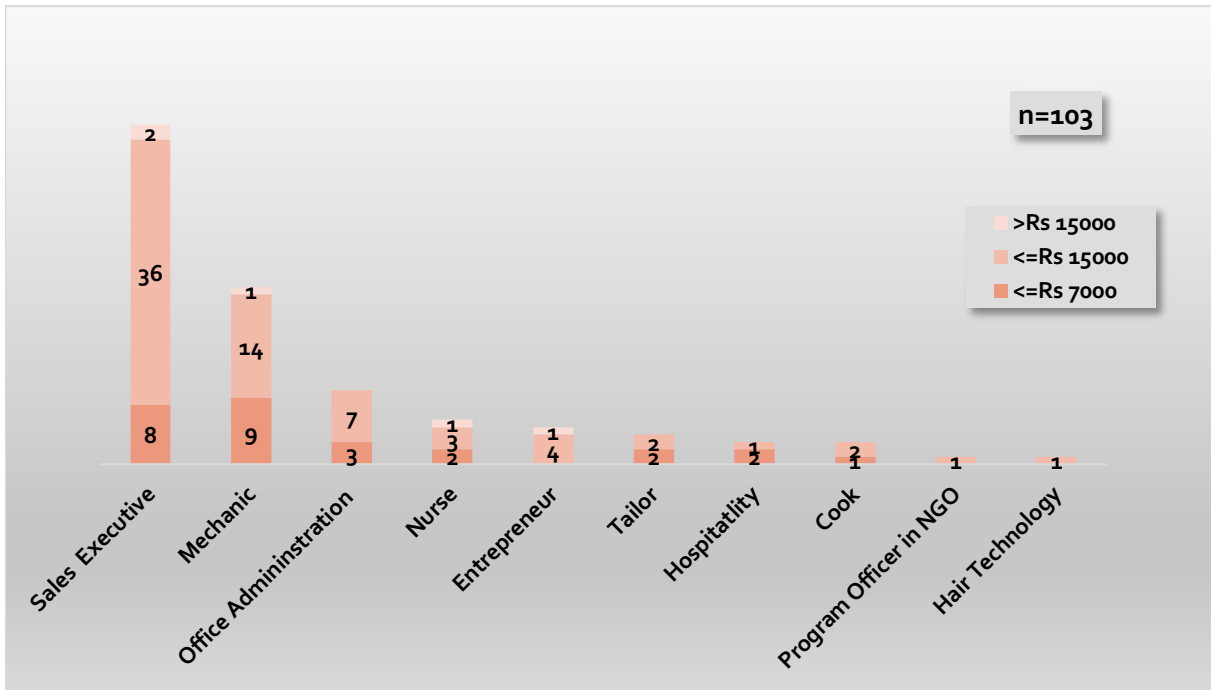


Figure 3.13 Salary Distribution across Job Types

It is laudable that every CL who completed their educational course obtained steady employment which might have not been possible for them before. At the same time, we need to measure the effectiveness of our program also by how well we maximize the CLs' earning potential. Every year the government publishes minimum wage charts for different types of jobs in the different states. Table 3.5 lists the minimum wage for skilled labour in our 4 locations, the total number of CLs employed in the state, and the number of CLs earning above minimum wage.

**Table 3-5 2019 Minimum Wage across States**

State	Minimum Wage for Skilled Labour	#CLs Employed	#CLs earning over Minimum Wage
Madhya Pradesh [27]	Rs 10185	57	3
Maharashtra [28]	Rs 13005	36	8
Odisha [29]	Rs 11640	9	All placed in semi-skilled jobs
Goa [30]	Rs 11882	1	1

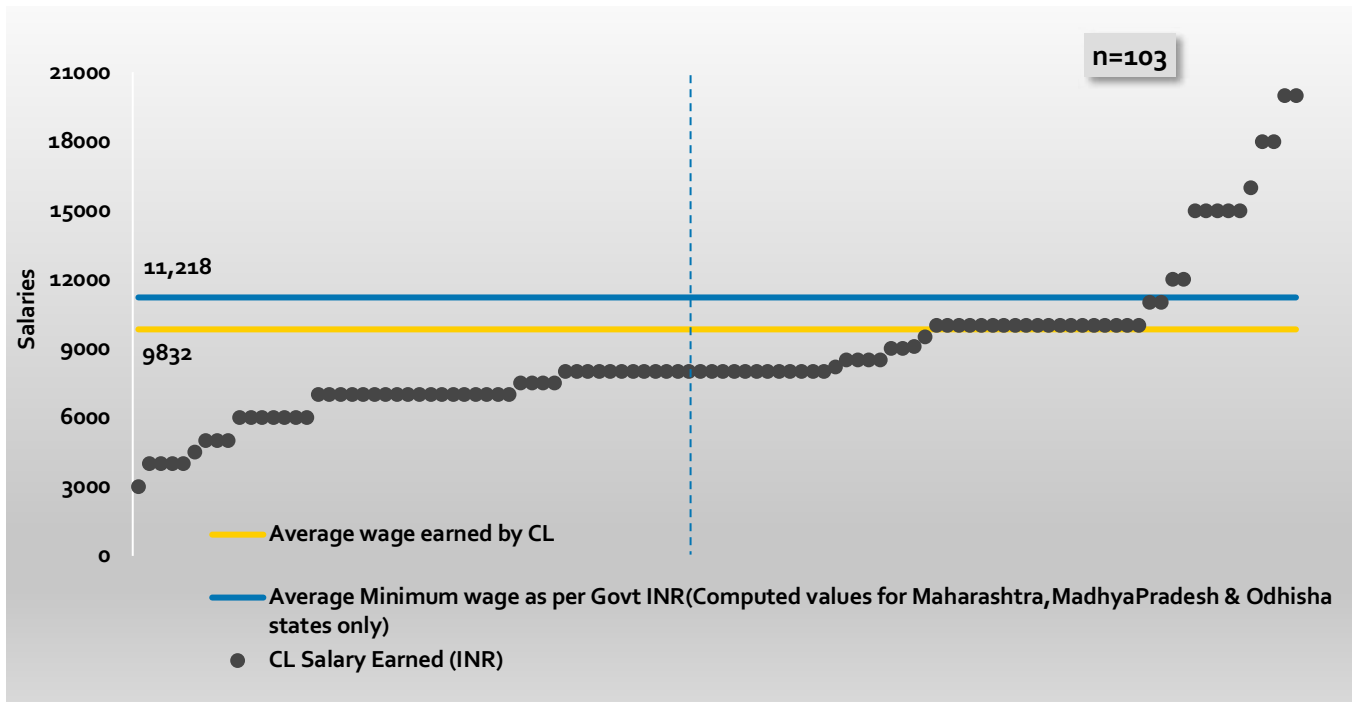


Figure 3.14 Salary Distribution against Minimum Wage

Figure 3.14 shows a scatterplot of salaries earned by all 103 CLs against the average minimum wage across the states. Minimum wage for skilled labour averaged over Maharashtra, Madhya Pradesh and Odisha is Rs. 11,218. We can see that 12 CLs are above the average minimum wage and 91 are below the average minimum wage. It should be noted that these are starting salaries for CLs, and their earning potential will only increase as they gain more experience and progress in their careers. This is valuable data to track to ensure we are helping CLs maximize their earning potential.

### 3.6 IMPACT OF VARIOUS FACTORS ON EARNING POTENTIAL

There are a number of variables that impact outcomes for CLs. In order to improve the design of the B2A program, we need to be able to understand the correlations and causations. In Figure 3.15 we look at the impact of choice of education path on salaries.

It would be reasonable to assume that if a CL opts for a long-term skills training course, he or she should expect higher earning potential than if they did a 3 or 6-month course. However, the data doesn't seem to confirm this hypothesis. Over 70% of the CLs who chose short-term skill training earn between Rs 7000-15000, while about 65% of CLs who did long-term skill training (1-2 years) earn in the same salary bucket. There are many variables that can impact salary, such as a CL's entrepreneurial attitude or commitment to work, that are difficult to measure. Data collection on more CLs is needed to understand earning potential of long-term vs short-term educational options.



Figure 3.15 Salary Distribution by Educational Path

Figure 3.16 shows the relationship between salary and gender. It does not appear that gender is a big differentiating factor for our CLs.

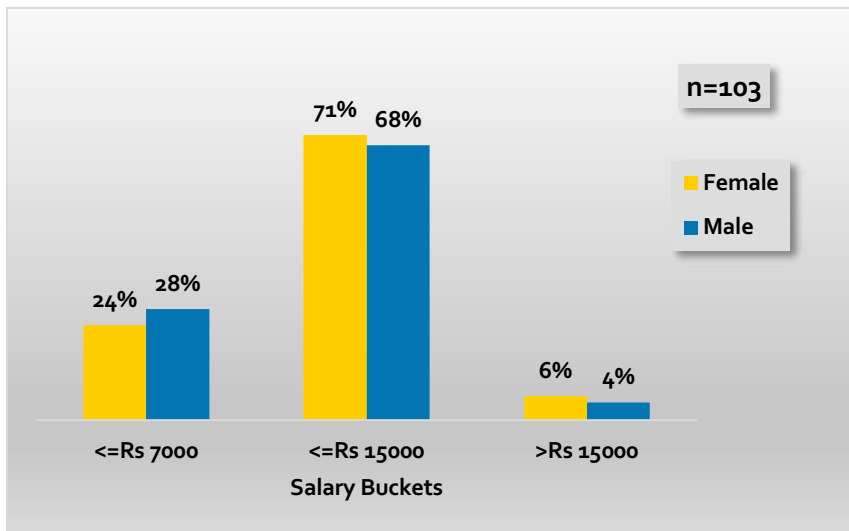


Figure 3.16 Impact of Gender on Salary

### 3.7 COST OF PROVIDING AFTERCARE SERVICES TO CARE LEAVERS

In computing the cost of providing Aftercare services to CLs, it is relatively easy to calculate the amount spent in direct costs of training – course fee, lodging and boarding, and expenses for incidentals. However, in order to implement a successful program, it is crucial to estimate the staff cost to provide services. POs provide career awareness and counselling, create career plans, monitor and track progress, help with job placement, and continue mentoring for 2 years after job placement. Staff also work in the background to identify educational institutions with good outcomes for their students, as well as housing options. The staff need to be trained in order to provide consistent services for all CLs; it is our belief that quality Aftercare services cannot be effectively provided by volunteers.

### 3.7.1 DIRECT COST OF TRAINING

Following table represents approximate direct costs (tuition, accommodation, food, travel) for each CL under Aftercare support. The costs would vary case to case based on the individualized career plans. An Aftercare Kit is provided for CLs which consists of a new pair of clothing and footwear as part of job readiness initiative

**Table 3-6 Direct Cost for each CL**

Duration of the Course	Type of Course	Tuition (in Rs)	Accommodation, Food, Misc. Expenses, Aftercare Kit	Approx Cost (in Rs) per CL
<b>6 months or less</b>	Free Skill Training		20,000*	20,000
<b>1 year</b>	Paid Skill Training	8,000	32,000*	40,000
<b>2 years</b>	Paid Skill Training	20,000	56,000*	76,000
<b>More than 2 years</b>	Higher education leading to degree	40,000	80,000*	120,000
* Costs are minimized as much as possible by using government housing and other options				

### 3.7.2 STAFF COST FOR BRIDGE TO ADULTHOOD PROGRAM

In order to provide consistent outcomes for all our CLs, the Bridge to Adulthood program is run by paid staff, with a reporting structure within each state, which then reports to the headquarters in Mumbai. The staff are responsible for many different aspects of the program as detailed in Figure 3.17.

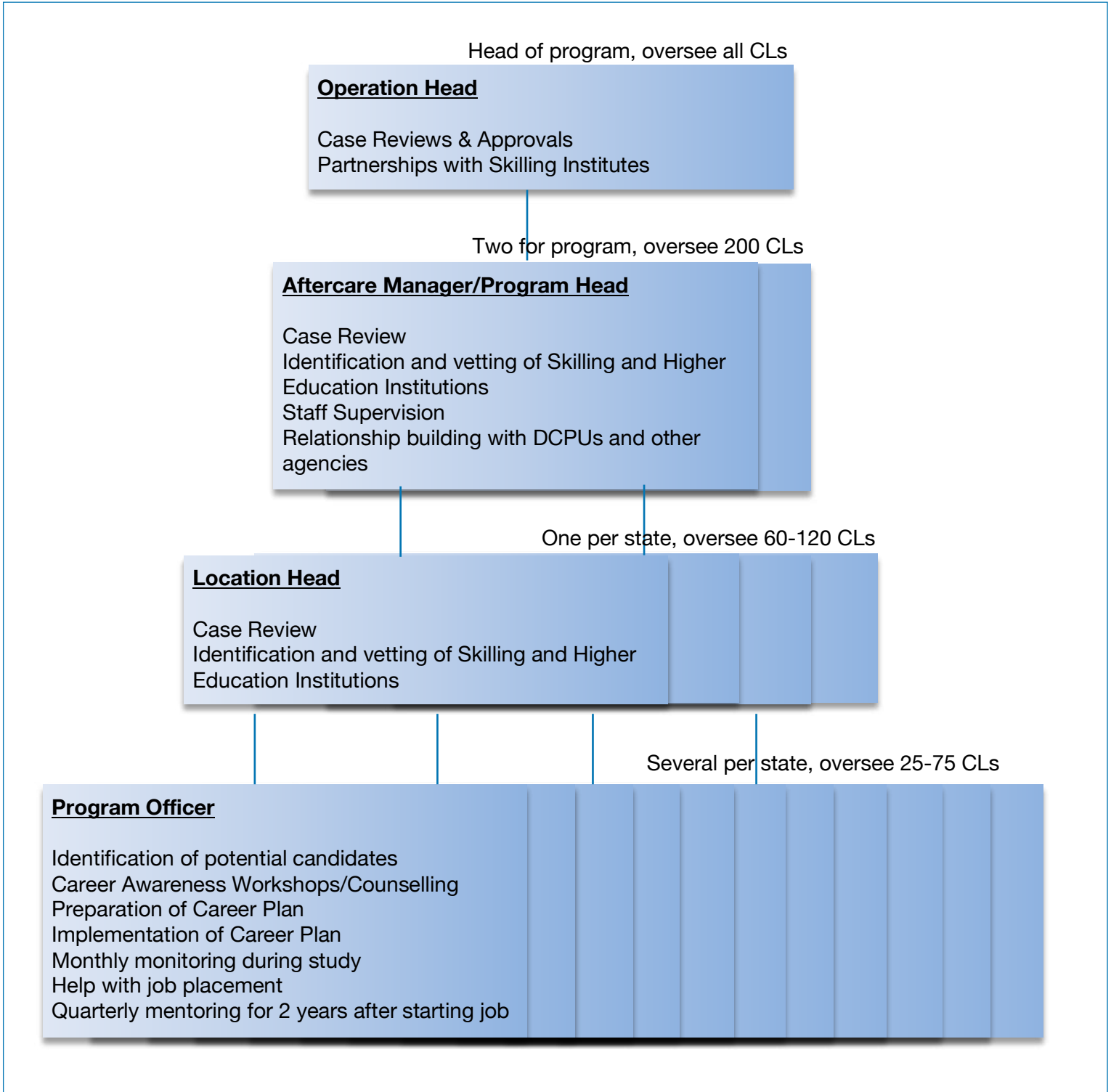


Figure 3.17 Staff Structure of B2A Program



Estimating the exact staff cost per CL of helping the CL transition into mainstream society is difficult, but we can estimate approximate costs making the following assumptions:

- it takes approximately 3 months to recruit and counsel a CL and create an actionable career plan
- it takes approximately 3 months to find a job after finishing training
- progress is monitored on a monthly basis while the CL is studying
- mentoring support is provided quarterly after CL starts a job to ensure that he or she stays on track
- salaries and travel costs are similar to those of CSA or an average mid-size NGO in India
- for this exercise, we ignore the cost of teaching Preparatory life skills

**Table 3-7 Total cost for Aftercare Program**

Duration of the Course	Type of Course	Approx Direct Cost (in Rs) per CL	Approx Indirect Cost (in Rs) per CL	Approx Total Cost (in Rs) per CL
6 months or less	Free Skill Training	20,000	7,500	27,500
1 year	Paid Skill Training	40,000	9,000	49,000
2 years	Paid Skill Training	76,000	12,000	88,000
More than 2 years	Higher education leading to degree	120,000	15,000	135,000

**3.7.3 AVERAGE COST AND ROI**

Based on the approximate distribution of CLs across various educational path choices shown in Figure 3.7, we can compute the approximate average total cost per CL to be Rs 60,000.

A rough ROI computation shows an extremely impressive return on investment. The personal success stories shared below attest to the immense impact beyond just numbers.

Annual increase in earnings Rs 24,000 (Rs 2,000 per month over daily wage earner)  
 Lifetime increase in earnings Rs 24,000 x 40 years = Rs 960,000  
 ROI = 1500%

## B2A Success Story Charles

Charles lost his father when he was a kid, and his mother was sent to prison for drug peddling. Since there was nobody to take care of him, he was admitted to a CCI along with his younger sister.

CSA came in contact with Charles when it started its interventions at the CCI he was placed in. Charles benefitted from the different programs implemented by CSA at the CCI, including Health, Hygiene and Nutrition. With CSA's support, he completed his Higher Secondary (Grade 12) exams in the Commerce stream, and scored 73% marks.

At this time, since he had become 18 years of age, he was required to leave the CCI and stay on his own. However, he wanted to pursue higher education. CSA supported Charles under its Aftercare program which motivated him to pursue higher education. With his hard work and resilience, Charles secured 300th rank out of 6000 students in the entrance exams.

He is currently pursuing Bachelors in Business Administration (BBA) at Devi Ahilya Vishwavidyalaya, Indore. He plans to do an MBA after completion of his Bachelor's degree. He is very keen to take care of his younger sister and make her independent.



## B2A Success Story Dattatraya

Dattatraya belongs to a tribal community of Maharashtra. His parents are daily wagers, and work as construction labourers. Owing to their financial situation, they were unable to take care of their children, and hence admitted Dattatraya and his younger brother to a CCI.

When he turned 16, as is the practice in the tribal community, Dattatraya's parents wanted him to leave the CCI and return to their village to help them with their work, and become a helping hand for the family. CSA's Program Officer intervened, met Dattatraya's parents, and spoke to them about the importance of education, and Dattatraya's calibre. Convinced, they let him continue his education.

Dattatraya scored 84% marks in his Secondary School examination (SSC). As per his wishes, he was supported in securing admission at Sant Tukaram Polytechnic College for a Diploma in Mechanical Engineering. CSA is presently assisting with his expenses for his stay, food and other daily expenses, thus enabling him to focus on his studies, and achieve his dreams.

## B2A Success Story Sasmita

Sasmita was about 9 years old when she was admitted to a CCI after her parents passed away. Her elder sister was married and was not in a position to take care of her. She has always been a spirited girl, even though she is physically disabled. CSA's program staff wanted to make her self-sufficient and help her overcome her disability.

Post de-institutionalization, Sasmita was supported by CSA to enroll for training at Centurion Institute in Retail and Packaging. This course gave Sasmita the confidence to stand on her own feet and be self-sufficient. She is now working with a retail store as a Sales Executive.



## 4 ANALYSIS AND FUTURE WORK

### 4.1 THEORY OF CHANGE FOR BRIDGE TO ADULTHOOD PROGRAM

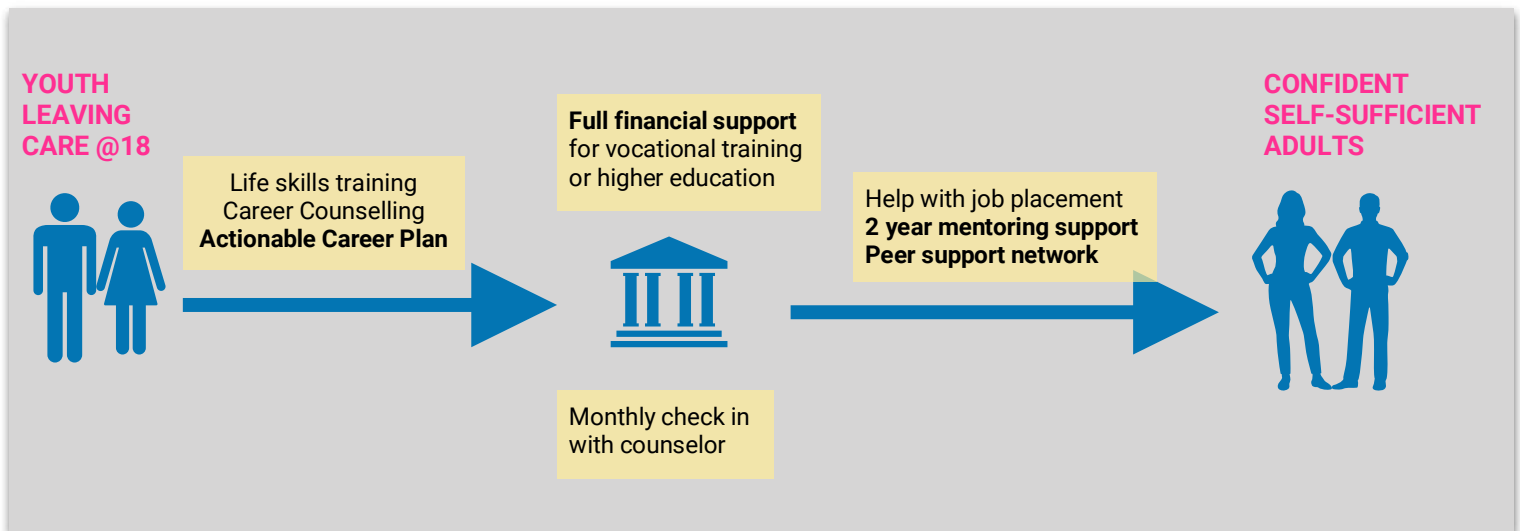


Figure 4.1 Bridge to Adulthood

Our theory of change for Bridge to Adulthood is represented in the simplified graphic shown above. It shows the ideal, complete program – however there may be variations in how the program is delivered to different CLs.

**Youth Leaving Care @18:** Our goal is to help CLs integrate successfully into mainstream society. We recruit and enroll CLs through multiple channels and at different stages in life. If we are able to reach them in the CCIs from ages 14-18, we provide them Preparatory Life Skills Training. If they enroll in our program only shortly before becoming de-institutionalized, we start with Career Counselling. Similarly, if a CL has already left a CCI, and is living in an Aftercare home, but wants to take part in the program, we are happy to start with Career Counselling. Our ultimate goal is to reach each and every CL leaving a CCI at 18.

**Preparatory Life Skills Training:** Ideally, a CL will be well prepared in every way for independent life after 18. That includes

- Health Awareness

- Healthy Life Choices (Substance Abuse)
- Soft Skills such as Communication, Negotiation, Self-Confidence
- Emotional Health such as dealing with failure, resilience
- Computer Literacy
- Conversational English
- Financial Literacy
- Practical knowledge regarding, identity cards, finding housing, cooking

A comprehensive Life Skills program should cover a wide range of topics. Currently, we cover some of this curriculum if we have access to provide this training to youth in CCIs starting at the age of 14. Since a vast majority of our enrollees are likely to come to us at an older age, we need to create a condensed Preparatory Life Skills training program that we can impart to all CLs while they are receiving career counselling or during the time they spend in their educational course. We also need to assess what are the most critical skills that should be taught in order to achieve the best outcomes for CLs.

**Career Counselling:** Sometimes a group of CLs can be brought together for a career awareness workshop. However, CLs are often geographically dispersed or become ready for career counselling at different times of the year, in which case the Program Officer has to provide career counselling individually. We plan to assess our Flight@18 career counselling program against best practices and revamp it if necessary.

**Actionable Career Plan:** The career plan has to take many factors into account

- Level of education (8th, 10th, 12th grade schooling)
- Aptitude for study
- Interest in topic
- Whether course will lead to employment opportunities
- Whether CL has a time constraint to begin earning income

The goal is to try to maximize earning potential while being cognizant of the CL's constraints. Program Officers need to be trained in all aspects of Career Counselling and Career Planning.

**Full financial support:** When a CL is enrolled into B2A, he or she is guaranteed support until the end of the chosen educational program. We attempt to lower costs by looking for free skilling institute options, or housing the CL in an Aftercare home funded by the government or an NGO. Costs for accommodation, food and travel are covered.

**Monthly Check-in with Counselor:** The Program Officer is responsible for ensuring that a CL remains a student in good standing, attending all classes and maintaining adequate grades. The PO remains in contact with the CL as well as the educational institution, either via phone or by traveling to the location. Sometimes a CL may need to make a switch in terms of Career Plan if the program is not working out for him.

**Help with job placement:** Many of the educational institutions help their graduates find jobs. In fact, some of them such as ICICI Academy for Skills, guarantee 100% placement. In choosing an educational institution for a CL, the institution's job placement numbers are a strong factor.

**2-Year Mentoring Support:** This is one of the differentiating factors of our B2A program, and it goes well beyond the requirements of the JJ Act. Parents continue to motivate and encourage their children even after they have found jobs. CLs similarly need a mentor who is available to help with unexpected challenges that may arise, or simply to know that there is an adult who cares about their success. Our POs continue to maintain a relationship for 2 years, ensuring that the CLs stay on track. Our basic measure of a successful outcome is **steady employment for a CL two years after first job placement**. We believe a CL is well equipped to thrive independently at this point. Over time, we will assess whether 2 years is an adequate length of time based on both quantitative (job stability, salary) and qualitative (emotional wellbeing) measures.

**Peer Support Network:** Program Officer mentoring and support is limited by requirements on staffing and funding. We hope to encourage a vibrant Peer Network of CLs, so that they can continue to help each other, providing emotional support as well as sharing job opportunities. We are experimenting with how to build a Peer Network of CLs, including incentives that may encourage CLs to stay connected (e.g. additional training, or a financial incentive).

**Confident Self-Sufficient Adults:** We define a successful outcome as a CL who has completed a training program, obtained a job, and remains stably employed after 2 years. We also measure whether salaries have increased over 2 years, and how the salaries compare to government defined minimum wages. We keep track of reasons why CLs struggle, in order to figure out how better to support them throughout the program.

## 4.2 CURRENT LIMITATIONS OF B2A PROGRAM

This program has been operational for three and a half years, and continues to improve. Current limitations include the following

- Our channels for recruiting CLs who are not in affiliated CCIs need to be expanded
- The Preparatory skills program taught to children in CCIs needs to be augmented and streamlined, and a condensed version covering the absolutely essential skills needs to be created and taught to CLs recruited after they have already been de-institutionalized.
- Hiring and training Program Officers and other staff remain a challenge
- Getting Program Officers to prioritize accurate, comprehensive data collection is a huge problem as they don't see the immediate value, and find it easier to focus their efforts on working with CLs
- After gaining some experience, we have instituted our basic metric for a successful outcome as **steady employment for a CL two years after first job placement**. We do not have the contact information for some of the CLs who were initially enrolled in the program to capture this information.

## 4.3 ISSUES OF SCALE

Our ultimate vision is that all CLs, leaving any CCI in any state in India, can avail of a program such as Bridge to Adulthood to support their successful transition into mainstream society. Many factors impact the ability to scale the program to achieve this.

---

### 4.3.1 IDENTIFYING, ENROLLING AND TRACKING CLS

The first challenge in large scale provision of Aftercare services is the ability to enroll CLs into the program. Many CLs exit CCIs at 18 with no awareness of their legal rights regarding Aftercare, and disappear into society, settling for transient employment and undesirable housing. Others have pointed out the need for a centralized entity at a district level, reporting to the DCPU, with responsibility for at least maintaining a database of CLs if not for actually providing Aftercare services e.g. [10]. Lacking a steady funnel of CLs needing Aftercare services, an NGO that

desires to work in this space needs to develop relationships with many entities – DCPUs, CWCs, CCI managers, Aftercare home managers – in order to enroll CLs.

---

#### 4.3.2 GEOGRAPHIC DIFFERENCES

The sheer geographical diversity of India presents a challenge in providing a consistent set of Aftercare options to CLs from different states. There are many career options in metro areas such as Mumbai, and a CL does not need to relocate to pursue his or her career choice. However, in the Odisha district of Balangir for example, there are no skill training institutes other than ITI which offers courses for electricians, fitters, welders, etc. If a CL is desirous of pursuing any other career choices, they have to relocate, which may be frightening for the CL, or not acceptable to their family. The Career Planning aspect of the program needs to be tailored to geographic constraints.

---

#### 4.3.3 GENDER DIFFERENCES

Female CLs face far more challenges than male CLs to get on a path to economic self-sufficiency. They might confront pressure to get married as soon as they leave a CCI – in some cases the CCI trustees even feel it is their responsibility to get the girls married. Even if the female CLs choose to pursue educational and career opportunities, there needs to be special consideration for their safety, and to ensure they are supported by their families.

---

#### 4.3.4 STAFFING FOR SCALE

Our experience in providing Aftercare services over the last 3 years has highlighted the need for competent and trained Program Officers who can comfortably work in different geographies. POs are the point of contact for the CL, and are responsible for everything from career counselling to finding housing, helping with job placement and providing mentoring and encouragement. There is also significant background work in identifying skilling institutes, vetting housing options, etc. Each PO working full-time on Aftercare may be able to deal with 75-100 CLs in different stages of the program. Therefore, scaling the program requires hiring and training a large number of POs. We plan to explore the use of technology to mitigate some of the scaling costs associated with deploying large numbers of Program Officers.

Some organizations have tried to harness the huge capacity of successful, young professionals who wish to contribute by helping the less privileged. Passionate volunteers can be a great resource. However, given the complexity of the Program Officer's role, and the desire to provide a consistent set of services to all CLs, we believe we can achieve the best outcomes by having professional trained staff running the program.

#### 4.4 FOCUS ON OUTCOMES AND CONTINUOUS PROGRAM IMPROVEMENT

Too many programs focus on describing services provided rather than outcomes achieved. To be fair, it is often difficult to define appropriate metrics for outcomes, and collect all the data required to demonstrate them.

Our basic metric for a successful outcome is **steady employment for a CL 2 years after first job placement**. Our assumption is that once a CL has been earning for 2 years, he or she is able to continue to improve their lives without our support. Ideally, we would like to support all CLs many years into their adult life – however, due to money and time limitations, we have set the threshold for success at 2 years.

Secondary metrics are salary increase over the 2 years, and qualitative and quantitative measures of well-being. We also track dropouts at various stages (during the educational course, at job placement, after employment), gender distributions, and salary levels relative to minimum wage established for each state.

Our B2A program has been continually improving since inception as we learn from the data, and we have much more to do. We have plans to capture additional data to study correlations such as between length of educational program and income potential. We also want to assess impact of components from the Preparatory Life Skills program on ultimate outcomes, to determine which are most critical. We continue to improve the curriculum for these program components, as well the Career Counselling module.

Finally, we are improving the data collection and analysis, as well as creating and maintaining a database of the CLs we support.



## 5 CONCLUSION

In this paper we have discussed the dismal situation for youth forced to leave institutional care at the age of 18. We have described our Bridge to Adulthood program for Care Leavers, enrolling them at any age between 14-21, and providing, as appropriate

- Preparatory Life Skills training,
- Career Counselling,
- Development of an actionable Career Plan
- Full funding for either skill training or higher education
- Monitoring during educational course
- Help with job placement
- Mentoring for 2 years after job placement
- Access to a Peer Support Network of CLs

We have presented data from providing Aftercare services to 327 CLs across 4 states, describing their demographic characteristics, career choices, job placement statistics, and earning potential. We have analyzed our program with a view to scaling to a large number of CLs, and listed several areas of improvement and future work. As we continue to enroll CLs into the B2A program (with plans to add 200+ CLs in 2020 barring unforeseen circumstances), we will continue our longitudinal study on its impact.

Our goal here is to share our experiences in providing crucial Aftercare services to Care Leavers who have already faced severe hardships before the age of 18, and deserve a helping hand to become happy, productive adults. We hope to partner with other organizations to make a huge difference to this vulnerable population.

### 5.1 IMPACT OF CORONAVIRUS CRISIS

Unfortunately, the Coronavirus pandemic has caused extreme and unanticipated disruption in daily life, and our CLs have been severely impacted. Their educational institutions are closed, and many have lost their jobs. We are also unable to enroll new CLs into the B2A program during the nationwide lockdown. We are working with the CLs to see how we can mitigate this hiatus in their career plans.

## BIBLIOGRAPHY

- [1] CSA (Catalysts for Social Action), [Online]. Available: <https://csa.org.in/>.
- [2] A Future for Every Child (AFEC), [Online]. Available: <https://afutureforeverychild.org/>.
- [3] NIPCCD, "Information Kit on Children in Need of Care & Protection: Issues, Programmes & Services," [Online]. Available: <https://www.nipccd.nic.in/file/reports/kit17.pdf>.
- [4] Government of India, "2011 Census," [Online]. Available: <http://www.censusindia.gov.in/2011census/C-series/C-13.html>.
- [5] MOSPI, Govt. of India, "Children in India 2018: A Statistical Appraisal," 2018. [Online]. Available: [http://www.mospi.gov.in/sites/default/files/publication\\_reports/Children%20in%20India%202018%20%E2%80%93%20A%20Statistical%20Appraisal\\_26oct18.pdf](http://www.mospi.gov.in/sites/default/files/publication_reports/Children%20in%20India%202018%20%E2%80%93%20A%20Statistical%20Appraisal_26oct18.pdf).
- [6] MWCD, Govt. of India, "The REPORT OF THE COMMITTEE For Analysing Data of Mapping and Review Exercise of Child Care Institutions under the Juvenile Justice (Care & protection of Children) Act,2015 and Other Homes," 2018. [Online]. Available: <https://wcd.nic.in/node/2190742>.
- [7] Govt. of India, "The Juvenile Justice (Care and Protection of Children) Act 2015," 2015. [Online]. Available: <http://cara.nic.in/PDF/JJ%20act%202015.pdf>.
- [8] Make a Difference, "Research Report: Number of Children Living in Shelter Homes in India," 2018. [Online]. Available: <https://d39uag6u5n989.cloudfront.net/MADWebsite/Research+Resort+on+Number+of+Children+Living+In+Shelter+Homes+In+India.pdf>.
- [9] Govt. of India, "Juvenile Justice (Care and Protection of Children) Model Rules, 2016," [Online]. Available: <http://cara.nic.in/PDF/english%20model%20rule.pdf>.
- [10] Udayan Care, "Beyond 18, Leaving Child Care Institutions –A Study of Aftercare Practices in Five States of India," 2019. [Online]. Available: [https://www.udayancare.org/upload/Reports/2019-20/Full%20report\\_%20Beyond%2018.pdf](https://www.udayancare.org/upload/Reports/2019-20/Full%20report_%20Beyond%2018.pdf).
- [11] Make a Difference, "Mapping Long Term Outcomes of Institutionalization for Children in India," 2019. [Online]. Available: <https://www.brokenisbeautiful.makeadiff.in/mad-study-on-institutionalisation>.
- [12] S. Dutta, "Life after leaving care: Experiences of young Indian girls," *Elsevier Children and Youth Services Review*, vol. Vol 73, Feb 1, 2017.

- [13] Maharashtra State Govt., "Maharashtra State Juvenile Justice (Care and Protection of Children) Rules, 2018," 2018. [Online]. Available: <https://womenchild.maharashtra.gov.in/content/homecontent/policies.php>.
- [14] MWCD, Govt. of India, "Revised Integrated Child Protection Scheme," 2009. [Online]. Available: <http://cara.nic.in/PDF/revised%20ICPS%20scheme.pdf>.
- [15] National Skill Development Corporation, [Online]. Available: <https://nsdcindia.org/skillcentres>.
- [16] Pratham, "Vocational Training," [Online]. Available: <https://www.pratham.org/programs/vocational-training/>.
- [17] Tata Strive, "Skill Development Initiative of Tata Trusts," [Online]. Available: <https://www.tatastrive.com/index.html>.
- [18] B. Jain, "In a 1st, Maharashtra brings in 1% for orphans," April 3, 2018. [Online]. Available: <https://timesofindia.indiatimes.com/city/mumbai/in-a-1st-maha-brings-in-1-reservation-for-orphans/articleshow/63586407.cms>.
- [19] SOS Children's Villages of India, [Online]. Available: <https://www.soschildrensvillages.in/>.
- [20] M. Nigudkar, "Alternative Care for Children: Policy and Practice," TISS, 2017. [Online]. Available: <https://www.soschildrensvillages.in/getmedia/90a71a91-c933-4552-b4fc-8ef5f042d5eb/ALTERNATIVE-CARE-FOR-CHILDREN-18-december.pdf>.
- [21] Snehasadan, "Home for Homeless," [Online]. Available: <http://www.snehasadan.org/index.html>.
- [22] Udayan Care, [Online]. Available: <https://udayancare.org/>.
- [23] Udayan Care, "Aftercare Programme," [Online]. Available: <https://udayancare.org/after-care/aftercare-programme>.
- [24] Miracle Foundation, [Online]. Available: <https://www.miraclefoundation.org/>.
- [25] Make a Difference, [Online]. Available: <https://makeadiff.in/solutions>.
- [26] CSA (Catalysts for Social Action), "Aftercare," [Online]. Available: <https://csa.org.in/livelihood-aftercare/>.
- [27] Madhya Pradesh State Govt., "Minimum Wage Charts," 2019. [Online]. Available: <https://www.simpliance.in/minimum-wages/madhya-pradesh>.
- [28] Maharashtra State Govt., "Minimum Wage Charts," 2019. [Online]. Available: <https://www.simpliance.in/minimum-wages/maharashtra>.

[29] Odisha State Govt., "Minimum Wage Charts," 2019. [Online]. Available: <https://www.simpliance.in/minimum-wages/odisha>.

[30] Goa State Govt., "Minimum Wage Charts," 2019. [Online]. Available: <https://www.simpliance.in/minimum-wages/goa>.

## APPENDIX 1 MAHARASHTRA JJ RULES 2018

Maharashtra JJ Rules 2018.

### 27. After Care of Children Leaving Institutional Care.

(1) The State Government shall prepare an after care programme for children who have to leave Child Care Institutions on attaining eighteen years of age by providing for their education, giving them employable skills and placement as well as providing them places for stay to facilitate their re-integration into the mainstream of society.

(2) Any child who leaves a Child Care Institution may be provided after care till the age of twenty-one years on the order of the Committee or the Board or the Children's Court, as the case may be, as per Form 38 and in exceptional circumstances, for two more years on completing twenty-one years of age.

(3) The District Child Protection Unit shall prepare and maintain a list of organisations, institutions and individuals interested in providing after care as per their area of interest such as education, medical support, nutrition, vocational training etc. and the same shall be forwarded to the Board or the Committee and all Child Care Institutions for their record.

(4) The Probation Officer or the Child Welfare Officer or Case Worker or social worker, shall prepare a post release plan and submit the same to the Board or the Committee, two months before the child is due to leave the Child Care Institution, recommending after care for such child, as per the needs of the child.

(5) The Board or the Committee or the Children's Court, while monitoring the post discharge plan will also examine the effectiveness of the aftercare programme, particularly whether it is being utilized for the purpose for which it has been granted and

the progress made by the child as a result of such after-care programme.

(6) Children who are placed in after-care programme, shall be provided funds by the State Government for their essential expenses; such funds shall be transferred directly to their bank accounts, if they are placed in after care group homes. In the case of children living in after care home, such funds may be transferred to the organization providing after care home facility.

(7) The services provided under the after-care programme through a group approach may include: (i) after care home; (ii) community group housing or group home on a temporary basis for groups of six to eight persons;

(8) Other after care support services provided to children discharged from institution on attainment of eighteen years may include: (i) provision of stipend during the course of vocational training or scholarships for higher education and support till the person gets employment; (ii) arrangements for skill training and placement in commercial establishments through coordination with National Skill Development Programme, Indian Institute for Skill Training and other such Central or State Government programmes and corporate, etc.; (iii) provision of a counsellor to stay in regular contact with such persons to discuss their rehabilitation plans; (iv) provision of creative outlets for channelizing their energy and to tide over the crisis periods in their lives; (v) arrangement of loans and subsidies for persons in after-care, aspiring to set up entrepreneurial activities; and (vi) encouragement to sustain themselves without State or institutional support.

## APPENDIX 2 CASE FILE FOR EACH CL

Child Profile – Section A			
Basic Details			Documents Status (Attached – Y/N)
<b>Name of the Child</b>			
<b>Name of the Child Care Institute</b>			
<b>Location of the CCI</b>			
<b>Admission Date - CCI</b>			
<b>Date of birth of the Child</b> (DD/MM/YY)			Birth Cert. – Y/N Adhar – Y/N
<b>Age</b> (Yrs. with Months)			
<b>Current Residence Status of the Child</b>  (Pls tick the applicable and provide the address details)	<input type="checkbox"/> In CCI	<input type="checkbox"/> Out of CCI	<input type="checkbox"/> With Family
	Address -		
Health Information			Documents Status
<b>Blood Group of the Child</b>			
<b>Health Status summary of Last 3 CSA health check-ups</b> (Ailment history)	1 <sup>st</sup>		Health Checks Reports - Y/N
	2 <sup>nd</sup>		
	Current		

<b>BMI Status of the Child for the last three cycles</b> (Specify only BMI Status/ Category)	1 <sup>st</sup>		Health Checks Reports - Y/N
	2 <sup>nd</sup>		
	Current		
<b>Any Present Disability</b> (Specify if applicable)	<input type="checkbox"/> Yes	No <input type="checkbox"/>	
Details –			
<b>Any Chronic and/or Life-Threatening Ailment history</b> (Please Specify)	<input type="checkbox"/> Yes	No <input type="checkbox"/>	
Details –			
<b>Family Background</b>			
<b>Parental Status</b> (Tick the applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Orphan	Both Parents (BPL)	Single Parent
	<input type="checkbox"/>	<input type="checkbox"/>	
	Broken Family	Other Relatives	
<b>Parent History</b> (Please provide with relevant details)	Parents' Residential Address –		
	Their Background –		
	Education –		
	Occupation –		
	Relation with the Child –		
	Reason of Child's enrolment in the CCI -		
<b>Siblings details</b> (Please provide with relevant details)	No. of Siblings –		
	Current Residence –		

	Chronological Order of the child –	
	Siblings Education Background –	
<b>Total no. of Members in the Family</b>	Parents –  Siblings –  Other Relatives (Immediate) –	
<b>Economic Background /Source of livelihood</b>  (Please provide with relevant details)	Total no. of Earning Members in the family –  Type of Occupations –  Job Status – Temporary/Permanent  Total Monthly Income –	
<b>Any family dependency/ responsibility on the Child</b>	<input type="checkbox"/> Yes                      No <input type="checkbox"/> Details –	
<b>Education Background</b>		
<b>Current Educational Status</b> (Tick the appropriate option)	<input type="checkbox"/> Pursuing <input type="checkbox"/> Drop-Out <input type="checkbox"/> Completed	
<b>Current Education Details</b>	Grade/Course being pursued –  College/School Name –  Location –	



<p><b>% Scored and/or Grade in last 3 academic years</b></p> <p>(Details of distinction marks (75+) scored in any sub)</p>	<p>8<sup>th</sup> –</p> <p>10<sup>th</sup> –</p> <p>12<sup>th</sup> –</p> <p>Last Grade –</p>	<p>Marksheets of all Grades - Y/N</p>
<p><b>Outside Assessment Results (CSA/or any exams)</b></p>	<p><input type="checkbox"/> Yes                      No <input type="checkbox"/></p> <p>Details –</p>	<p>Results – Y/N</p>
<p><b>Additional Training received by the Child (Organised by CSA)</b></p>	<p>Life Skills      <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>AHP              <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Vocation        <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Edu bridge      <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Computer        <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Spoken Eng. – <input type="checkbox"/> Yes      No <input type="checkbox"/></p>	<p>LS &amp; AHP Scores – Y/N</p>
<p><b>Skill Training Details</b></p>		
<p><b>Any skill training received by the Child</b></p>	<p><input type="checkbox"/> Yes                      No <input type="checkbox"/></p>	
<p><b>Training Details</b></p> <p>(Provide with appropriate details)</p>	<p>Title of the Training –</p> <p>Duration of the Training –</p> <p>Training Completion Status -      <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Job Opportunities Available –      <input type="checkbox"/> Yes      No <input type="checkbox"/></p> <p>Details-</p>	

<b>Type of support provided by CSA with approx. cost</b>	<input type="checkbox"/> Yes                      No <input type="checkbox"/> Details –		
<b>Aftercare – Section B</b>			
<b>Career Aspiration of the Child</b> (What work/occupation does the child want to opt for as a career, not job)	1 <sup>st</sup> Priority –  2 <sup>nd</sup> Priority -		
<b>General Interest Area of the Child</b> (Specify – If any)			
<b>Different Assessment Results of the Child</b>	Personality Test		Reports – Y/N
	Career Interest		
	Aptitude		
	Career Options suggested		
<b>Parental aspiration - Child's Career</b>			
<b>CCI Trustees' opinion/ aspiration - Child's Career</b>			
<b>Strengths &amp; Area of Improvements of Child by CSA Staff</b> (Career/Behavioural/ Educational)	Strengths	1. 2. 3.	
	Areas of Improvement	1. 2. 3.	
<b>Career Plan Recommendation by CSA</b>	<b>Plan – A</b> <b>What is the plan with Timeline –</b> 1.		

	<p>2.</p> <p>3.</p> <p><b>Objective/ Rational –</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Institutes details &amp; Residence Information -</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
	<p><b>Plan – B</b></p> <p><b>What is the plan with Timeline –</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Objective/ Rational –</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Institutes details &amp; Residence Information -</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
	<p><b>Plan - C</b></p> <p><b>What is the plan with Timeline –</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Objective/ Rational –</b></p>

	1. 2. 3. <b>Institutes details &amp; Residence Information -</b> 1. 2. 3.			
<b>Mutually Agreed Aftercare Plan</b> (With all the respective Stakeholders)	Provide Details (Based on Plan A or B or C)			
<b>Key Milestones Details</b>	MS -1			
	MS - 2			
	MS - 3			
<b>Type of Support Required by CSA</b>	<b>Details -</b> 1. 2. 3.			
<b>Budget Required for Y-1</b>	Support Heads	Per Unit Cost (In INR)	No. of Months	Total Amount
	Course Fees			
	Travel			

	Accommodation			
	Others			
	Total			
<b>Budget Required for Y-2</b>	Support Heads	Per Unit Cost (In INR)	No. of Months	Total Amount
	Course Fees			
	Travel			
	Accommodation			
	Others			
	Total			
<b>Budget Required for Y-3</b>	Support Heads	Per Unit Cost (In INR)	No. of Months	Total Amount
	Course Fees			
	Travel			
	Accommodation			
	Others			
	Total			

## APPENDIX 3 AFTERCARE AGREEMENT WITH CL

Aftercare Agreement – Section C					
Full Name of the Candidate					
CCI Name/Aftercare Home Name					
Summary of mutually agreed Aftercare Plan					
Course Name					
Institute name & contact details					
Course duration					
Types of Support Required	Higher Education				
		Year-1	Year-2	Year-3	Total
	Course Fees				
	Travel				
	Accommodation				
	Others				
	Skill Training				
		Year-1	Year-2	Year-3	Total
	Course Fees				
	Travel				
	Accommodation				
	Others				
	Total Amount Required (budget)				
	Total Period of Support	From:		To:	

**Terms & Conditions for availing Aftercare Support –**

1. Generation of support request -
  - An aftercare plan should be agreed upon by the candidate, parents/CCI trustees, and CSA staff.
  - Any aftercare support request is expected to be in accordance with a mutually agreed Aftercare plan.
  - Confirmed admission status in an Education or Training Institute is mandatory.
  
2. Payment Release –
  - Any payment request is to be made well in advance to the finance team, at least 10 days prior to the actual date.
  - The payment would be made based on the actual expenses.
  - Payment receipt and other respective documents must be submitted to the CSA head office within the stipulated timeframe.
  
3. Code of Conduct –
  - The candidate ought to complete the education/training course she/he has admitted into by CSA support.
  - In case of drop out of the course, the candidate needs to refund the full amount to CSA within a month’s time.
  - The candidate will have to abide by the academic and administrative policies of the educational/ skill development institute. In case of any misconduct, the candidate will be solely answerable.
  - It is expected that the candidate compulsorily pursues a job in the same field after finishing the skill training. He/she shall/can continue higher studies through correspondence if he/she wishes to.
  
4. Coordination with CSA staff –
  - The candidate needs to share his/her progress report with CSA staff quarterly and after each semester exam or completion of skill training.
  - The candidate must touch base with CSA Staff post joining any job and keep updating the regular progress.
  - The candidate needs to be present in the meetings conducted by CSA.
  - The candidate will be a part of CSA Alumni program and is expected to make himself/herself available for meeting with the Alumni group as per plan.

Considering the above-mentioned Aftercare Plan and T&Cs, CSA wishes to support ..... for ..... months.

We wish you success in your future endeavors.

**For Catalysts for Social Action**

(Name)

(Designation) / (Date)

## **Consent by the Candidate & Parents/CCI Trustee**

I cordially request CSA to facilitate the respective aftercare support. I hereby agree to the above plan and confirm that I would willingly abide by all the above-mentioned terms and conditions.

---

*(Student Name and Signature)*

*Date:*

---

*(CCI trustee/ Parent Name & Signature)*

*Date:*



## APPENDIX 4 LIST OF AVAILABLE SECTORS AND CAREER CHOICES

Sector	Scope of Sector	Sector	Scope of Sector
<b>Travel, tourism and aviation</b>	All travel, tourism, aviation and logistic courses	<b>Clerical</b>	Courses related to back office or computer related office jobs
<b>Retail</b>	All retail and sales courses	<b>BFSI</b>	All banking and financial services courses including insurance industry
<b>IT- Software</b>	Only software related courses	<b>Textile</b>	Courses including FD and tailoring etc.
<b>IT- Hardware</b>	Only hardware related courses	<b>Fire and safety</b>	Courses related to fire and safety including short and long-term course
<b>IT- Software and Hardware</b>	Courses which include training on both hardware and software	<b>Security</b>	Security guard, personal body guard etc.
<b>Gems and jewellery</b>	Courses related to gems and jewellery - only technical courses	<b>BPO/ Call center</b>	BPO and call center jobs
<b>Engineering</b>	All BE, diploma and ITI courses and short-term courses in engineering	<b>Telecom</b>	Mobile repairing courses
<b>Construction</b>	All courses related to construction	<b>Hospitality</b>	steward, F&B, cooking, front office etc. courses
<b>Beauty</b>	All courses related to hair, skin, make up, manicure and pedicure	<b>Shipping</b>	Short-term and long-term courses including engineering and diplomas
<b>Medical/ paramedical</b>	All medical and paramedical courses	<b>Graduation- Arts, Science, Commerce</b>	All regular degree courses
<b>Electrical/ Electronics</b>	All electrical and Electronics courses including short-term and long-term courses	<b>Junior college</b>	All 11th standard colleges
<b>Automobile</b>	All courses from automobile industry including two-wheeler, four-wheeler, driving etc.	<b>Plumbing</b>	Plumbing related course

## APPENDIX 5 METRIC FOR EVALUATING SKILLING INSTITUTES

The following key parameters are used to identify and assess skilling institutes. Ratings are assigned as shown in the table.

1. Affiliated with government or regional bodies
2. High quality course
3. Job placement rate minimum 80%
4. Accommodation available
5. Concessional fees/ Free training

Rating	Parameters
A+	All 5
A	All except No 4
B	Top 3 (except 4 and 5)
C	De-list

## APPENDIX 6 LIST OF INSTITUTES ATTENDED BY OUR 327 CLS

State	Institute Name	Course Name
<b>Goa</b>	MSW collage Bangalore	MSW
<b>Madhya Pradesh</b>	ATDC	Beautician
		Garments
		Stitching operation Machine
	Hotel Jacson	Cooking
	ICICI Academy for Skills	Office Administration
		AC Repairing
		Electrician
		Fashion Technology
		Paint Application
	Tractor Repairing	
Indore University	Nursing	
<b>Mumbai</b>	Anubhav Institute	TALLY with GST
	Chembur	ITI
	Fire Eng college, Mumbai	Fire Engineering
	ICICI Academy for Skills	Office Administration
		Duty Assistant - Health Care
		Electrical and Home Appliance Repair
		General Duty assistance
		Pump & Motor Repairing
		Refrigeration and AC Repairing
		Retail Management
	Sales	
	Pratham	Plumbing
	VLCC	Hair Technology
Vedanta Foundation	Motor Mechanic	
Yashaswi	Food chain supply and product	
<b>Odisha</b>	Govt ITI & ITI	ITI
	ICICI Academy for Skills, Odisha	Office Administration
	UNBC	Micro Finance
<b>Pune</b>	ASM School of Nursing	Nursing
	ICICI Academy for Skills	Office assistance
		Selling skill
	IGTR	Diploma in Mechatronics
	PVR	Sales
Pune University	Mechanical Engineering	