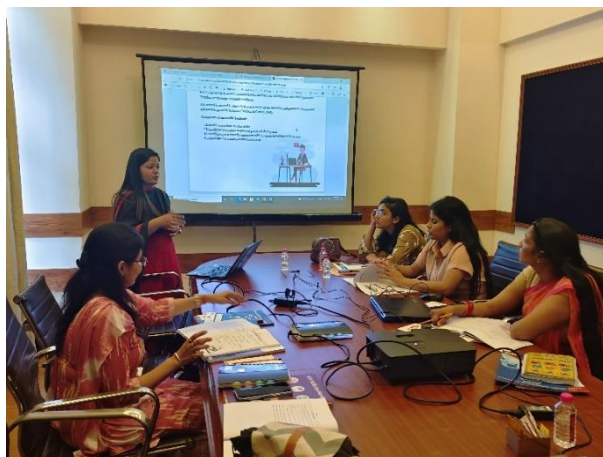


'Training of Trainers under Skills Training for Employment Preparedness Project

A Training of Trainers (ToT) was held on 15 and 16 July, 2022, as part of the Skills Training for Employment Preparedness (STEP) project, funded by WPP India CSR Foundation and implemented by Development Alternatives in Haridwar, Uttarakhand. The project aims to develop employability skills in girls studying in classes XI and XII at Government Girls Inter-College, Jwalapur, Haridwar and then link them with various vocational training programmes so that they become skilled professionals and can avail various employment opportunities in the future.



The ToT was conducted to prepare for the arrival of new batches of students in classes XI and XII, which would require new teaching methods. The training was conducted to enable the trainers to explain our seven modules effectively and interactively on livelihood awareness to students and develop their thinking process so that they actively participate in the learning process.

The agenda of the ToT was planned in such a way that it would help in effectively focusing on each of the seven themes, which include Livelihood Preparedness, WASH, Soft Skills, Gender Empowerment, Happiness Sutra (Stress Management), Career Counselling, and Job Readiness. Thus, the training on the first four modules was scheduled on the first day, i.e., 15 June 2022, and the remaining three modules on the second day, i.e., 16 June 2022.

On the first day, the training commenced with the distribution of training kits among the trainers. After that, each trainer was given a topic to speak about and share her knowledge, suggestions for delivering the content, and difficulties encountered in doing so in previous batches. Trainers shared various challenges they encountered while delivering content to students in the classroom, including the fact that some students occasionally confused the terms apprenticeship and internship when discussing livelihood readiness. Trainers were, therefore, given comprehensive information about the differences between the two. As these girls come from a lower socio-economic background, trainers find it challenging to instill in them the idea of having a goal or career path when discussing career counselling.



These girls face additional difficulties because they come from a society where talking openly on issues related to gender empowerment is strongly discouraged by family members. This has an impact on the psychological development of these girls because they view education and work as mere means of making money rather than as opportunities to learn and develop their skills and become thorough professionals.

The trainers shared that while students are generally aware of the value of grooming, self-confidence, and resume writing, they have not yet developed strong communication skills because they come from families where working outside home is not encouraged. Hence, it is hard for them to work, gain confidence, and clear an interview in such a short period.

The trainers are aware of these circumstances.

They are working to deliver the training in a way that helps these girls not only learn about various employability skills such as team building, time management, confidence, problem-solving skills, creative writing, presentation skills, etc. but also find the strength to be able to influence their family members' mindsets on giving them an opportunity they need to become skilled professionals.

