

Training Need Assessment of the ASM Workers

- A Study Report



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Summary

Background:

- Training needs assessment was one of the crucial steps for identifying the ASM workers' existing needs to opt alternative livelihood opportunities and to design and develop appropriate training curriculum that can best suit to their need.
- Training need assessment was carried out to design relevant and need- based training programmes that can accommodate changes over time. Before we conducted actual training SRADHA and local partners felt to determine the, who, what, when, where, why and how of training.

Methodology

The present study on training needs analysis of the youths of ASM communities was conducted in Kalahandi and Suvar napur districts of undivided KBK:

For assessing individual needs we included the following techniques: observation of activities locally pursued and local market situation, informal talks with key informants, focus group discussion with male and females groups separately on different issues using standard questions, a survey to rank the activities and specific need of male and female miners and observation and analysis of market potential, supply chain and value chain of the activities.

We consulted with local extension functionaries of state agricultural department, local leaders, district industry staffs, NABARD officer of the district.

A list of miners representing men and female miners was prepared for 5 ASM communities each from the two districts. From the individual list of ASM workers from the selected villages, 10 ASM workers with equal representation of men and females respondents were randomly selected which made 50 miners from each district. Thus, a total of 100 respondents (50% Females) were finally selected from the two districts for data collection.

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Data collection from randomly selected 100 respondents was made by using pre-tested 'structured schedule' through personal interview method. For this purpose, an interview schedule was constructed for data collection from respondents in the light of the objectives of the study. The selected respondents were personally interviewed at their place of residence/field by the investigators and local facilitators maintaining COVID-19 protocol of using face mask and social distance criteria and due prior consent of the respondents and their responses were recorded in the schedule. Utmost care was taken to make the respondents to understand about the objectives of the study and clarified their doubts in the interview schedule.

For the present study, a list of thematic areas was prepared. Under each major component, specific and relevant training need activities were collected from focus group discussions (6 FGDs x 12 participants) with male and females groups.

Besides, discussion with district extension functionaries, district industry and mining staff, as well as investigators own field experiences were systematically incorporated in the interview schedule.

The schedules were administered to the indented respondents by trained local investigators. In this regard, the respondents were requested to suggest three activities of their choice either from their side or from a suggested list of potential activities and by observation of their market and business potential.

After the first round a list of activities were compiled. In the second revisit to the respondents were asked to rank three activities from the compiled list as very important, important and not important. In second round they were also asked specific questions on the capacity building skill requirement to pursue their business sustainably including marketing/business and soft skills to connect with consumers based on their perceived needs to sustain their opted alternative livelihood opportunities

Data Analysis

The miner's responses were collected in a 3 point continuum scale as Very Important (VI), Important (I) and Not Important (NI) by assigning scores 3, 2 and 1 respectively. The results were calculated as weighted score for each of the thrust area identified for the training.

Findings:

The training needs of the miners are presented in the form of weighted scores in the Tables 2.1 & 2.2 for males and females respectively. Weighted scores in the range of 2 – 3 were ranked within each discipline and the first five rankings were identified as training needs of the miners. The following are the thematic areas where there are high training needs among the miners of Kalahandi and Subarnapur which is presented separately for male and female miners.

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Input deciders for alternative livelihood activities:

We identified three types of inputs like investment, cost of technology and duration of getting results (income) from considered activities. As project period was maximum 6 month duration, we preferred short duration activities with low cost and no cost technology and low investment level was preferred by the beneficiaries. There was no financial provision in the project to support the activities of the beneficiary after training.

94 percent of the beneficiaries preferred activities with low level of investment and short duration activities and low cost/no cost technology was preferred by 95 percent of the respondents. **Thematic Areas were defined from suggestions of different activities by the participants during personal interviews.**

Training Need assessment – Female Participants

Non-farm Sector:

The activities suggested in order of preference were spices processing -Turmeric and Ginger , online supply of groceries, Bamboo furniture Making, millet processing/packing and marketing, millet processing/packing and marketing, millet processing/packing and marketing, pickle making, etc.

Formal Sector:

In order of importance, the formal sector activities chosen were polishing and cleaning of gemstone, training to work retail assistants in malls/shops, training to operate as home delivery persons, and training to work as sales persons/sales assistant.

Horticulture

In order of preference the activities were Floriculture, Mushroom Cultivation, Vegetable Grower/ Vegetable orchard (Nutrition organic Kitchen garden), cultivation of Moringa/drum stick, Organic Farming – nutrition garden,

Livestock & Fishery:

In order of importance the activities chosen were backyard and semi-intensive Poultry Farming, goat rearing, rabbit farming, duck farming and honey bee rearing.

Business and Management Skills:

The activities most suggested by the participants were Group Dynamics and Soft skills and Accounting Skills.

Training Need assessment – Male Participants

Non-farm Sector:

The activities suggested in order of preference were Online and physical supply of Agri-input -input supply unit, Processing of seasonal vegetable seeds, packing and marketing, Bamboo furniture Making, Jack fruit floor making etc.

Formal Sector:

In order of importance, the formal sector activities chosen were Supply Chain Assistant, Home Delivery Boy, Retail Assistant in Malls/shops, Driving of Light Vehicles , Sales Person, polishing and cleaning of gemstone etc.

Horticulture

In order of preference the activities were Floriculture, Medicinal plant grower, Ginger Cultivation, Seed grower etc,

Livestock & Fishery:

In order of importance the activities chosen were Pisciculture, Backyard and Semi-intensive Poultry Farming, Honey Bee Keeping.

Business and Management Skills:

The activities most suggested by the participants were Group Dynamics and Soft skills and Accounting Skills.

Training Needs of Miners

The majority of the respondents (94%) as shown by Table-1 opined to have training in short duration activities, use of low cost/no cost technology (95 %) and low investment (94%)by which they will generate quick and regular income with low cost and no cost technology and minimal investment possible.

Non-farm & off farm activities

Female participants organized in SHGs preferred activities needing less physical labor which can be pursued in flexible time schedule. including on line supply of groceries, Millet processing/packing and marketing including processing and packing spices like locally produced turmeric and ginger, male participants online and physical supply of Agri-input supply unit, processing of seasonal vegetable seeds, packing and marketing.

Livestock

The key livestock activities chosen by female participants are backyard and semi-intensive Poultry Farming, goat rearing, rabbit farming, male participants preferred pisciculture and honey bee keeping

Horticulture based

The female participants preferred mushroom cultivation and nutrition kitchen garden for household food security and income generation, male participants preferred medicinal plant garden and floriculture.

Formal sector employment Training:

Young male participants of 18-30 years age preferred to be trained in gemstone-Polishing and Cleaning, Retail Assistant, Home Delivery person, Driving of light vehicles – Driver, Sales person, House painter and Two wheeler mechanic. The female participants preferred the jobs of polisher and cleaner –gemstone and to be trained to work as Retail Assistant in Malls/shops.

Business and Management Skills:

Female participants preferred group dynamics and soft skills to cope up with job environment and the male participants preferred the same skills to get into formal sector jobs.

RECOMMENDATIONS:

Based on the findings of the study, the following recommendations are suggested:

- Based on the findings of the training need assessment, a robust training manual needs to be designed for training on alternative livelihood opportunities to cope up with COVI-19 type pandemic situations
- Both extensive and intensive hand on-training programmes should be conducted for ASM female and male participants befitting assessment of their training needs.
- Much emphasis should be paid on low investment, short duration and low cost technology application while planning and designing training programmers on specific alternative livelihood activities for ASM youth.
- Training areas such as back yard poultry, floriculture, mushroom cultivation, organic garden, agri-input supply unit, retail and sales management, home delivery person, nursery management, production and management of goatry, leadership and group dynamics with focus on the application of information technology across all training modules should receive priority while planning of training programmes for ASM youth.

1. Main Report

1.1. Background:

Training needs assessment was one of the crucial steps for identifying the ASM workers' existing needs to opt alternative livelihood opportunities and to design and develop appropriate training curriculum that can best suit to their need. Training need assessment was carried out to design relevant and need-based training programmes that can accommodate changes over time. Before we conducted actual training SRADHA and local partners felt to determine the, who, what, when, where, why and how of training.

1.2. METHODOLOGY

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For assessing individual needs we included the following techniques: observation of activities locally pursued and local market situation, informal talks with key informants, focus group discussion with male and females groups separately on different issues using standard questions, a survey to rank the activities and specific need of male and female miners and observation and analysis of market potential, supply chain and value chain of the activities.

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selected which made 50 miners from each district. Thus, a total of 100 respondents (50% Females) were finally selected from the two districts for data collection.

Data collection from randomly selected 100 respondents was made by using pre-tested 'structured schedule' through personal interview method. For this purpose, an interview schedule was constructed for data collection from respondents in the light of the objectives of the study. The selected respondents were personally interviewed at their place of residence/field by the investigators and local facilitators maintaining COVID-19 protocol of using face mask and social distance criteria and due prior consent of the respondents and their responses were recorded in the schedule. Utmost care was taken to make the respondents to understand about the objectives of the study and clarified their doubts in the interview schedule.

For the present study, a list of thematic areas was prepared. Under each major component, specific and relevant training need activities were collected from focus group discussions (6 FGDs x 12 participants) with male and females groups.

Besides, discussion with district extension functionaries, district industry and mining staff, as well as investigators own field experiences were systematically incorporated in the interview schedule.

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1.3. Data Analysis

The miner's responses were collected in a 3 point continuum scale as Very Important (VI), Important (I) and Not Important (NI) by assigning scores 3, 2 and 1 respectively. The results were calculated as weighted score for each of the thrust area identified for the training.

1.4. RESULTS AND DISCUSSION

The training needs of the miner's youth are presented in the form of weighted scores in the Tables 2.1 & 2.2 for males and females respectively. Weighted scores in the range of 2 – 3 were ranked within each discipline and the first five rankings were identified as training needs of the

miners. The following are the thematic areas where there are high training needs among the miners of Kalahandi and Subarnapur which is presented separately for male and female miners.

1.4.1. Input deciders for alternative livelihood activities:

Table 1: Response on training needs in reference to type of inputs for alternative livelihood activities

Inputs	Responses NOs & %		
	Low	Medium	High
Investment	94	06	0
	95	5	0
Technology	Low cost/no cost	Medium Cost	High
	95	5	0
Duration	Short	Medium	Long
	94	04	02

We identified three types of inputs like investment, cost of technology and duration of getting results (income) from considered activities. As project period was maximum 6 month duration, we preferred short duration activities with low cost and no cost technology and low investment level was preferred by the beneficiaries. There was no financial provision in the project to support the activities of the beneficiary after training.

94 percent of the beneficiaries preferred activities with low level of investment and short duration activities and low cost/no cost technology was preferred by 95 percent of the respondents. Thematic Areas were defined from suggestions of different activities by the participants during personal interviews.

Thematic Areas were defined from suggestions of different activities by the participants during personal interviews.

Table 2.1: Training Need assessment: Table 1: Weighted Score (1 – 3 Scale) and Rank of the training needs of ASM workers of KBK in various disciplines of income generation in short duration – Female Participants

Thematic Area	VI - Very Important	I - Important	NI-Not Important	WS-weighted score	Rank
Non Farm					

Online supply of groceries	47	34	19	2.28	2
Online and physical supply of Agri-input	12	34	54	1.58	
Bamboo furniture Making	47	34	19	2.28	2
Hygeinically processed Dry Fish	42	28	30	2.12	7
Broom Making	36	28	36	1.82	
Leaf cup and plates Making	47	28	25	2.22	4
Jack fruit floor making	39	35	26	2.13	6
Pickle Making	45	32	23	2.22	4
Millet processing/packing and marketing	44	36	20	2.24	3
Nutrition Mahua Flower Ladoo	39	38	23	2.16	5
Spice Processing -Turmeric and Ginger	52	25	23	2.29	1
Formal Sector					
Polisher and cleaner -gemstone	50	32	18	2.32	1
Home Delivery persons	44	34	22	2.22	3
Retail Assistant in Malls/shops	48	32	20	2.28	2
Two wheeler Mechanic	14	17	69	1.48	
Sales Person	44	32	24	2.20	4
Driving of Light Vehicles	17	18	65	1.52	
House Painter	22	24	54	1.68	
Horticulture (Back Yard & Small Scale)					
Organic Farming – nutrition garden	52	25	23	2.29	1
Tiny Vermi Composting unit	18	16	66	1.52	
Floriculture	52	25	23	2.29	1
Nursery raising vegetable crop/Nursery Worker	32	16	52	1.80	
Vegetable Grower/ Vegetable orchard (Nutrition organic Kitchen garden)	52	25	23	2.29	1
Medicinal plant grower	23	25	52	1.71	
Profitable Moringa/Drum Stick Cultivation	44	32	24	2.20	3
Mushroom Cultivation	56	21	23	2.33	1
Seed grower	38	34	28	2.10	6

Ginger Cultivation	38	34	28	2.10	6
Livestock & Fishery					
Backyard and Semi-intensive Poultry Farming	56	32	12	2.44	1
Duck Farming	45	31	24	2.21	3
Goat Rearing	54	36	10	2.44	1
Sheep Farming	34	32	34	2	
Pisciculture	16	24	60	1.56	
Rabbit Farming	52	32	16	2.36	2
Honey Bee Keeping	42	32	26	2.16	4
Business and Management Skills					
Accounting Skills	44	35	21	2.23	2
Group Dynamics and Soft skills	46	32	22	2.24	1

1.4.2. Training Need assessment – Female Participants

Non-farm Sector:

The activities suggested in order of preference were spices processing -Turmeric and Ginger , online supply of groceries, Bamboo furniture Making, millet processing/packing and marketing, millet processing/packing and marketing, millet processing/packing and marketing, pickle making, etc.

Formal Sector:

In order of importance, the formal sector activities chosen were polishing and cleaning of gemstone, training to work retail assistants in malls/shops, training to operate as home delivery persons, and training to work as sales persons/sales assistant.

Horticulture

In order of preference the activities were Floriculture, Mushroom Cultivation, Vegetable Grower/ Vegetable orchard (Nutrition organic Kitchen garden), cultivation of Moringa/drum stick, Organic Farming – nutrition garden,

Livestock & Fishery:

In order of importance the activities chosen were backyard and semi-intensive Poultry Farming, goat rearing, rabbit farming, duck farming and honey bee rearing.

Business and Management Skills:

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The activities most suggested by the participants were Group Dynamics and Soft skills and Accounting Skills.

Table 2.2: Training Need assessment: Table 1: Weighted Score (1 – 3 Scale) and Rank of the training needs of ASM workers of KBK in various disciplines of income generation in short duration – Male Participants

Training Need assessment: Table 1: Weighted Score (1 – 3 Scale) and Rank of the training needs of ASM workers of KBK in various disciplines of income generation in short duration - Males					
Thematic Area	VI - Very Important	I - Important	NI-Not Important	WS-weighted score	Rank
Non Farm					
Online supply of groceries	27	24	49	1.78	
Online and physical supply of Agri-input -input supply unit	47	34	19	2.58	1
Bamboo furniture Making	41	30	29	2.12	3
Hygeinically processed Dry Fish	12	34	54	1.58	
Broom Making	8	21	71	1.37	
Leaf cup and plates Making	24	23	53	1.71	
Jack fruit floor making	33	43	24	2.09	4
Processing of seasonal vegetable seeds, packing and marketing	45	28	27	2.18	2
Pickle Making	18	17	65	1.53	

Spice Processing -Turmeric and Ginger	21	19	60	1.61	
Formal Sector					
Supply Chain Assistant	53	32	15	2.38	1
Polisher and cleaner -gemstone	44	33	23	2.26	4
Home Delivery Boy	48	38	14	2.31	2
Retail Assistant in Malls/shops	48	32	20	2.28	3
Two wheeler Mechanic	36	34	30	2.06	7
Sales Person	45	32	23	2.22	6
Driving of Light Vehicles	48	28	24	2.24	5
House Painter	29	42	29	2	
Horticulture (Back Yard & Small Scale)					
Organic Farming – nutrition garden	52	25	23	2.29	1
Tiny Vermi Composting unit	38	34	28	2.10	6
Floriculture	42	37	21	2.23	2
Nursery raising vegetable crop/Nursery Worker	36	32	32	2.04	7
Vegetable Grower/ Vegetable orchard (Nutrition organic Kitchen garden)	34	36	30	2.04	7
Medicinal plant grower	44	38	18	2.26	1
Profitable Moringa/Drum Stick Cultivation	43	26	31	2.12	5
Mushroom Cultivation	52	25	23	2.29	1
Seed grower	45	31	24	2.21	4
Banana cultivation	23	32	45	1.78	
Ginger Cultivation	45	32	23	2.22	3
Livestock & Fishery					
Backyard and Semi-intensive Poultry Farming	45	17	38	2.07	2
Duck Farming	18	23	59	1.55	
Goat Rearing	23	21	56	1.67	
Sheep Farming	18	19	63	1.55	

Pisciculture	45	28	27	2.18	1
Rabbit Farming	19	22	59	1.6	
Honey Bee Keeping	45	17	38	2.07	2
Business and Management Skills					
Accounting Skills	44	31	25	2.19	2
Group Dynamics and Soft skills	43	26	31	2.22	1

1.4.3. Training Need assessment – Male Participants

Non-farm Sector:

The activities suggested in order of preference were Online and physical supply of Agri-input -input supply unit, Processing of seasonal vegetable seeds, packing and marketing, Bamboo furniture Making, Jack fruit floor making etc.

Formal Sector:

In order of importance, the formal sector activities chosen were Supply Chain Assistant, Home Delivery Boy, Retail Assistant in Malls/shops, Driving of Light Vehicles , Sales Person, polishing and cleaning of gemstone etc.

Horticulture

In order of preference the activities were Floriculture, Medicinal plant grower, Ginger Cultivation, Seed grower etc,

Livestock & Fishery:

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Business and Management Skills:

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Training Needs of Miners

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Formal sector employment Training:

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Business and Management Skills:

Female participants preferred group dynamics and soft skills to cope up with job environment and the male participants preferred the same skills to get into formal sector jobs.

1.5. RECOMMENDATIONS:

Based on the findings of the study, the following recommendations are suggested:

- Based on the findings of the training need assessment, a robust training manual needs to be designed for training on alternative livelihood opportunities to cope up with COVID-19 type pandemic situations
- Both extensive and intensive hand on-training programmes should be conducted for ASM female and male participants befitting assessment of their training needs.
- Emphasis should be paid on low investment, short duration and low cost technology application while planning and designing training programmers on specific alternative livelihood activities for ASM youth.
- Training areas such as back yard poultry, floriculture, mushroom cultivation, organic garden, agri-input supply unit, retail and sales management, home delivery person, nursery management, production and management of goatry, leadership and group dynamics with focus on the application of information technology across all training modules should receive priority while planning of training programmes for ASM youth.
- Information and communication technology use needs special focus as the COVID-19 pandemic has made it clear that communications technology has to be well developed in the modern world. Therefore, investment in ICT training for small holder ASM producers will enhance their coping capacity in pandemic situation: benefit in term of accessing to information for awareness building, prior preparedness, managing online supply chain, communicating health care providers and suppliers of essential health care, hygiene, household necessities and seeking legal help as a protection against GBV.

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Annexure-1

Training Need assessment Questions

GENERAL INFORMATION

Part-1 –Round 1

1. **Name:** _____
2. -
3. Are you head of the Household: yes-1 No-2

4. Sex: Male (1) Female (2)

5. Age 18-30 (1) 31-49 (2) 50-59 (3) 60 and above (4)

6. Marital Status: Single -1 married -2 widowed -3 divorced-4
7. Level of education: Number of Years of Schooling : None-0 Primary-1 Some secondary
Secondary-2 Tertiary-
8. **Number of earning members in the family**_____

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9. Are you planning to continue any second chance education opportunity

- i. Yes
- ii. No

10. If no, what are the reasons for ?

- i. Lack of Interest
- ii. Lack of finances to pay the fees
- iii. Non-availability of such education opportunity in the nearby areas
- iv. Unwillingness of the parents/spouse to allow for education/training
- v. Any other _____

11. If yes, which skill training will you be interested to attend? _____

12. Have you ever undergone any vocational training course

Yes

No

13. If Yes, please specify:

S.No	Type of Course	Duration	Of any use if yes, how	If no, why?
1				
2				
3				

Section B: Interest in Training

10. Would you be interested in undergoing a 10-day training in your preferred trade?

a. Yes

b. No

11. i) If no, why?

11. What are the key subjects/ key trades you are interested in: mention any three

- Any horticulture activity:
- Any non-farm activity
- Any livestock Activity
- Any formal sector Job training

What type of inputs you can provide or you will be interested in making for alternative livelihood activities

Inputs	Response		
	Low	Medium	High
Investment			
Technology	Low cost/no cost	Medium Cost	High
Duration	Short	Medium	Long

PART-2: SECOND ROUND INTERVIEW

Rank of the training needs of ASM workers of KBK in various disciplines of income generation in short duration – Female/Male

Non Farm	VI	I	NI
Online supply of groceries			
Online and physical supply of Agri-input			
Bamboo furniture Making			
Hygeinically processed Dry Fish			
Broom Making			
Leaf cup and plates Making			

Jack fruit floor making			
Pickle Making			
Millet processing/packing and marketing			
Nutrition Mahua Flower Ladoo			
Spice Processing -Turmeric and Ginger			
Formal Sector			
Polisher and cleaner -gemstone			
Home Delivery Boy/girl			
Retail Assistant in Malls/shops			
Two wheeler Mechanic			
Sales Person			
Driving of Light Vehicles			
House Painter			
Horticulture (Back Yard & Small Scale)			
Organic Farming – nutrition garden			
Tiny Vermi Composting unit			
Floriculture			
Nursery raising vegetable crop/Nursery Worker			
Vegetable Grower/ Vegetable orchard			
Medicinal plant grower			
Profitable Moringa/Drum Stick Cultivation			
Mushroom Cultivation			
Seed grower			
Ginger Cultivation			
Livestock & Fishery			
Backyard and Semi-intensive Poultry Farming			
Duck Farming			

Goat Rearing			
Sheep Farming			
Pisciculture			
Rabbit Farming			
Honey Bee Keeping			
Business and Management Skills			
Accounting Skills			
Group Dynamics and Soft skills			