Impact Assessment Report

Pratham's Automotive Livelihood Training Project for Kotak Mahindra Prime Ltd. FY 2021- 2022

April 2024

Prepared by Samhita Social Ventures

For Kotak Mahindra Prime Ltd.

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Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during.

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Executive Summary

KMPL's Vocational Training Project (4-wheeler and 2-wheeler Automotive) implemented by Pratham in FY 2021-2022 empowered youth from economically disadvantaged backgrounds by providing them with essential skills for entry-level positions in the automotive industry. The project aims to bridge the industrial skill gap and create opportunities for marginalized youth, specifically those who lack access to quality education and formal training.

Samhita Social Ventures conducted an impact assessment of the project between January and March, 2024, which indicated that:

i) 63% of the study's participants were gainfully employed after undergoing the training as opposed to 32% prior to it.

ii) 76% of the respondents felt that the skills provided by the training programme gave them more options to explore in the job market

iii) 60% of the respondents secured a job through the programme's placement process

iv) Nearly 76% respondents reported that the programme helped them in learning new skills

v) Over 63% reported an increase in self-confidence due to the programme

Chapter 1. Introduction

In 2022, the Indian automotive market demand reached 3,641,233 units and is projected to grow at a compound annual growth rate (CAGR) of 9.7% from 2023 to 20301. Factors driving this growth include a rising population, increased disposable income, and easy availability of credit and financing. Additionally, the flourishing logistics and passenger transport sectors are expected to boost demand for commercial vehicles, putting the Indian automotive industry is on track to become the third largest globally by 2030.

The Indian government's policies have also exhibited support for this trend, significantly influencing market growth. Initiatives like Make in India and the Automotive Mission Plan 2026 have bolstered the automotive sector. The latter aims to position India's automotive industry as a driving force behind the Make in India initiative.

There are, however, several challenges faced by the industry. Firstly, there is a serious lack of skilled technicians. Meeting customer expectations for reliable service and faster lead times requires a workforce with access to skills and continued learning as the market evolves to respond to the demands of a climate-conscious public. Secondly, the industry faced significant disruption by the COVID-19 pandemic, resulting in job losses, reduced sales, and decreased demand for servicing.

India is equipped to meet these challenges with many factors working for the country. The country's substantial youth population presents a demographic dividend with an opportunity for economic growth. It is crucial to harness this dividend with skill development initiatives. This is where corporate social responsibility (CSR) can play a pivotal role by shaping skill development initiatives that may be designed to provide financial support to skill trainees and training institutes; collaborating with existing government schemes to broaden the reach of initiatives through scholarships, mentorship, and vocational assistance; designing courses to address specific skill gaps and partnering with institutes to leverage existing expertise and infrastructure.

In summary, the Indian automotive industry faces challenges but also enjoys immense potential, driven by policy support, youth demographics, and concerted efforts toward skill development[2].

1.1 Pratham's Vocational Skilling Programme

Since 2005, Pratham, a leading non-governmental organization in India, has been actively involved in vocational skilling. Their mission is to empower youth from economically

[1] India Automotive Market Size, Share & Trends Analysis Report By Passenger Vehicle (Sedan, Hatchback, SUV), By Light Commercial Vehicle, By Heavy Truck, By Bus & Coach, And Segment Forecasts, 2023 - 2030

[2] India Automotive Market Outlook 2023-2030. Source: Research and Markets

disadvantaged backgrounds by providing them with essential skills for entry-level positions in various industries. The objectives of Pratham's vocational skilling arm are two-fold:

i) Pratham's vocational skilling program aims to bridge the skills gap and create opportunities for marginalized youth.
ii) The initiative targets economically vulnerable individuals who lack access to quality education and formal training.

The programmes can be said to have a four-stage structure:

i) **Mobilization**: Pratham identifies potential candidates through community outreach, awareness campaigns, and partnerships with local organizations. They encourage youth to enroll in vocational courses.
ii) **Training**: Once enrolled, participants undergo rigorous training in various trades. These trades may include automotive mechanics, electricians, plumbers, tailors, beauticians, and more.
iii) **Placements**: Pratham collaborates with industry partners, businesses, and service providers to secure job placements for trained individuals. They facilitate connections between skilled youth and potential employers.
iv) **Post-Placement Support**: Pratham does not stop at placements. They provide ongoing support to ensure successful integration into the workforce. This includes mentorship, counselling, and addressing any challenges faced by the newly employed.

Pratham's training courses cover practical, industry-relevant skills required for specific trades. With regards to automotive mechanic training, participants learn about engine repair, diagnostics, maintenance, and safety protocols. Pratham's vocational skilling arm has transformed countless lives by providing employability skills. By focusing on entry-level positions, they enable youth to earn a livelihood and break the cycle of poverty. The program's sustainability lies in its holistic approach—from skill development to job placement and beyond. Pratham's success stories showcase how vocational skilling can empower individuals, uplift families, and contribute to community development. It is a beacon of hope for economically disadvantaged youth, offering them a pathway to a brighter future through skill acquisition and meaningful employment.

Chapter 2. Approach and Methodology

This assessment of the KMPL's vocational training project was undertaken to assess the intervention's impact on students enrolled in FY 2021-22 only.

2.1 Research objectives

The key objectives of this research study include:

i. Comprehensively assessing the impact of the project through the OECD-DAC framework that considers the **relevance, coherence, efficiency, effectiveness,** and **impact** of any development initiative to establish its social outcomes and improvements in the lives of the primary stakeholders.

ii. Ascertaining the sustainability of the project's processes and outcomes.

2.2 Approach

The study adopted a mixed methods approach to collecting primary data using quantitative and qualitative methods. Details of the research methodology adopted for this impact assessment study are represented in the figure below.

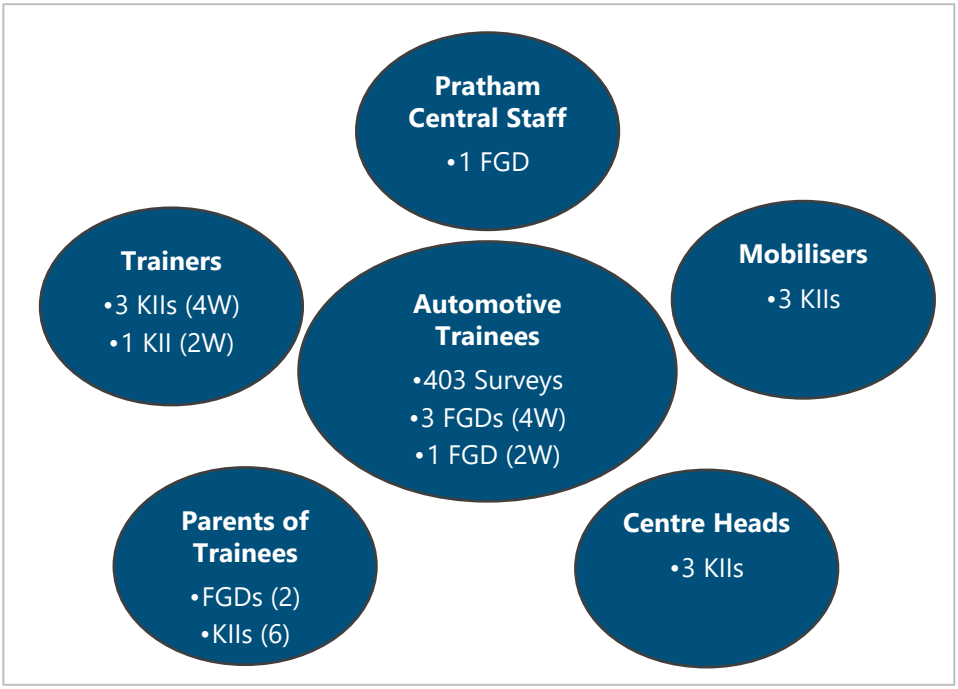


Figure 1: Data Collection Details

2.3 Analysis Framework

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. The goal of the organization is to shape policies that foster prosperity, equality, opportunity, and well-being for all. Together with governments, policymakers, and citizens, the organisation works on

establishing evidence-based international standards and finding solutions to a range of social, economic, and environmental challenges[3].

The OECD Development Assistance Committee (DAC) Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact, and sustainability - for measuring the impact of a given programme. These criteria provide a normative framework used to determine the merit of an intervention. They serve as the basis upon which evaluative analyses are made.

Figure 2: OECD framework with criteria

The definition, according to OECD, of the six criteria is described below[4]:

- **Relevance** - The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
- **Coherence** - The compatibility of the intervention with other interventions in a country, sector, or institution.
- **Efficiency** - The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- **Impact** - The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.
- **Sustainability** - The extent to which the net benefits of the intervention continue, or are likely to continue.

The findings of the study have been presented in the OECD format to assess the impact created by the programme.

[3] Organisation for Economic Co-operation and Development
[4] Evaluation Criteria

Chapter 3. Analysis & Findings

3.1 Profile of the respondents

3.1.1 Gender

Most of the respondents are male since Pratham believes them to be better suited to the work of automobile repair and more aligned with the existing industry norms. A few women were found to have undergone the training, of which a little more than half had opted for 4-wheeler repair training while the rest had opted for 2-wheeler repair training. None of the women are presently employed.

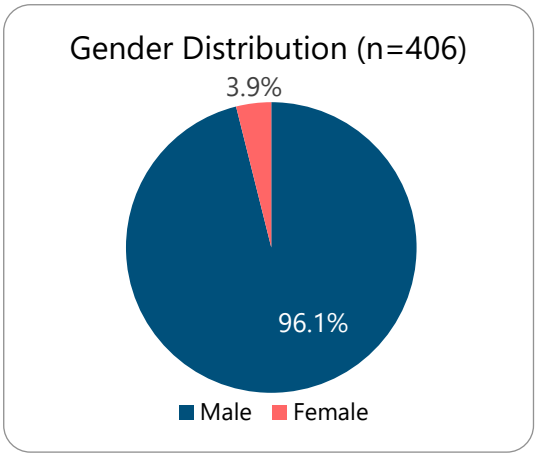


Figure 3: Gender distribution of the respondents

3.1.2 Educational Qualifications

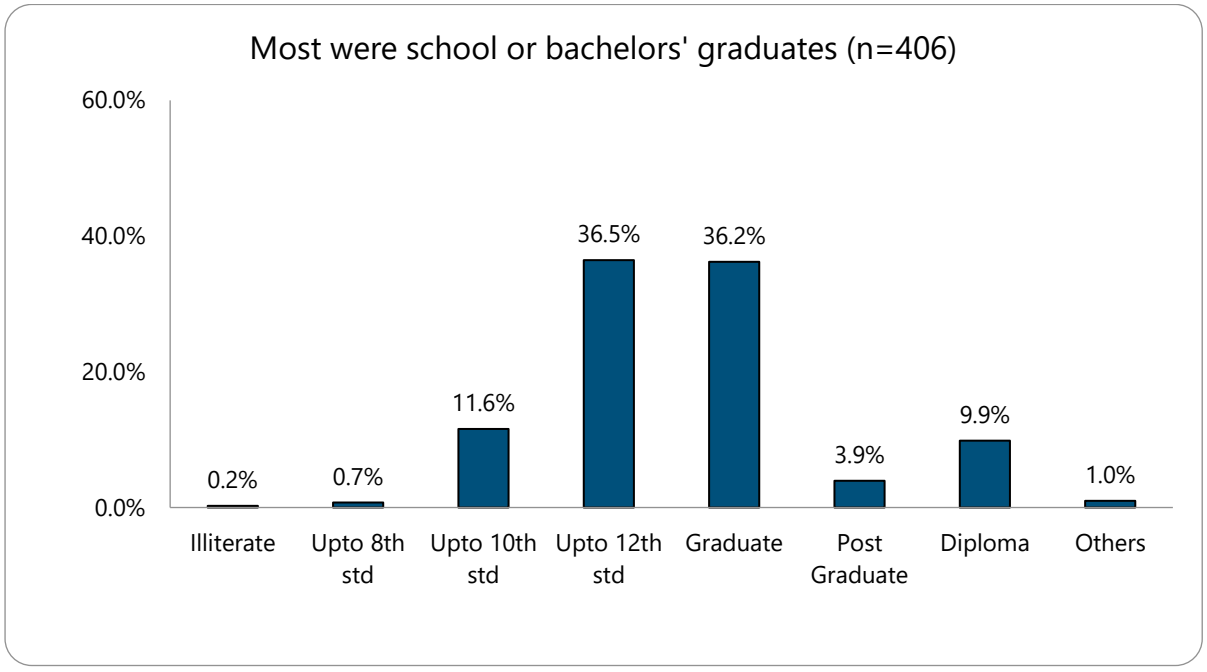


Figure 4: Educational levels of the respondents

Most of the trainees were at least school graduates, with an equal number also being college undergraduates. The programme required the trainees to be at least 10th standard graduates since they are required to have basic literacy as well as the ability to grasp some of the concepts required to be learned as mechanics or workers in the automotive industry. This is reflected in the results. Interestingly, some postgraduates were also found to be participating in the programme. As reported by one such trainee we met for an in-depth interaction, given the difficulty of placements and lack of support by a lot of colleges during the COVID-19-

induced lockdowns, they were attracted to Pratham's programme due to its promise of placement after the training period.

"Pratham was promising us placements at the end of the training which I found I needed at the time since my college classes were being conducted remotely and this made their placement support uncertain. Due to the practical training, I got at Pratham, I was placed and later made a switch for a promotion with Spinny as well."

- ***Trainee, Batch of 2021-22, Lucknow***

3.1.3 Family profile

The following graphs present a snapshot of the demographics of the families of the trainees of the 2021-2 batch.

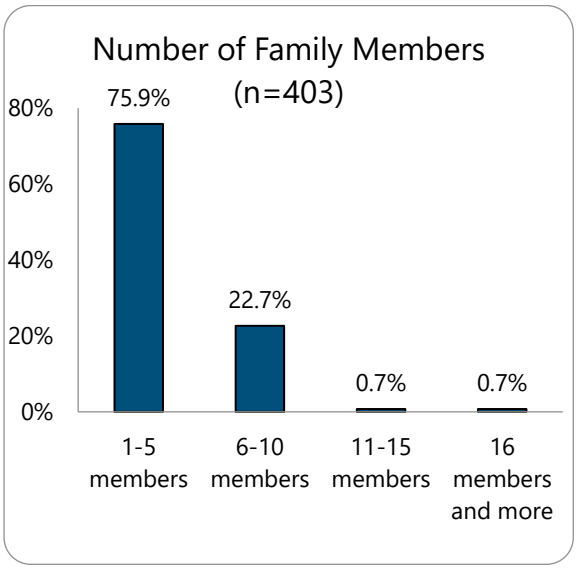


Figure 5: Caste distribution of the respondents

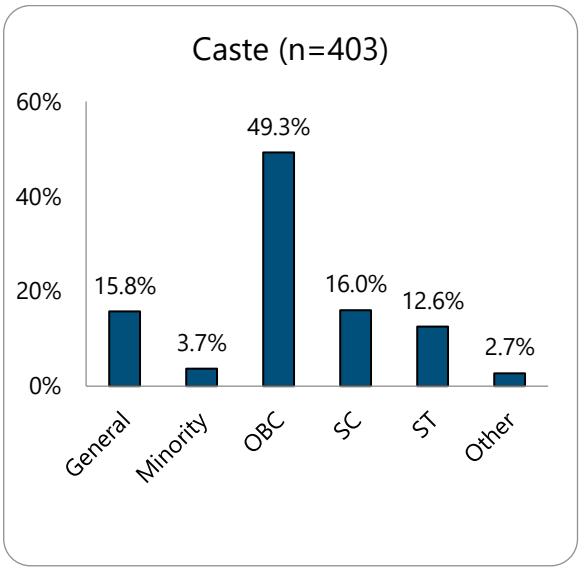


Figure 6: Family sizes of the respondents

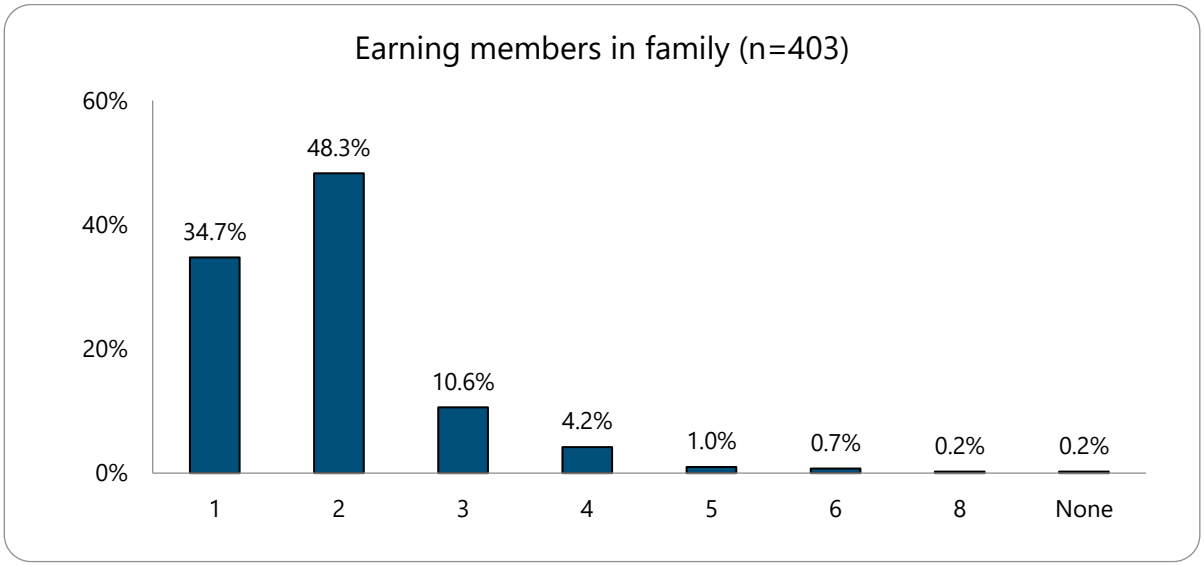


Figure 7: Earning members in the families of the respondents

3.2 Findings on Relevance Indicators

3.2.1 Purpose and Design of the Project

The project was designed by Pratham with the idea of minimising the skill gap that exists in the country where the number of school-educated youth has substantially increased in the decades since Independence but has not been converted into a proportionate number of gainfully employed youth due to a lack of employable skills. This has created a significant barrier to employment amongst Indian youth.

Pratham has been working towards addressing this issue through its automotive training programme which focuses on equipping school-educated youth from economically disadvantaged backgrounds with practical skills aimed at specific job roles for which there exists a demand and which have the potential of providing a long-term, sustained source of income for them. The Pratham automotive livelihood training programme has been designed to cater specifically to youth who have school education that enables them to understand the theoretical aspects of automotive repair but may not have had access to higher education giving them a deeper understanding of the same, as may be required by job roles such as that of an automobile designer. The students are taught just enough theory to facilitate their understanding of the practical aspects of the course and meet the requirements of their future workplaces. They also promise the students placement and facilitate the same.

3.2.2 Students' Motivations for Joining

The survey findings show an inclination among approximately 80% of the students toward learning something new, with approximately 40% attributing this inclination to the course being offered free of charge. Moreover, over 77% of the surveyed students cited placement opportunities as their primary motivation for joining the program, while nearly 37% indicated their participation was driven by the prospect of securing a higher salary. These insights underscore the significance of both affordability and career prospects in motivating students to engage with the programme.

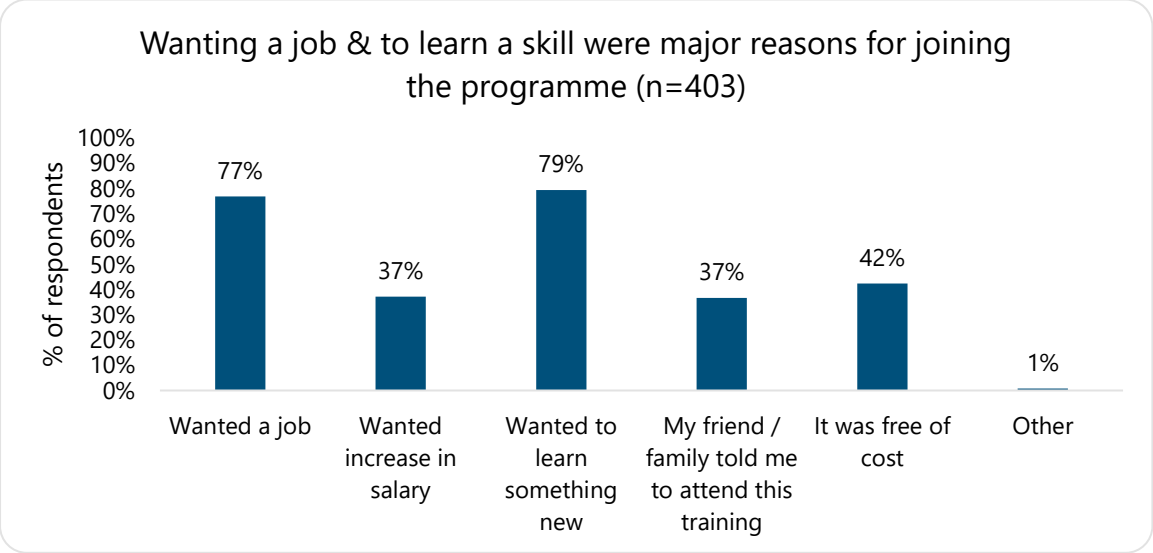


Figure 8: Respondents' reasons for joining the training

3.2.3 Online training

Mode of training	% of respondents (n=403)
Only online with all live sessions	23%
Only online with recorded sessions and live sessions	16%
Only in-person training	35%
Both online and in-person	25%

Table 1: Respondents' mode of receiving the training

95.4% of those who attended online classes reported being able to access the classes regularly, thus evidencing that the mode of training was relevant and in alignment with the trainees' technological access.

We further asked if the trainees found the hybrid model of online plus in-person training useful. Of the 100 who have attended both modes of training, 65% felt that the entire training programme should be done in person. 28% were in favour of hybrid classes, where online classes could be used to learn theory, while 7% felt that more of the course should be conducted online. This data may be indicative of the differences in access to technology that exist among the trainees. Additionally, it was learnt through in-depth interactions that many of the trainees were not able to receive any in-person training from the Pratham staff, including for the practical aspects of the course in the assessed year due to the pandemic-induced lockdowns that were imposed in the country during the first part of FY 2021-22. While these trainees related to either local workshops (USTAADs) or connected to workshops where on-the-job training could be given to them, the lacunae in pre-job training due to the lack of practical classes was strongly felt by the trainees.

3.3 Findings on Coherence Indicators

3.3.1 Curriculum and Pedagogy

Most students, comprising 87.84%, opted for the 4-wheeler programme, while the remaining 12.16% preferred the two-wheeler programme. The Hybrid Skilling Model provides a comprehensive training experience for students enrolled in our program. Over 2 months, participants engage in a blend of virtual and in-person sessions. The training module is divided in three different levels

Picture 1: Pratham 2W training alumni at a Hero workshop, Kolhapur. Photo by Samhita staff, Feb 2024.

Level 1 - Intro and creation of awareness about the automotive sector.

Level 2 – Building a foundation of the subjects at hand, the tools, and the systems of operation through virtual training.

Level 3 – Practical-based lectures conducted at Pratham centres or industry locations to stimulate learning by doing.

In addition to centre-based training, they benefit from on-the-job training (OJT) and the USTAAD Model. During the training, students acquire industry-relevant technical and practical skills, alongside honing their soft skills since the focus is more on practical training in a short duration of the course. The OJT component offers insights into the work environment and prepares them for potential challenges. Overall, this multifaceted approach equips students with both knowledge and practical abilities.

3.3.2 Training of Students

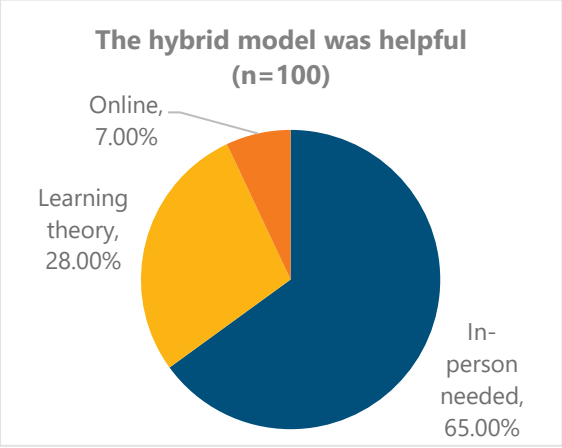


Figure 9: Preferences regarding the model of instruction

The students rarely faced technical and/or connectivity issues since only around 1% had complaints regarding the same. However, when asked whether the hybrid model was beneficial for them, about 65% refuted saying that they preferred physical classes more where personal attention in a learning environment would be at their disposal. 28% of the respondents agreed that the online lectures were better for the theory parts and only 7% recommended that more material ought to be made available online.

3.3.3 On-the-Job (OJT) and USTAAD Model

The on-the-job training model facilitates direct interaction between students and local workstations and placement partners, expediting their readiness for employment. This approach not only streamlines the training process for youth but also incentivizes industry engagement at a grassroots level. Similarly, the USTAAD Model emphasizes hands-on training provided by local experts selected from the village community. These individuals impart

practical knowledge to students, fostering a deeper understanding of real-world scenarios and enhancing their employability for placement opportunities.

3.3.4 Certification and Placement Preparation

During the Level 3 training phase, a significant emphasis is placed on hands-on skills essential for successful job placement. This segment includes comprehensive sessions on CV building and mock interview settings. Participants engaged in structured activities designed to refine their CVs, ensuring they effectively showcased their qualifications and experiences. Additionally, mock interview sessions were conducted to simulate real-world interview scenarios, allowing participants to practice and refine their interview skills in a supportive environment. This practical approach provided invaluable preparation for navigating the job market with confidence and competence.

3.4 Findings on Efficiency Indicators

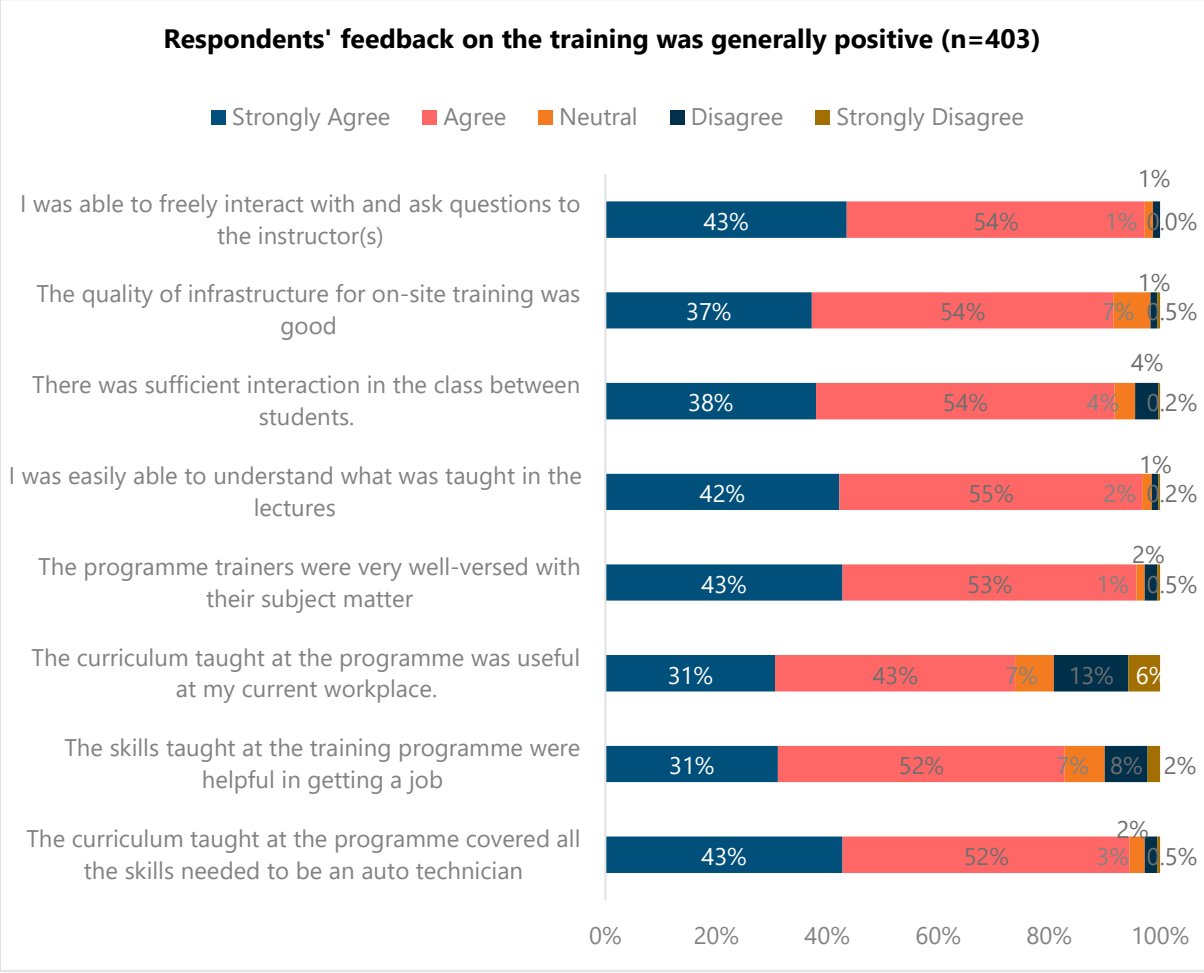


Figure 10: Respondent's feedback on the automotive training programme

3.4.1 Process and Structure of the Programme

Picture 2: 4W training in progress at Pratham's Hyderabad training centre. Photo by Samhita staff, Feb 2024.

The Hybrid Skilling approach divided the training programme into two components: Virtual and Practical. The theory lessons were conducted in person at the center, and then delivered via video calls. This change was complemented by a virtual mobilisation process.

Pratham's revamped training model now comprises three distinct stages:

Level 1 (Awareness): In this phase, self-learning awareness courses are designed to expose youth to various trades, job opportunities, and inspiring alumni stories. The duration of Level 1 is 7 days.

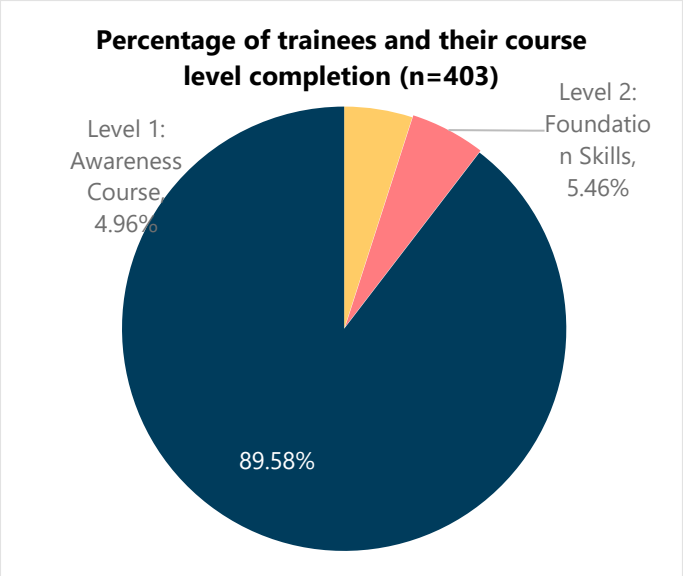


Figure 11: Percentage of trainees and their course level completion

Level 2 (Foundation Skills): In this stage, participants engage in virtual training, covering essential theoretical aspects related to their chosen trade. The program includes daily instructor-led sessions and spans 15-25 days.

Level 3 (Hands-on Skills): The final stage focuses on practical skill training, which can be completed at a Pratham training center, an industry partner's facility, or a community-based center. Participants immerse themselves in hands-on learning for a period of 20-30 days.

The figure above depicts the percentage of trainees who have completed all three stages as well as those who could not owing to various reasons.

The figure below shows various factors offered by the students as reasons for which they were unable to complete the course. students cited family as the chief reason while the COVID-19 pandemic was a close second. Among other reasons, some had separate jobs, and some faced difficulty in commuting to the centre regularly.

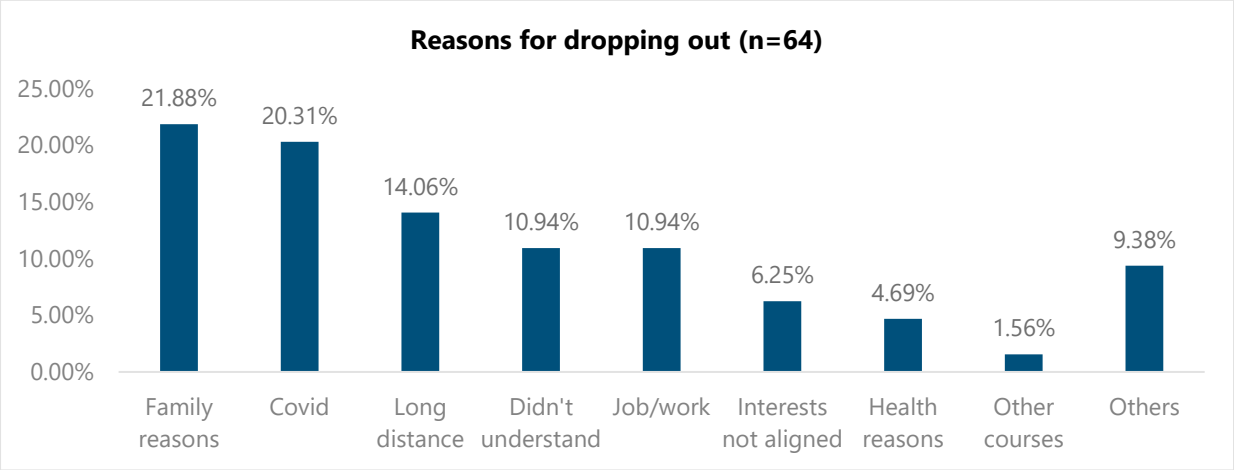


Figure 12: Reasons for dropping out

3.4.2 Mobilisation and Enrolment

A few women were found to have undergone the training, of which a little more than half had opted for 4-wheeler repair training while the rest had opted for 2-wheeler repair training. None of the women are presently employed. While all were offered a job through the placement process, most did not take up jobs due to getting married / having children / not being allowed at home. One found the salary to be low and quit while 2 others did not wish to migrate for work. IT would be worthwhile for Pratham to explore ways to include more women in its training programme by understanding these barriers to work for them and attempting to tailor the placement process to be more accommodating of people not wishing to move out or far from their homes. As of the date of writing this report, Pratham has initiated training for front-desk executives at automobile dealerships and centres for women but continues to have dismal female representation in the automotive repair classes.

3.4.3 Placement Support Process

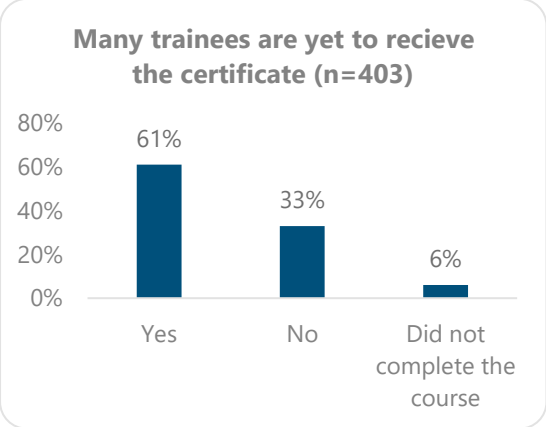


Figure 13: Respondents who have received certificates

The goal of this project was basically to reach out to the most disadvantaged youth from rural and semi-urban regions and equip them with the skills necessary to become employable. 71% of the students agreed that the training provided by Pratham immensely helped them to get jobs in the automobile industry.

In our study, approximately 33% of trainees completed the training program but were still awaiting their certificates. Meanwhile, 6% of

participants had to discontinue the course prematurely due to a range of personal and professional challenges. These findings underscore the importance of addressing individual circumstances and providing adequate support to enhance course completion rates.

3.5 Findings on Effectiveness Indicators

3.5.1 Course Completion

90% of the respondents completed all three levels of training which comprised building awareness about the industry, teaching the basic foundational aspects of the jobs in question as well as equipping the students with hands-on experience of working in such areas. Along with the technical aspects, functional life skills like digital and financial literacy, soft skills, communication, and the like, help them lead productive lives as adults.

Among these, the figure below represents the aspects that the students found most beneficial for themselves.

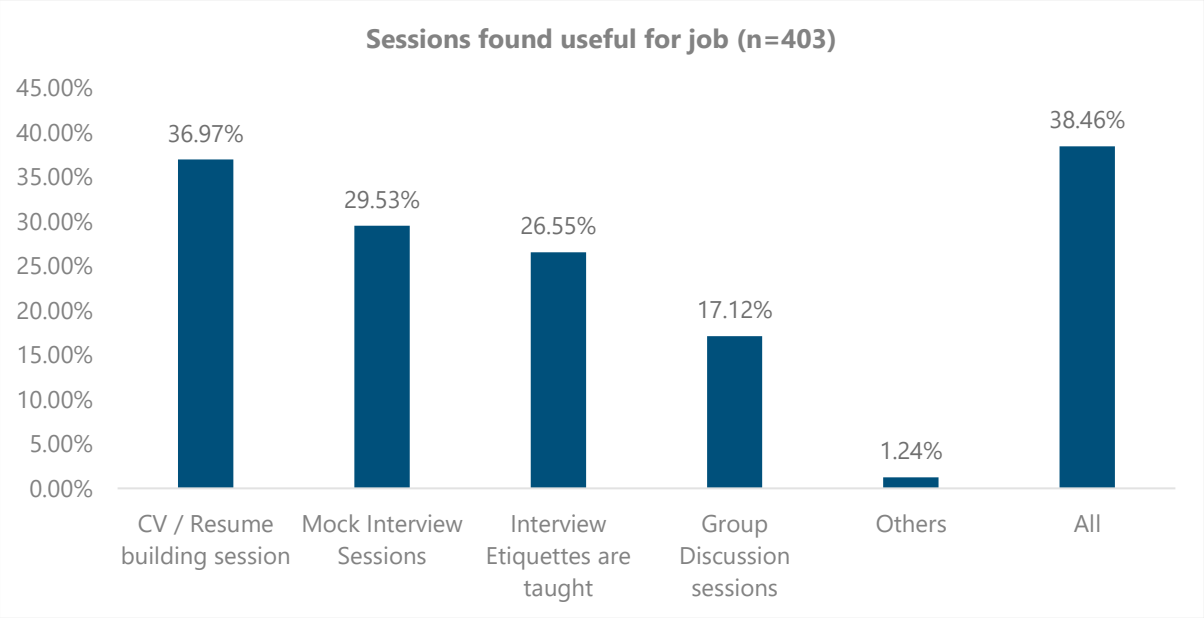


Figure 14: Sessions found useful for jobs

3.5.2 Placement

Students who completed the training, 59% received placement offers, but only 35% accepted them. The primary reason for declining offers was that the jobs were located far from their homes, and they did not wish to relocate elsewhere. Some were confident enough to have started their own businesses, while others cited low salaries as a deterrent. Additionally, many opted to pursue further education in hopes of securing better opportunities. The figure below illustrates the various reasons given for not accepting the job offers.

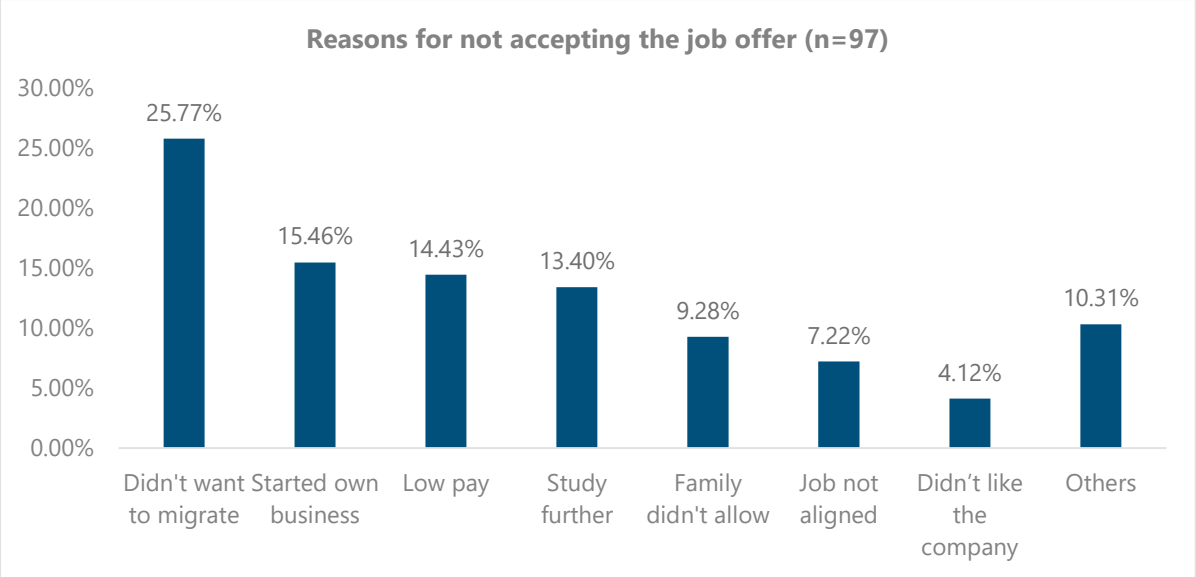


Figure 15: Reasons for not accepting job offers

The figure below is a visualisation of the proportion as well as distribution of students who completed the training, had placement offers and those who finally accepted the offers and were employed in the end.

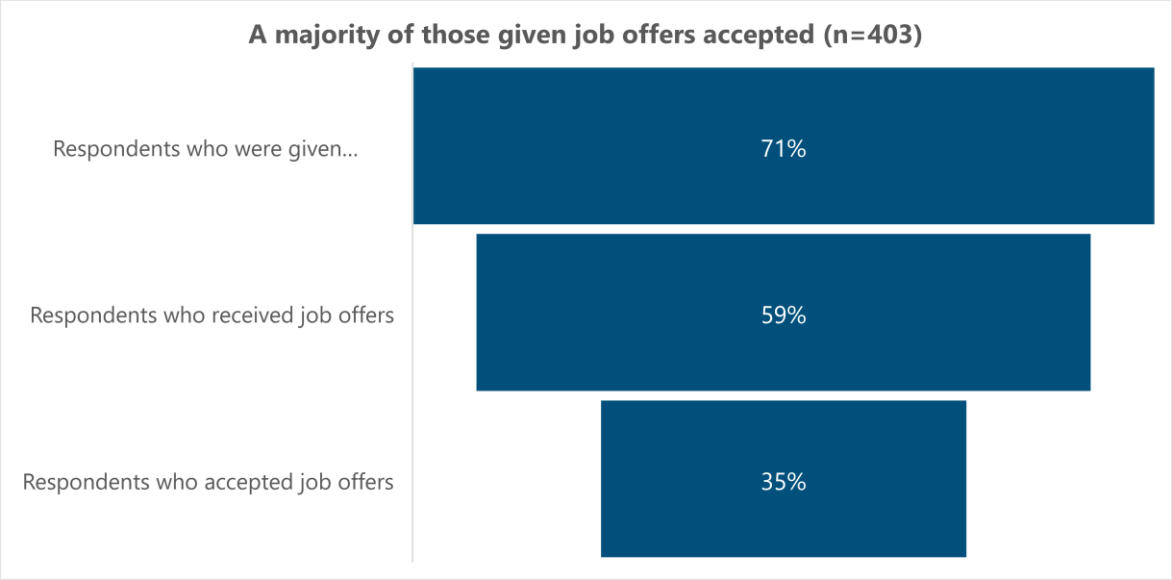


Figure 16: Training to job pipeline

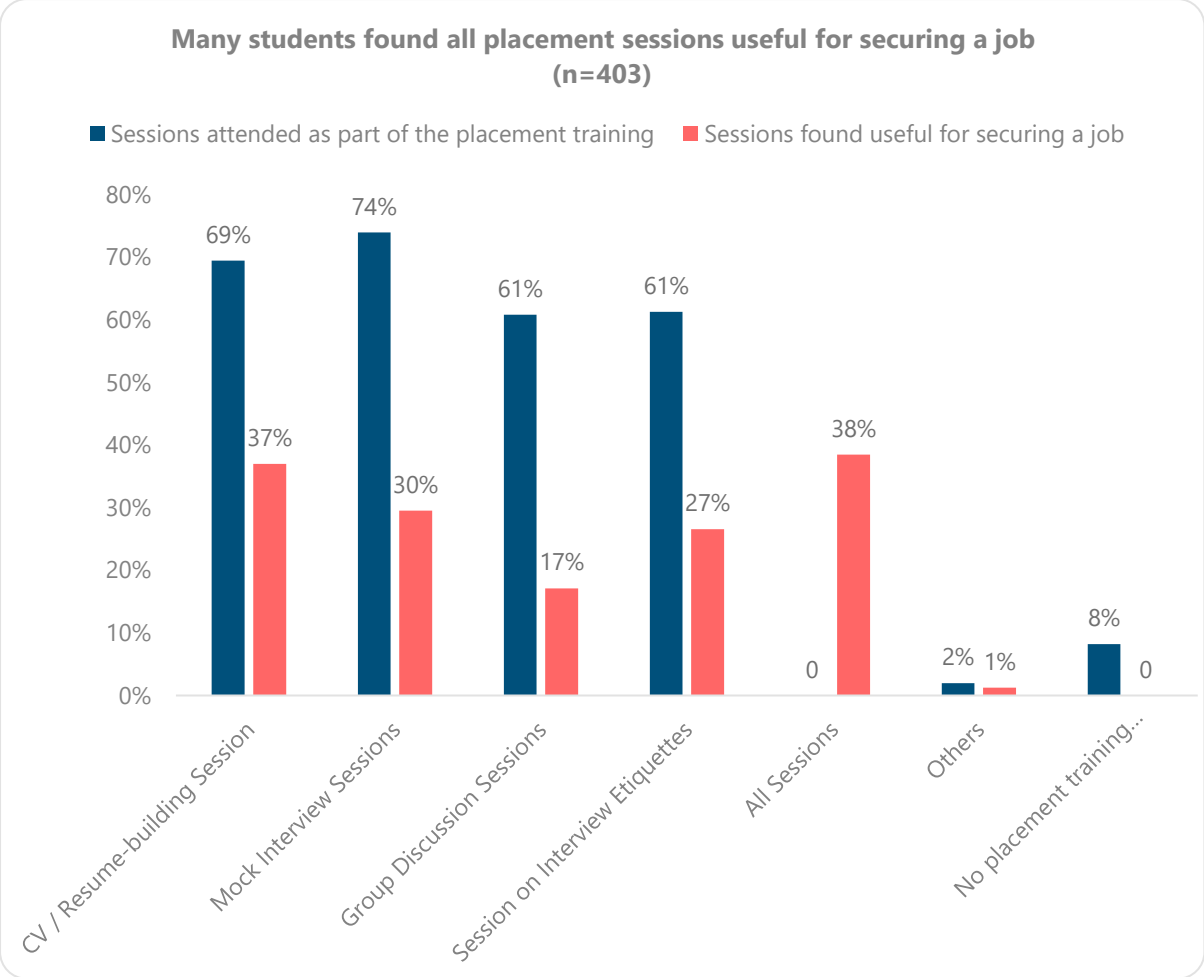


Figure 17: Trainees' self-reported benefits of the programme

Many sessions and practical workshops were conducted by the team as part of the training, of which CV and resume building sessions were reported to have been the most useful by the students themselves.

"I never thought that Kotak and Pratham will give me so much; I will never forget their role in giving me a second chance to life."

- ***Student, 4-wheeler programme***

Picture 3: Workshop safety guidelines and equipment at the Lucknow training centre. Photo by Samhita staff, Feb 2024.

3.5.3 Perceived Benefits of the Project

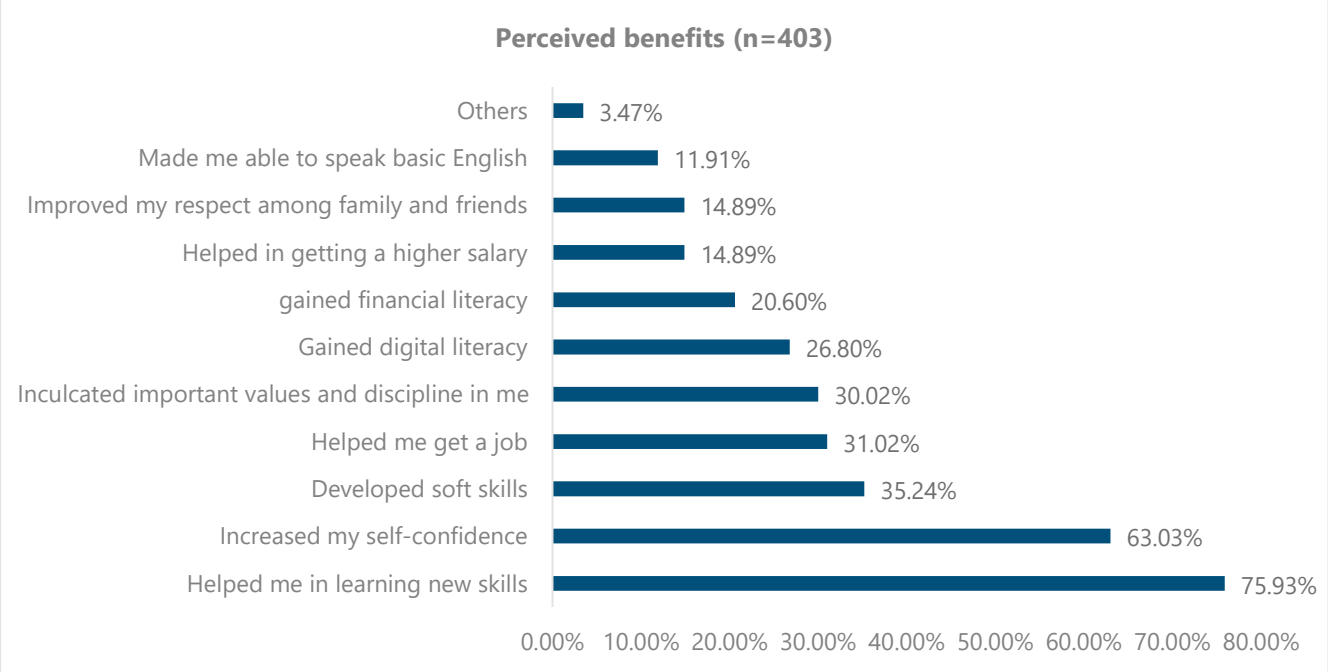


Figure 18: Perceived benefits of the programme

3.6 Findings on Impact Indicators

3.6.1 Employment and monthly income

An analysis of data before and after the training reveals a significant shift in student activities. After the training, a greater proportion of students engaged in paid work, coinciding with a decline in the percentage of those continuing their studies. Notably, the proportion of students involved in self-owned businesses doubled, rising from 11% to 23%. This increase suggests a boost in confidence and entrepreneurial spirit among students, indicating that the training has had a positive impact on their willingness to venture into business ownership and employment.

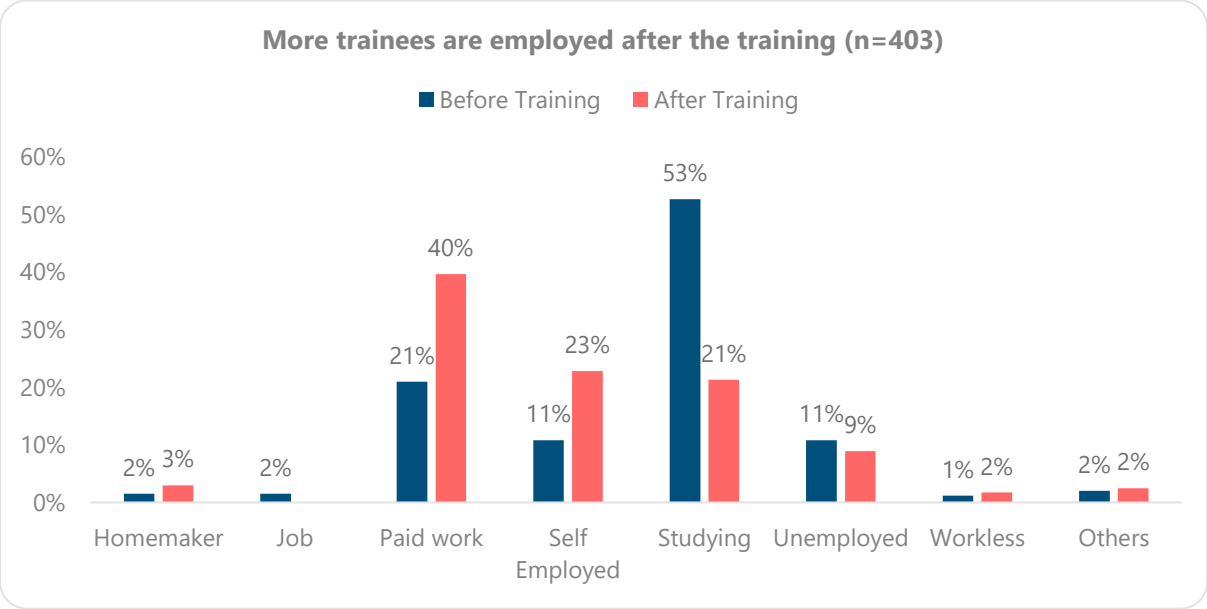


Figure 19: Professions of the respondents before & after the programme

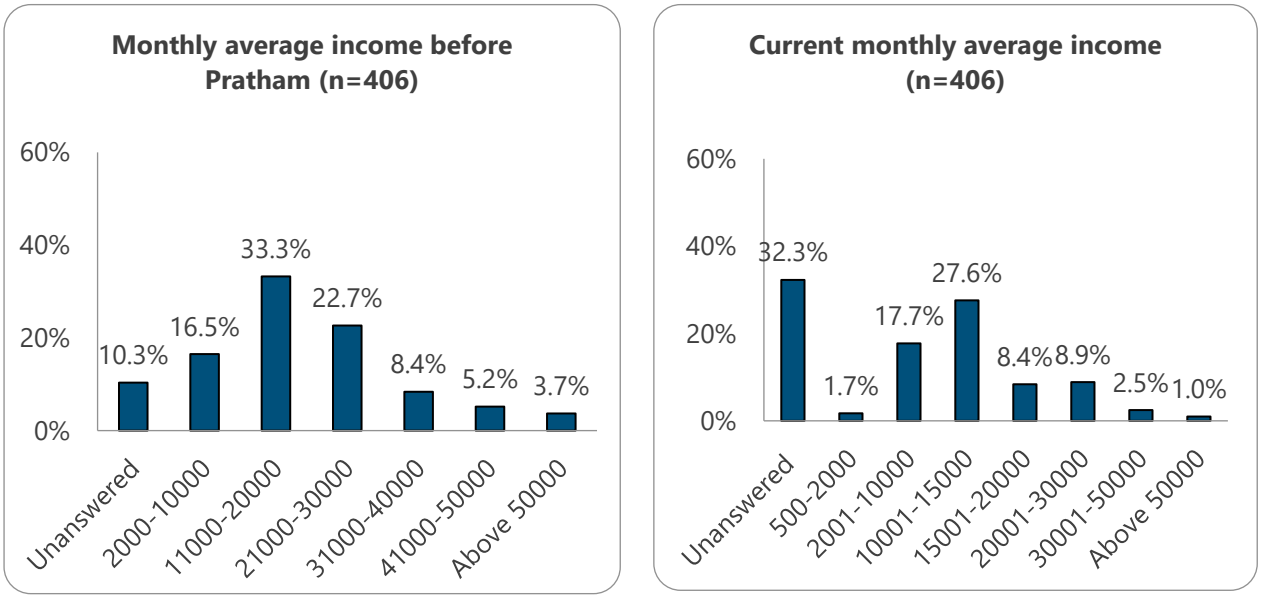


Figure 20: Income distribution of respondents before and after attending the training

3.6.2 Financial access and practices

The training has positively impacted students' ability to save money, with a noticeable decrease in the overall difficulty of saving. Before the training, 32% of participants found saving to be easy. After the training, this number increased to 41%, indicating an improvement in their financial management skills. On the other side of the scale, the percentage of participants who reported that it is still very difficult to save dropped to just 3%.

The savings amount on the other hand, has not registered much change pre and post-training and has more or less remained the same across households.

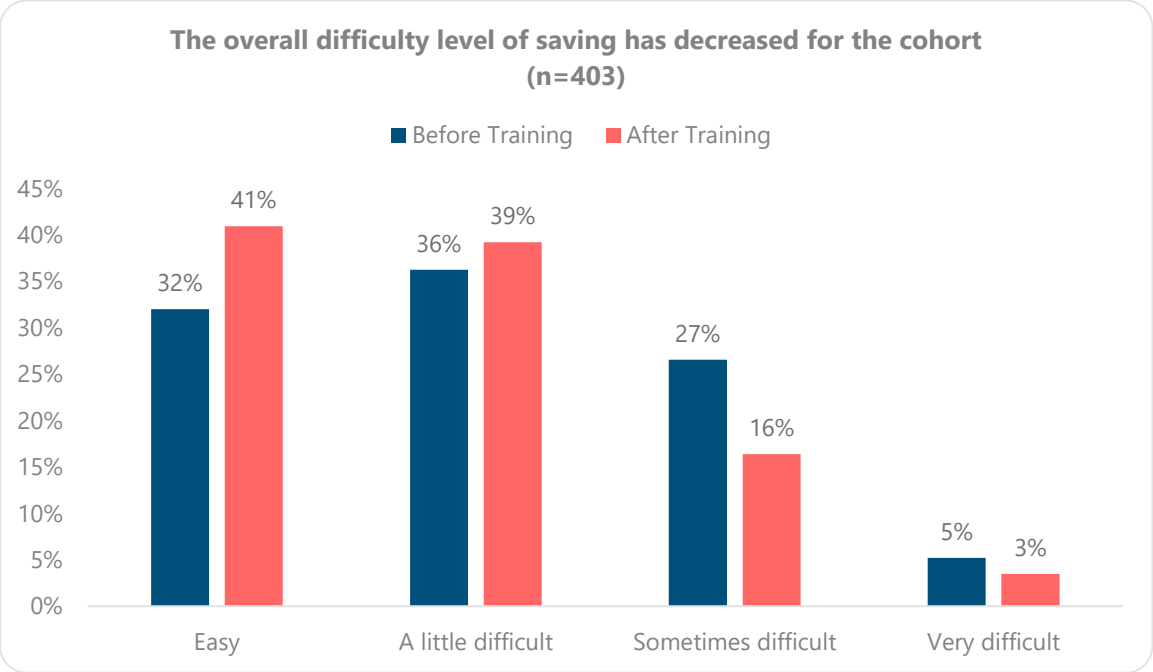


Figure 21: Change in difficulty in savings before & after the programme

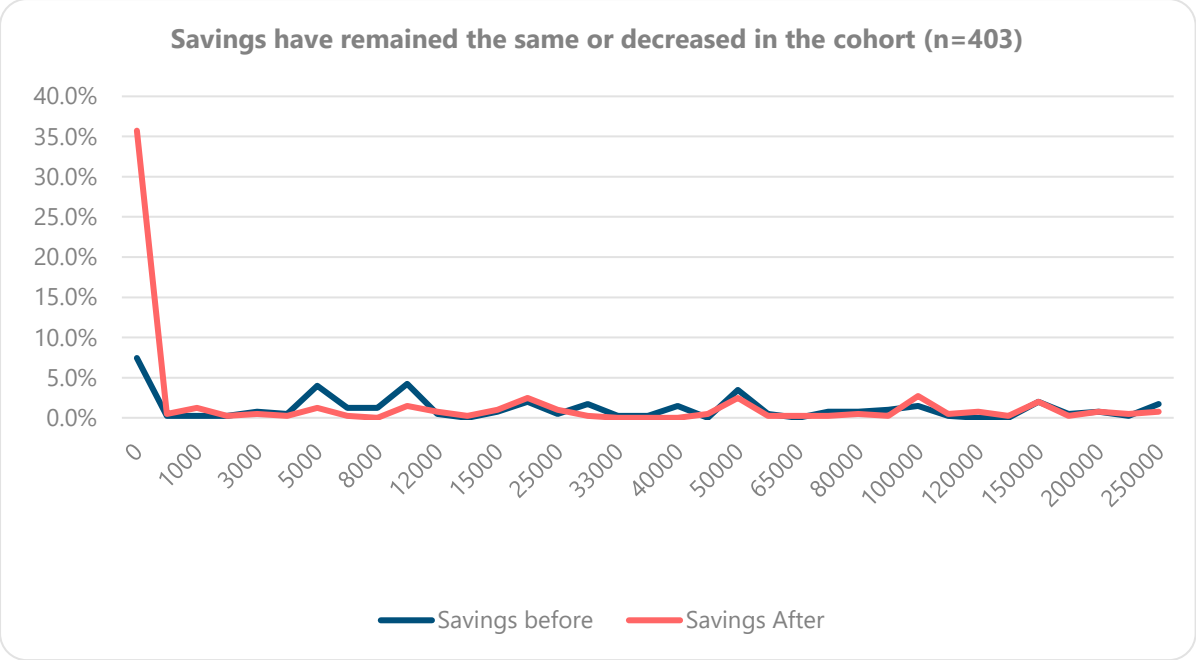
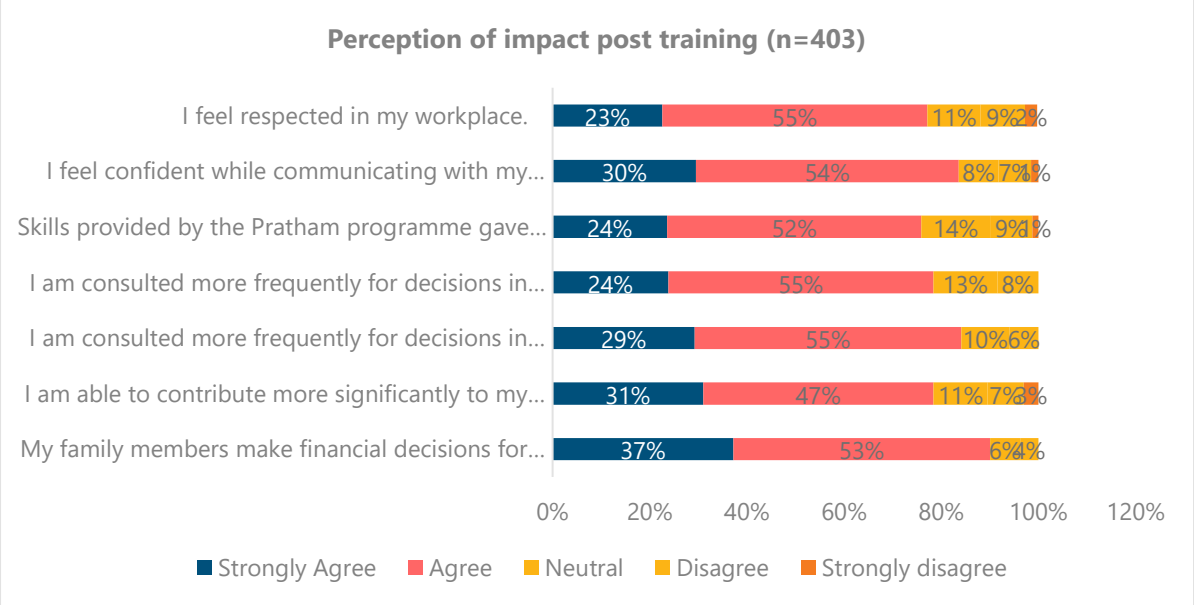


Figure 22: Savings before & after the programme

3.6.3 Human Capital

The students readily accepted that most of them felt more confident and were comparatively more included in decision making processes in the family or even the community. They felt dignified being able to earn money through honest and truthful means and were grateful for the same.



3.7 Findings on Sustainability Indicators

3.7.1 Retention Rate and Career Progress

Based on the quantitative data analysis, it is found that only 60% (240 students) got a job through placement support out of which, 35% (142 students) accepted the job offer and the rest 24% (98 students) did not accept the job offer for various reasons of migration, wanting to start their own business, wanting to study further, lower pay than expected, and the family did not allow to take up the job offer. The other reasons for not accepting a job offer are mainly associated with marriage and health reasons. The figure below describes the reasons for not accepting job offers by students.

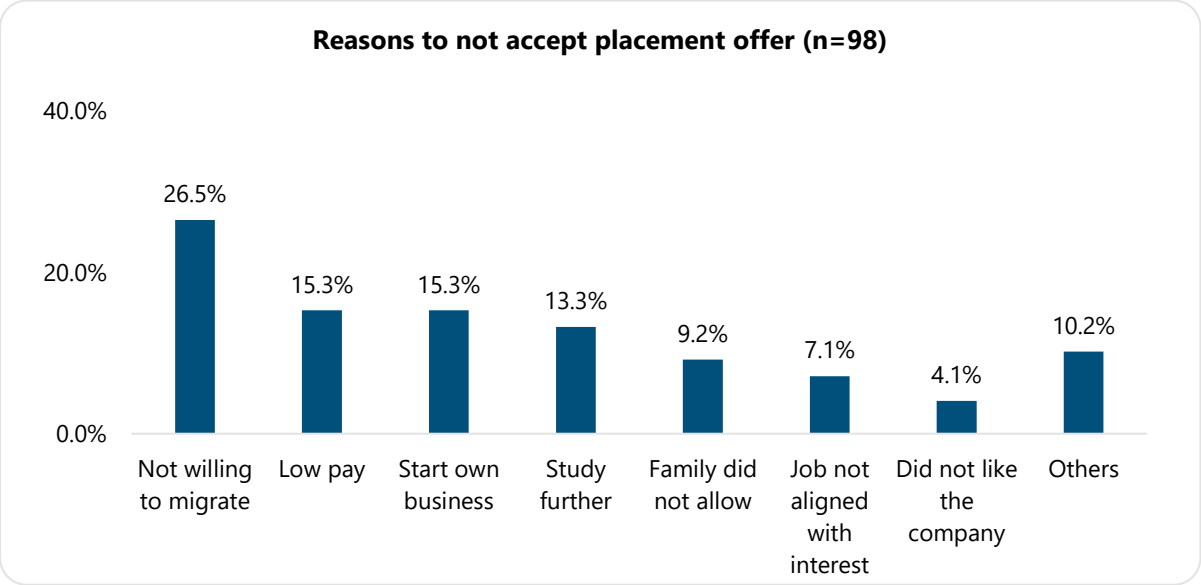


Figure 23: Reasons for not accepting a job offer

Based on the survey conducted, it was found that 66.4% of the students who accepted a job offer, continued working in the same organisation for less than 6 months.

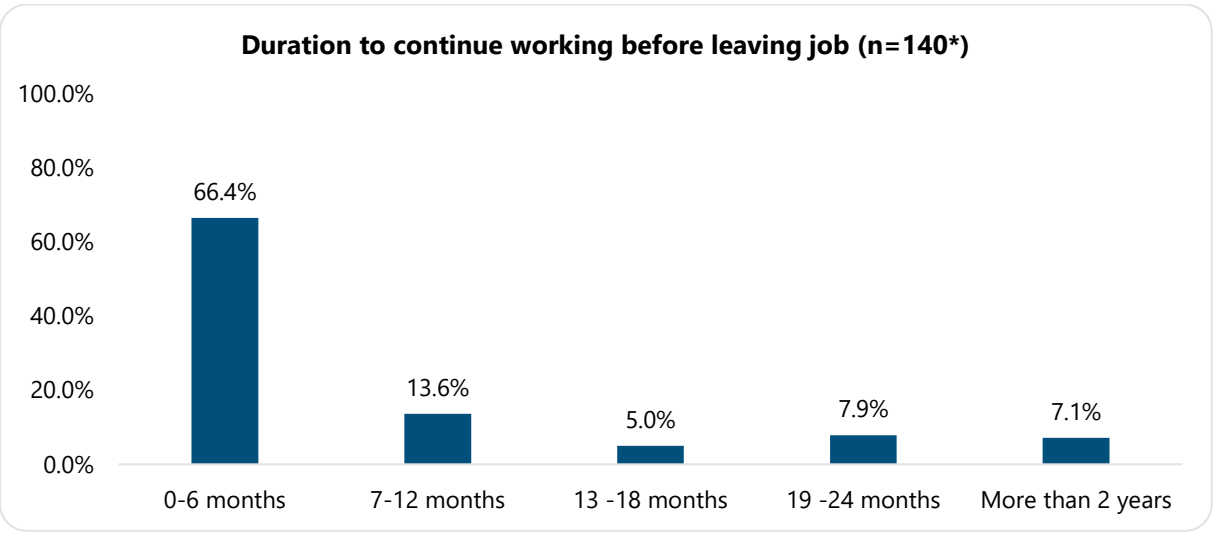
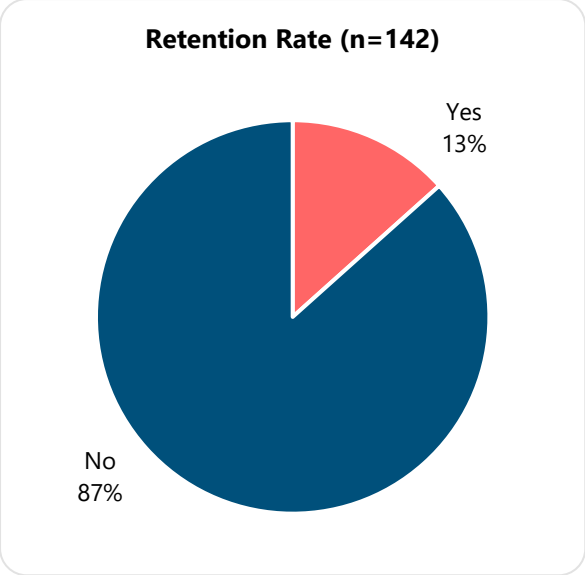


Figure 24: Duration to continue working in the organisation where the students were placed
**Note: n=140 as some students refrained to answer*



Out of the 35% of students (142 students) who accepted job offers, only 13% (19 students) are still working with the company that they were placed in and most of the students, around 86.6% (123 students) left the previous organisation.

Figure 25: Retention rate of the students placed

The response from students who continued working with the organisation where they were placed was positive. The figure below depicts the percentage of students with reasons to continue working in the same organisation as they were placed.

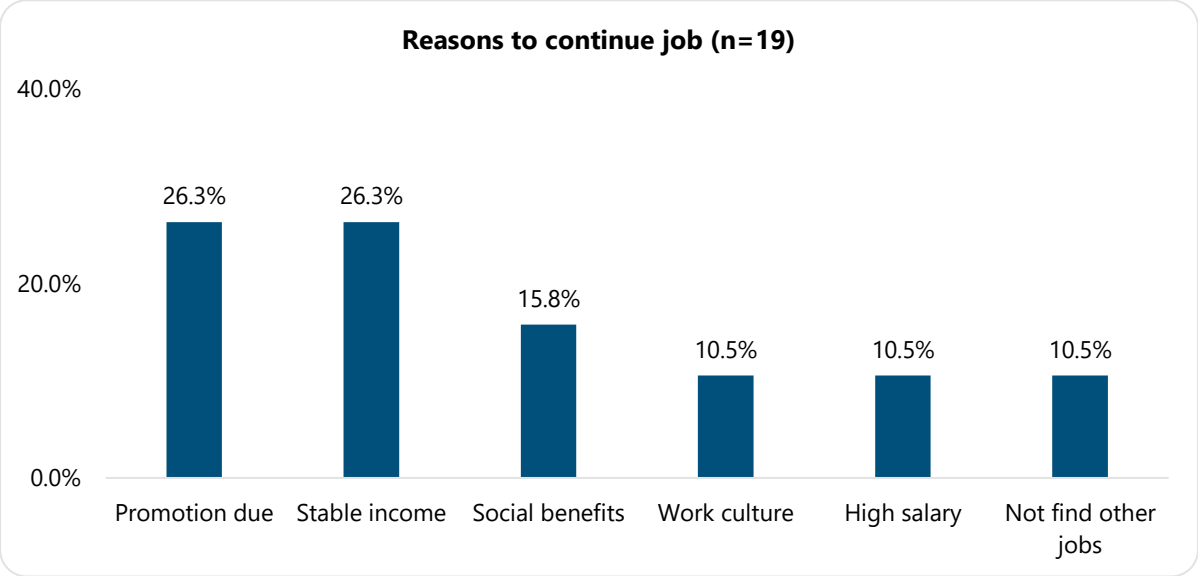


Figure 26: Reasons to continue working in the same organisation for students placed

Students found it difficult to find accommodation near their place of work, some also discontinued working at the organisation for health reasons. The figure below depicts the percentage of students with reasons to leave job.

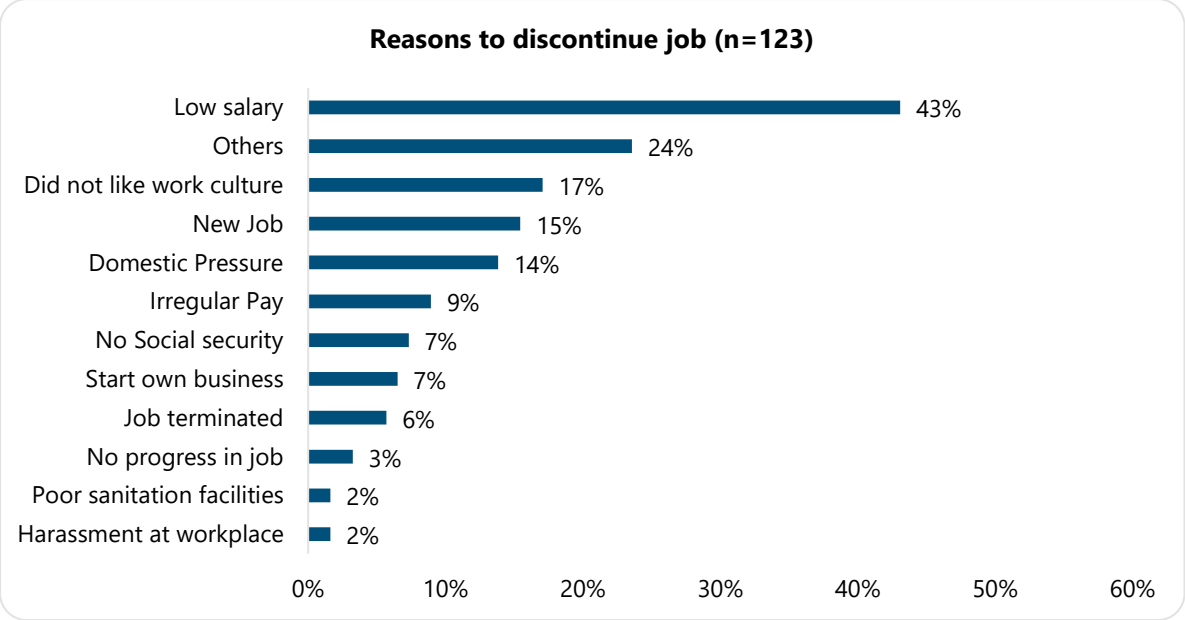


Figure 27: Reasons to discontinue job for students who accepted job offer through placement

Out of the 19 students who continued working at the same organisation, only for 5 students the salaries changed and the rest 14 students mentioned that their salaries were the same as when they joined the organisation.

From the above data analysis, we can say that the career of students progressed who got a new job (19 students) and started their own business (8 students) after leaving the organisation. The number of students whose career progressed after leaving the job comprises less than 7% (27 students) of the total students surveyed. Among students who responded to others (29 students), 7 students mentioned that they resigned because of educational reasons.

3.7.2 Post-Placement Tracking and Support

Only 42% of the students (171 students) mentioned that someone from the Pratham team got in touch with them after completing the training. More than 57% of the students (235 students) mentioned that the Pratham team did not get in touch after completing the training.

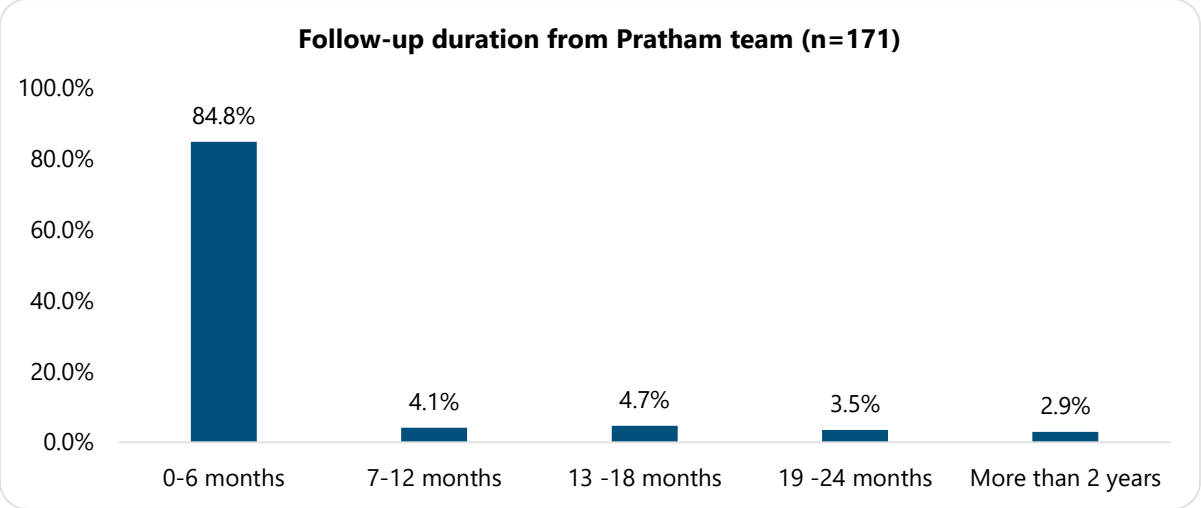


Figure 28: Follow-up timelines from the Pratham team

Most of the students responded that the post-training follow-up inquiries are mainly related to understanding the job support needed by students or the status of the current job or business. The figure below shows the responses by the students on the post-training inquiry by the Pratham team.

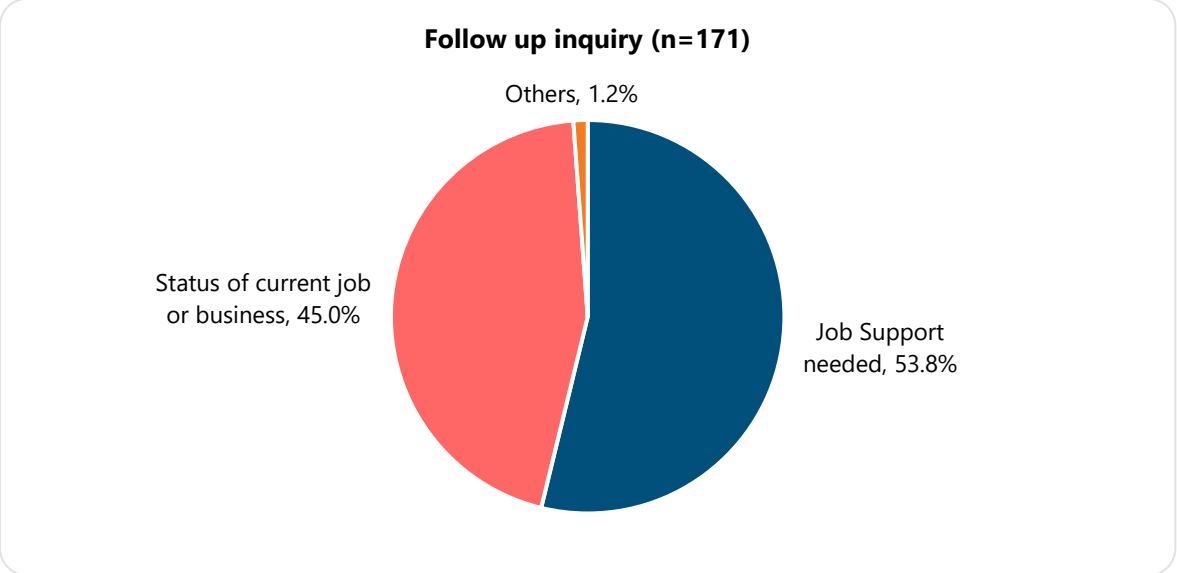


Figure 29: Topics discussed on follow-up inquiry conducted by the Pratham team

3.8 Alumni Engagement

Based on qualitative interactions, it was found that the students found the staff from the Pratham team approachable and friendly and reached out to the trainers after completion of training for any doubts and support needed. The students also suggested that the alumni engagement meetings should be conducted more often than once in a year. This will help in understanding the learnings and experiences of other students.

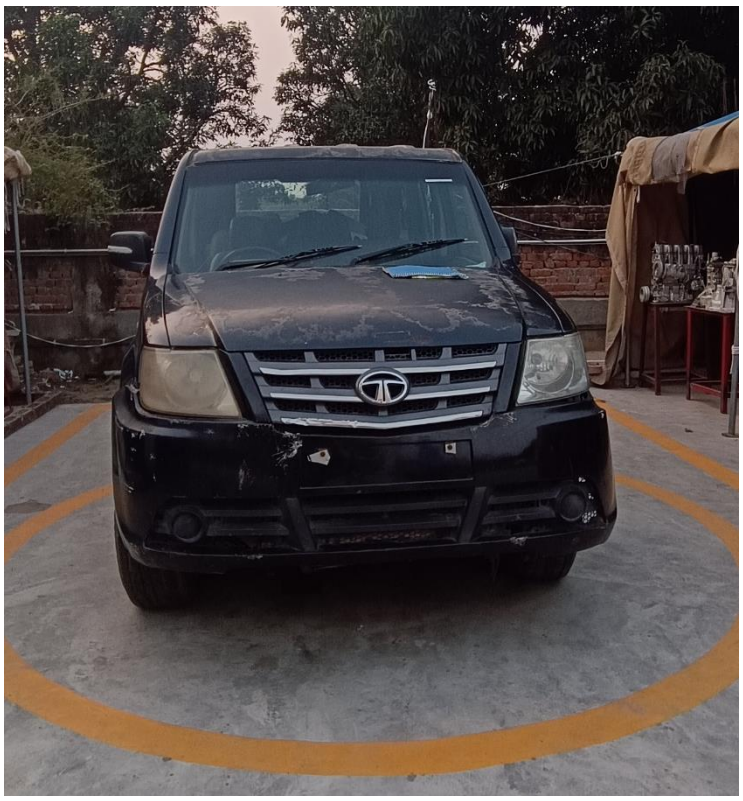
"The alumni meet is conducted once in a year at the Pratham Training Centre. The periodicity of such activities can be increased for better interactions and learning."

- ***Alumni, 2-wheeler programme***

Chapter 4. Recommendations

Based on the findings from the data and figure presented above, several recommendations can be made to enhance the impact of the programme:

4.1 Updation of course



Picture 4: A Tata four-wheeler donated by the service centre for training students at Lucknow. Photo by Samhita staff, Feb 2024.

Picture 5: A Tata four-wheeler donated by the service centre for training students at Lucknow. Photo by Samhita staff, Feb 2024.

The practical aspects of the course are presently conducted using machinery, parts, and vehicles donated to the various Pratham centers by companies as part of their CSR work or by longstanding placement partners. These have been very useful in providing hands-on training to the students during the course as well as familiarising them with the various parts and mechanics of vehicles before they start working in actual garages and workshops. However, most of these are parts and vehicles are ones that may be obsolescent. A recommendation by many members of Pratham's staff was the inclusion of modern parts and vehicles in the course, such as the BSVI engines that have been made the norm by the Indian government. Additionally, some personnel also mentioned that it would be worthwhile to introduce electrical vehicle parts in both the theoretical and practical aspects of the automotive training programme. Electrical vehicles have gradually become more common in the Indian market and their share can only be expected to rise given the global push towards eliminating or limiting fossil fuel emissions. Given these factors, it is important to update the course to ensure that the trainees are equipped with skills pertinent to the present and future automotive market and can continue to be gainfully employed.

4.2 Inclusion of women

Women have thus far been largely excluded from the training programme as workshop personnel. As has been mentioned in an earlier section of this report, some centres have begun training women as front-desk executives while others have had a small percentage of women being included in the workshop training programme. The latter has been discontinued

in most cases due to a perceived lack of opportunity in the market for women. However, it is important to note that women have historically been underrepresented in STEM and this continues to create a vicious cycle where the presence of fewer women deters both the market and other women from participating in that field. Given Pratham's image as a source of good and capable trainees, the organisation can change this outlook for the automotive repair industry by training women as well as facilitating their inclusion in the sector. This may be done through conducting sensitisation sessions for placement partners and providing them support for the creation of workplace policies that can enable women to be a productive and included part of the workplace.