FACEWORK INDIA

PREPARING INDIAN YOUTH FOR THE JOBS OF THE FUTURE

Some of the Faceworkers who helped in developing Facework India

INTRODUCTION

This report outlines the impact of an in-depth research and consultation project which Stephen Carrick-Davies[1] undertook with young people across 4 states in the North of India in Autumn 2019. (Nagaland, Sikkim, West Bengal and New Delhi).

Working with Indian trainers and social entrepreneurs, Stephen ran intensive two-day workshops with over 200 students (aged 16-24yrs) in universities, colleges, schools, youth centres and employment offices. The team also undertook key-informant interviews with teachers, policy makers and parents. In summary the assignment focused on:

- ⮑ **Assessing the current state of soft-skills training for youth.**
- ⮑ **Reviewing how the Facework resources could be localised for an Indian context.**
- ⮑ **Modelling an activity-based pedagogy, which emphasised soft-skills and teamwork.**
- ⮑ **Engaging with the youth to help break the current negative 'mindset' about work and co-design relevant new content for the Facework 'STEPS' soft-skills resources.** (See page 4)

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[1] Stephen was born in India and grew up in India and Nepal before returning to the UK to continue his schooling. He has been a CEO of 3 different NGOs and has developed Facework over several years with excluded young people in the UK.

CONTEXT

India will shortly have the largest population in the world and the biggest % of youth in its workforce. The issue of youth employment is therefore of crucial strategic importance especially as the 4th Industrial Revolution is already having an impact in India.[2]

Whilst the Government and Industry have been developing some soft-skills training programmes as part of SKILL INDIA,[3] these are largely rote-based programmes and there appears to have been little, or no youth engagement with the creation of the frameworks.

Facework is therefore unique in that it focuses on youth generating content and being empowered to play an active role in changing attitudes and mindset.

Currently many Indian youths who complete their University education lack the Character Strengths and Soft-Skills needed for the jobs of the future. For example, a recent survey of companies revealed that just 14% of graduates leaving Indian Universities were job- ready.[4]

This report shows how we can begin to tackle this problem and summarises the key achievements of this consultation and **8 key findings from the research**. The report also outlines the steps needed to build on this work and establish a ground-breaking, youth-friendly "bottom-up" employability Facework employability programme for India. This is what is needed if we are to better support the hundreds of thousands of young people coming into the Indian labour market each year,[5] many of who are under-employed and find little meaning in work.

One of the biggest challenges we sought to understand and respond to is, the prevailing cultural and generational 'Mindset' which espouses that the only 'good' jobs are those which are provided in the government, corporate or retail sector. This is a dangerous outdated mindset for 3 key reasons;

- ☒ The government simply cannot continue to provide jobs for the huge growth in population and many of these jobs will disappear as tasks which can be automated will be taken over by machine.
- ☒ The real sense of 'failure' felt on the part of young people if they are not successful in securing these jobs is causing many middle-class youth to becoming depressed and worthless.
- ☒ The growth of the new middle class which have no access to the "network" of these job openings means that many are 'stuck' in low-paid work whilst the economy desperately needs the creation of new jobs with young people being more entrepreneurial and establishing new businesses.

To address this and the other challenges youth face, India needs a radical, transformative, education employability programme which focusses on Growth Mindset, Character Strengths and Soft-Skills and engages both educators and employers. However, in the context that many schools and companies are ineffective in preparing youth for the changing world of work, we must begin to engage with, and empower young people themselves and support them to be part of the solution. This Facework India pilot trial shows that this is possible and that utilising different 'channels to market,' we can mobilise young people and create a movement to inspire youth to *face work* in a more positive, entrepreneurial and holistic way.

ACHIEVEMENTS

1) The team travelled over 6,000 km and worked directly with just over 200 young people in testing the Facework resources and methodology.

SIKKIM
Worked with 40 pupils (16-18 yrs) in private school. Good teacher response.

DELHI
Worked with 12 young people from a very poor area of Delhi who helped update the STEPS and provided video content.
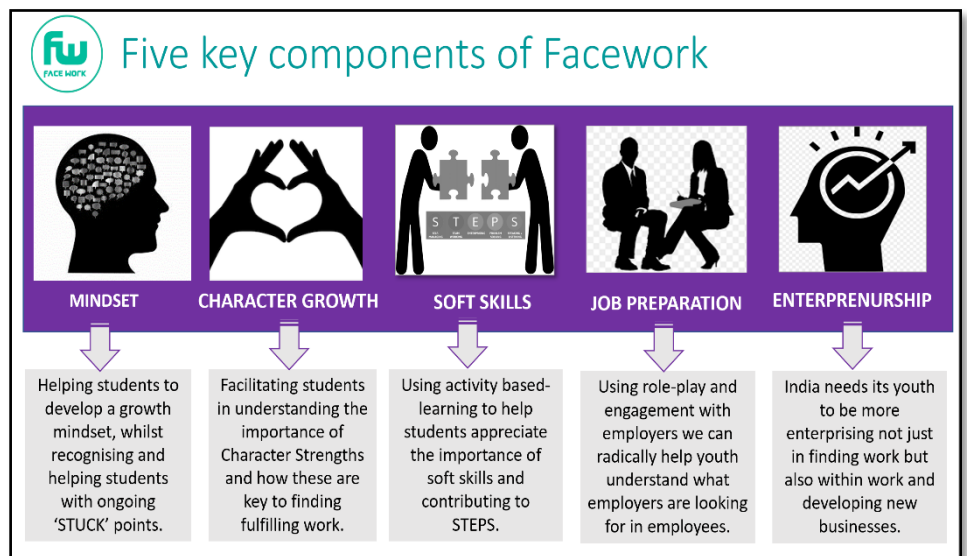
NAGALAND
Ran 2 3-day workshops with over 110 students in both the University and Government College

KALIMPONG
Worked with 18 young people who were either unemployed or part –employed who helped update the STEPS and provided video content.

KOLKATA
Presented to the Chief Secretary of the Govt of West Bengal Labour Division and 120 of his staff over video conference

2) Through modelling an engaging iterative design methodology, (based on a cyclic process of prototyping, testing, analysing, and refining), we were able to 'uncover' and understand the specific barriers students faced and adapt the training content and methodology following their feedback. We expanded the curriculum and tested the new co-designed content as we went along. For example, we used real-life Indian case studies for the Mindset activities and the work on identifying 'Stuck' points.

Five key components of Facework

MINDSET	CHARACTER GROWTH	SOFT SKILLS	JOB PREPARATION	ENTERPRENURSHIP
Helping students to develop a growth mindset, whilst recognising and helping students with ongoing 'STUCK' points.	Facilitating students in understanding the importance of Character Strengths and how these are key to finding fulfilling work.	Using activity based-learning to help students appreciate the importance of soft skills and contributing to STEPS.	Using role-play and engagement with employers we can radically help youth understand what employers are looking for in employees.	India needs its youth to be more enterprising not just in finding work but also within work and developing new businesses.

3) Through the activity-based model of training we created a superb Soft-Skills and Character Strength training resource for India by Indian youth. This will be an extremely valuable 'Train the Trainer' resource.

Students designed Character Strength posters and greatly valued the 'ownership' of these strengths.

4) We succeeded in re-designing the STEPS curriculum (see right) particularly in the areas of **Self-Management** with more emphasis on *maintaining confidence* and *motivation* as well as *handling status*. We also have new ideas for the **Enterprise** (financial literacy) and **Problem-Solving**. Students responded extremely well to feeding back to the whole groups. Indeed, students quickly understood the importance of sharing their new-found knowledge and skills via video and we have 6 new videos (see later).

5) We consulted with senior decision makers including the Minister for Education in Nagaland and the Government Secretary of Employment for West Bengal who following the running of the Facework workshop in one of the Employment advisor's region (Kalimpong), asked us to come to Kolkata and present to his 120 staff using video conference. The secretary is now keen for us to go 'up-stream' and reach the whole of West Bengal (population of 91 million). We have followed up with a TtT proposal.

6) We worked with teachers and found that they especially appreciated the small-group exercises but urgently needed training. Teachers who sat in for the whole of the 3-day workshop asked if they too could be awarded a certificate of attendance (something we provided for all attendees). Developing a training programme for Teacher Training or teaming up with Teach First India is a possible future development. However there are enormous challenges in helping schools cover employability and soft skills within the curriculum.[6]

7) We succeeded in developing a real sense of 'Team' among the youth we worked with. This was aided by the fact that we gave each participant a T shirt but also because we made the learning fun. Two of the groups have already established a *'Facework Chapter'* and have started creating new content for the website (see later). We need to think how we sustain a 'Chapter-based' approach.

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[6] For a good summary of the crisis within Education in India see https://www.teachforindia.org/education-crisis and https://www.economist.com/asia/2017/06/08/why-the-worlds-biggest-school-system-is-failing-its-pupils

REPORT FINDINGS

Facework students from a high school in Sikkim. 50% of the workshop participants were young women.

Reflections and next steps

❶ **UNIVERSAL APPRECIATION FROM PARTICIPANT STUDENTS.**

"I can seriously say that the last 3 days of the Facework Training has been some of the most significant days of my life!" Toshimba (Dimapur session).

a) The evaluation forms showed very positive feedback about the content and activity based-learning approach, (small group work, team building exercises etc). Youth appreciated being trusted to come up with real solutions and contributing to new content. (evidenced in videos created).

b) Learners responded especially very well to the Character Strengths exercises as this subject was new to them. Even where we had to use a translator (in Delhi with Hindi speakers), we were able to gain excellent feedback as to the relevancy and impact the training had.

This is the most important finding. If we had left youth bewildered or dis-interested, we would have failed. The fact that this reaction was universally positive across each different age/stage, economic well-being etc gives us a compelling argument that youth value and need this training.

Maintaining the focus on youth centric teaching and empowering the students is key and something we must prioritise in any roll-out.

❷ **FACEWORK TRAINING NOT ONLY PREPARES YOUTH FOR WORK, IT IS ALSO KEY TO PERSONAL DEVELOPMENT AND GROWTH**

"Indian youth are seldom taught to do self-analysis or understand what kind of profession would suit them. There is a critical need of aspiration and interest mapping of the students from the school level to draw their future career accordingly." Sanjogita Mishra

a) Most jobs in India are carried out by people with the purpose of earning money, security of lifestyle or mark of status, and seldom for the love of the trade. Therefore, the happiness index of the working class is low in India as most jobs are done for compensation and pay packages.

b) Facework's impact succeeded in helping youth engage in authentic self-analysis to understand their strengths and weaknesses. Building awareness and aspiration in the minds of young people so that they grow in self-confidence and can consider non-traditional careers was greatly valued.

We believe that developing youth so that they can take on responsibilities to challenge old assumptions about 'good jobs', power in the workforce and personal choice.

We must stress our USP of the youth-design and the ongoing 'feed-in' of content by youth. This not only reflects our emphasis on "teach once, learn twice," it is one of the most effective way of empowering youth and helping them be agents of change.

❸ **CREATING A DISTINCT ASPIRATIONAL AND 'COOL' BRAND TO INSPIRE YOUTH PROVED ENORMOUSLY POWERFUL.**

"How do we get hold of a Facebook Hoodie?" Student in Nagaland

a) We deliberately want the Facework pedagogy to be different and support learning away from rote-based education. Engaging the youth through a positive 'brand' proved extremely successful.

b) We proved youth can learn from a T-shirt, a sticker, a 'scratch card,' a social media post and we can use these consumables further as incentives for youth (for example when they contribute to the website) and we could even sell as merchandise.

This positive brand helped us position the task of facing change and work as 'cool', rather than overwhelming and impossible.
Whilst acknowledging the very real barriers and challenges youth face, we can use Facework to celebrate the fact that youth have amazing gifts and opportunities to be more entrepreneurial and break free from out-dated parental expectations and societal pressures.

❹	**SOFT-SKILLS TRAINING APPEARS TO BE GIVEN VERY LOW ATTENTION BY SCHOOLS. HOWEVER, EDUCATORS ARE RECOGNISING THE NEED TO BETTER PREPARE STUDENTS FOR THE WORLD OF WORK.** *"We have had the privilege to have the Facework team run a wonderful 2-day workshop in our school and the workshop has been incredibly impactful for the students. I would recommend and encourage all schools to use Facework"* **Principal, East Point School, Singtam, Sikkim.** a) Skill India has developed a 'life-skills' training element but it is not youth-centric nor delivered to the right audiences in a way which 'sticks' [7] b) Many private schools are trying to differentiate themselves from state schools and appear receptive to use Facework if we can find a model to train the teachers in the methodology of activity-based learning.	Strategically we need to find a way to promote our holistic programme so that following further refinement it can be adapted as an important part of Skill India programmes. That said it is obvious that most young people do not respond well to government 'top-down' approaches. We must maintain our USP and remain for "young people by young people" but also train teachers to radically change their views and teaching styles.
❺	**THE METHODOLOGY WE USE IN DEVELOPING FACEWORK IS AS SIGNIFICANT AS THE ACTUAL CONTENT.** *"There are thousands of trainers who work on the behavioural aspects without working deeper with the individual. As a result, soft-skills training is simply etiquette training with youth looking unauthentic to employers"* a) The approach we used in working with yp was radical within the context of teaching in India. Even in the University the students reported that they had never been taught like this. b) Whilst we could argue that all young people in India need employability training, we have primarily been focussing on those who have completed their 10+ education (i.e. up to 18 years) or completing further education.	We have to ensure that when we train the trainers in Facework, equal attention is paid to the training style and showcasing activity-based learning, as the actual content. We will be committed to model our approach of getting youth to design content with us from day 1. We would expect the first trainers we accredit to be young people who have already undertaken the training.
❻	**SUSTAINING CLEAR FACEWORK ETHOS AND VALUES IS CRUCIAL** a) Facework's values which stem from our commitment to the Universal Rights of the Child[8] and the commitment to support India's Sustainable Development Goal Priorities were demonstrated and affirmed in this pilot. b) We are committed to working with others and serve young people so that individual lives and communities can be transformed. c) We have already shown that we can create superb resources cheaply and through using a growing network to full effect. To date all those involved have been working on an expenses-only basis. d) We have identified individuals across India who are ready to lead if we can secure the right governance structure and funding; The principle of local-leadership and 'ownership' as well as ensuring that children's and workers' rights are respected and protected is fundamental and non-negotiable. e) If we are successful in maintaining both the values and quality of our work, we can replicate Facework in other countries.	We must only work with partners who share our values of learning together, and empowering the next generation of leaders. We will only recruit people to deliver Facework who "walk this talk." We have used our resources carefully and have proved it is possible using a 'lean' start-up model of operation to create world-class education resources which can now be scaled. Stephen has already worked in neighbouring Bhutan, Nepal and Sri Lanka.
❼	**ENSURING THAT FACEWORK IS FUTURE-FACING AND CONTRIBUTES TO THE DEVELOPMENT OF INDIA** *"The illiterate of the 21st Century will not be those who cannot read, but those who cannot Learn, unlearn and re-learn."* Alvin Toffler a) In all our branding we included the strapline *'Preparing Indian youth for the jobs of the future."* When people think of these jobs they can think of hard technical or scientific or engineering skills but we have shown that young people in India increasingly understand the importance soft-skills and Character Strengths and can interpret these appropriate to their experience, their culture and their unique perspective. b) Throughout the pilot we emphasised that this programme is about helping youth anticipate the future and help develop India. As such this work is supremely relevant to Decent work and Economic growth (SDG goal 8) and reduced inequalities (goal 10).	Already banks in Bangalore are charging customers 100 rupees for coming into the branch (to drive customers to online website and app. Many government jobs (which are often highly bureaucratic) will not be around in 10 years' time. This is one of our key USPs and we need to monitor the changing labour market needs regularly. This emphasis on the 'Strategic' is crucial. We must develop strong 'thought-leadership' and contribute to strategic initiatives within the region.

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[7] See http://www.newindianexpress.com/nation/2019/sep/12/ugc-announces-new-life-skills-programme-2032484.html
[8] See https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ and https://in.one.un.org/page/sustainable-development-goals/

⑧	**PARTNERSHIP IS KEY TO QUALITY (DEPTH) AND QUANTITY (REACH)** *"On one hand the education system produces millions of educated, but unemployable youth and on the other hand leaders of industry complain about not finding motivated and enterprising problem solvers".* We must find the right delivery partners willing to take the risk to develop a radical, new fresh curriculum for **young people by young people.** Whilst peer-education and dissemination appears to be powerful we have to also use more traditional methods of taking the work 'to market' for example: a) **ONLINE** – A new www.facework.in website and app with youth content and options for *freemium* and *premium* content could deliver fresh content through webinars, e-learning modules, forums, podcasts etc. b) **TRAIN THE TRAINERS** programme whereby we accredit youth 'Master Trainers' who can then roll-out training within institutions and in the community. Eg the West Bengal Employment training project. c) **EDUCATION AND AWARENESS RESOURCES**. We already have requests to translate the Z cards into Hindi and Bengali. We can also develop a unique STEPS workbook, resources for parents and competitions. d) **SCHOOLS and UNIVERSITIES CHAPTERS.** It could be possible to develop a youth led 'chapter' style programme within Universities and schools. e) **EMPLOYERS.** It is crucial to engage with employers so Facework training resources can be used in staff induction and development programmes.	We are already working on a new website which will include Indian-authored content. The West Bengal Employment Proposal would kick off the TtT programme in 2020. Indian private schools are a huge market and a good place to start if we can ensure school leaders sustain the training approach. India is Youtube's biggest market and we can utilize this. However, this is not a "follow the hero" style of delivery but a democratic levelling of teacher and student with a strong emphasis on solidarity and belonging. Facework could become a quality mark for employers committed to developing their staff soft-skills. The CSR opportunities are also enormous.

CONCLUSION

We hope this summary of achievements and findings is helpful to the Facework Advisory Board and possible future funders who would be interested in supporting or investing in this project. We have tried to show that we now have real evidence of both demand and potential impact as well as proof that the methodology of engaging youth in the creation of peer-led learning and resources is of enormous value.

We believe that the project should 'stand on its own feet' and that we can sustain the programme through earning from hrough a range of services, for example advertising on the website, consultancy, delivering a Train the Trainer programme, sale of education resources etc. However, we do need early seed-corn investment and support if we are to now build a Facework India programme.

As a priority for the next 3 months we have set ourselves the following 3 targets. If we get these up and running by the 31st December, we can launch the first Facework Chapters and Indian created resources in 2020.

NEXT STEPS
A) Update all the Facework resources ➢ Re-design the Z card with new localized content gathered in pilot. Including Hindi and Bengali versions. ➢ Improve and localise the 'Challenges' designing a new 'workbook' or e-learning module and further testing. ➢ Re-work the website and social media channels including new content and videos.
B) Secure appropriate registration for Facework India and Facework International ➢ We need to be constituted to be most effective with both governance and funding. ➢ Registering Facework International as a charity or 'incubating' it within another Trust or organisation is crucial in securing funding from both the UK and India.
C) Secure first 'contract' in West Bengal. ➢ We have submitted a proposal to train 21 of their staff in Facework methodology and content so they can establish Facework Chapters. ➢ Ensure that we develop a strong business model for sustaining and growing programme.

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APPENDIX – VIDEOS CREATED DURING THE PILOT AND FIRST DRAFT OF ADAPATATION OF STEPS 'Z' CARD

Facework India Introduction

https://youtu.be/ywncW4wXd0c

Mindset and the changing world of work

https://youtu.be/p0eXq8Y8K3Y

Managing Time	Visualisation	The power of listening	Admitting problems	Motivation	Self confidence.

https://vimeo.com/360961398   https://vimeo.com/358221353   https://vimeo.com/358220414   https://vimeo.com/358220372   https://vimeo.com/358216988   https://vimeo.com/358216646

All these films were shot on an Iphone and were completed at the end of the 2 day workshops.

FIRST DRAFT OF ADAPATATION OF STEPS 'Z' CARD

Certificate given to all those attending workshops (including teachers)