

## **New Perspectives, Actions and Challenges in the Unorganized Sector on Skill Development**

### **National Skill Conference 2009**

#### **A REPORT**

**St. John's Medical College Auditorium, Koramangala, Bangalore  
21 and 22 December, 2009**

##### **Context**

In India, skill training for school dropout and illiterate youth attains significance and relevance when the country is home to one-sixth of the world's population, with 52 per cent of its people live below 25 years of age and the country is yet to take advantage of the young demographic profile of its population and convert them as fine human capital.

The majority of the workforce in India has low levels of education and skills which severely limit their chances of obtaining gainful employment and rise from poverty. Access to formal training for those with limited education is minimal. Institutional support to provide vocational training is weak for youth who complete Class 10 and even less for those who drop out earlier. In instances where there is access to education and training opportunities, the quality and relevance of the skills obtained are often questionable and people struggle to find employment.

Traditional crafts are dying; urgent intervention is needed to revive them, but the artisans and master craft persons are not recognized for their skills, rather tagged 'illiterate' for their lack of conventional schooling; with the result that their children, even when skilled in these crafts, choose to move away from the traditional occupations and join the millions struggling for employment.

On the other hand, in high growth sectors across the country, demand for skilled labour is already outstripping supply, yet, employers do not want to invest in training of unskilled youth; they look to the Vocational Education and Training (VET) sector to instil these skills.

A purely technical training with professional technical content is not enough to meet the needs of the large numbers of underprivileged youth. Aspects such as entrepreneurship skills, social behaviour, life skills, finance mobilization and market analysis needs to be integrated into the training so that broader and transferable skills allow employers and employees to work effectively in highly competitive and changing environments and markets.

**FVTRS:** Functional Vocational Training and Research Society (FVTRS), Bangalore is a skill promotion agency working for the unorganized sector. It focuses on school dropouts and illiterate youth in the country to make them employable by building skills through vocational training. FVTRS empowers them by promoting skills in various trades to help them build a livelihood on their own. For this, the institution promotes sensitization of stakeholders on the relevance of skill training, followed by funding support to NGOs across various states in India to organize skill training activities, simultaneously focusing on building their entrepreneurial abilities to promote successful entrepreneurs rather than employees. FVTRS thus is trying to nurture a movement through associating/ implementing partners and other stakeholders to reach out to the un-reached and vulnerable sections to tap the hidden potential of youth who are branded as redundant, waste, useless, and seeing how best they can be converted into productive human capital to meet the opportunities available in the global economy.

**Goal of the Conference:** A good skill fraternity is a nation having a discussion with itself to help underprivileged youth make informed choices in the process of introducing them to the world of work. The National Skill Conference is a platform where a wide spectrum of stakeholders converges to discuss, deliberate and disseminate on relevant options for the sector, and understand new perspectives and actions with innovations, as well as the challenges being faced by service providers. It is also an occasion to share best practices and scale up by introducing new modules and modifying approaches, incorporating all that is relevant in today's context.

## Programme Schedule.

### Monday, December 21, 2009

- 09.30 – **Inaugural Session**  
National Anthem  
Lighting of the lamp by dignitaries  
Welcome Address: Mr. Albert Joseph, Executive Director, FVTRS
- 10.15 – **Chief Guest's Address**  
Ms. Ellen Pedersen, Development Cooperation,  
Delegation of the European Union to India
- 10.30 – **Address by Guests**  
Dr. S. S. Jena, Chairman, NIOS, New Delhi  
Prof. G. C. Naidu, Director, School of Vocational Training, IGNOU, New Delhi  
Mr. Sanjeev Kumar IAS, ILO, Bangalore  
Dr. John Blomquist, Team Leader Social Protection, World Bank  
Mr. S. J. Amalan, Regional Director, RDAT, Apex Inst. MoLE, Govt of India
- 11.45 – **Presidential Address**  
Fr. Varghese Mattamana, Executive Director of Caritas India and Treasurer FVTRS
- 12.00 – **Release of the Souvenir by the Chief Guest**  
Ms. Ellen Pedersen
- 12.10 – **Vote of Thanks**  
Mr. M. L. Satyan, Manager, EU Supported Project, FVTRS
- 12.20 **Tea**
- 12.45 – **Conference Kick-off**  
*FVTRS – a presentation:* Mr. Felix D'Souza, Programme Manager  
Interface with successful ex-trainees of FVTRS programmes  
Discussion
- 13.30 – **Key-note Address**  
Dr. Ravi Shanker, Director, Jaypee Institute of Management Training, New Delhi
- 14.00 – **Skills Development Initiatives**  
Mr. S. J. Amalan, Regional Director, RDAT, Apex Inst. MoLE, Govt of India
- 14.30 **Lunch**
- 15.00 – **Skills Development Initiatives (contd...)**  
Mr. Ramesh Zalki IAS, Secretary, Labour Department, Govt of Karnataka  
Mr. Raghupathy, Joint Director and Mr Keshav Murthy, Dy.GM, Karnataka Skill Development Corporation  
Discussion
- 16.10 – **Skills Training Delivery, Assessment and Handholding support**  
*Skills and MSME:* Mr. A.K. Jha, Director, Ministry of MSME, New Delhi  
*NREGS and Skill Scenario:* Mr. Nikhil Dey, Mazdoor Kisan Shakti Sangathan, Rajasthan
- 17.00 **Tea**
- 17.20 – **Skills Training Delivery, Assessment and Handholding support (contd...)**  
*Skills and MSME:* S Panikassery, MSME, Bangalore  
*Assessment on MES:* Mr. Suresh Jacob, KITCO, Cochin on Assessment on MES
- 18.00 – **Skill Promotion and Challenges**  
*Certification and IGNOU:* Dr. RSP Singh, Reader, IGNOU

- 18.20 – **President and Board Members’ Message**  
Dr. Antony Kariyil, President, and all Board Members of FVTRS
- 18.30 **Inauguration of Exhibition**
- 19.15 **Cultural Programme**
- 20.30 **Dinner**

**Tuesday, December 22, 2009**

- 09.00 – FVTRS Business Session – Board, staff and partners of FVTRS Partnership/ Cooperation  
EU Partners meet from 09.00 – 13.00 hrs at First Floor of the Auditorium
- 10.30 – Tea
- 10.50 – **Resource Mobilization and Linkages**  
Mr Raja Raman, Manager, NABARD, Bangalore
- 11.30 – **Market, Innovation, and Industrial Needs**  
*Market Relevant Curricula, Training and Innovative methods:* Mr. Akash Sethi, Quest  
*EDP and Network Promotion:* Mr. Isac Singh, Director, SWAN and Convener, SPiN  
*HIV/AIDS:* Dr. P S N Rao: Senior Consultant, Regional Trainer
- 13.20 – Lunch
- 14.00 – **Skill Promotion and Challenges**  
*Models and Best Practices in Skills training:* Ms. Anita Sharma  
*Skill Diversification and Challenges:* Dr. P. Basak
- 15.40 – **Valedictory Session**
- 17.00 Welcome Address  
Wrap up by Ms. Anita Sharma  
Sharing by participants  
Address by Ms. Ellen Pederson, Chief Guest  
Presidential Address by Fr. Antony Kariyil  
Address by Mr. Vivek Albuquerque  
Distribution of Certificates  
Expectations for next Conference  
Vote of Thanks by Mr. Felix D’Souza

## National Skill Conference 2009: Bangalore

### 'New Perspectives, Actions, and Challenges in the Unorganized Sector'

#### Inaugural Session

**Mr. Albert Joseph,**  
*Executive Director,*  
FVTRS

Mr. Albert Joseph welcomed all who had gathered to participate in the third National Skill Conference and hoped this conference would help the different stakeholders involved in skill training bond together and work to improve the lives of the underprivileged youth marginalized by society. He was confident the inputs from the many speakers would provide clarity and highlight the wealth of experience already available on the subject to enable proliferation of creativity and talent in the country.

#### Chief Guest's Address

**Ms. Ellen Pedersen,**  
*Head, Development  
Cooperation, Delegation  
of the European Union  
(EU) to India*

European Union's policy highlights education and training for economic development leading to poverty reduction. The partnership with FVTRS over the last three years has enabled EU support FVTRS' goal of generating work, income and livelihood for disadvantaged and marginalized youth groups with little formal education, a key area of collaboration for EU. The labour market driven technical vocational training is the traditional area for EU's development cooperation. However, in low income countries the formal labour market is small, so the partnership with FVTRS attempts to connect formal vocational education with the informal sector, combining the traditional apprenticeship mode with formal training.

EU support covers ten projects by civil society organisations with a focus on skills development, reaching out to the most marginal and vulnerable groups in backward regions, that is in line with India's National Policy on Skills Development. EU has also initiated collaboration on Labour and Employment that will work on developing a functional national vocational policy framework, drawing on the expertise on the subject across the EU, looking at possibilities of sharing the knowledge through Training of Trainers, accreditation of training providers and setting up a labour market information system to promote employment. She hoped the discussions during this conference would provide learnings on what has already been done, and what needs to be taken up in future.

#### Address by Guests

**1. Dr. S. S. Jena,**  
*Chairman, National  
Institute of Open  
Schooling (NIOS),  
New Delhi.*

NIOS is dedicated to youth and underprivileged people who are unable to go to formal school, and skill development of the unorganised sector, through its 85 Vocational Education and Training programmes (VET). Stressing that India's transition to a knowledge-based economy requires a new generation of educated and skilled knowledge workers and knowledge technologists who are flexible and analytical, he felt that to achieve this India needs a flexible education system. This can be achieved only through basic education providing the foundation for learning, secondary and tertiary education to develop core capabilities and core technical skills and further means of achieving lifelong learning. The education system needs to be attuned to the new global environment by promoting creativity and improving the quality of education and training at all levels.

Dr. Jena focused on the shortage of skilled manpower to meet existing and emerging needs. Only around 5 percent of the total existing workforce is trained, leaving around 95 percent of the workforce unskilled. Of the seven to eight million that enter the country's workforce each year, only around 2 percent receive formal training while around 8 percent receive informal training. This leaves a gap of around 90 percent

of the new workforce in the unskilled category. And India has a target of 500 million work force to be trained by 2022. This places a high responsibility on the training educational and training system within the country, including the NIOS, to respond to this growing need. Dr. Jena solicited the support of this platform in meeting this challenge.

**2. Dr. G.C. Naidu,**  
*Director, School of  
Vocational Training  
(SOVET), IGNOU,  
New Delhi*

Highlighting the need for vocational training and education in the country to meet the skill development need of more than 500 million by 2022, Dr. Naidu touched on some of the challenges facing the educational system in the country, and shared how the SOVET is responding to these.

One of the foremost challenges facing the educational system is that vocational education and training is looked down on by the formal education system in the country, though all education looks at employment opportunities.

Another is the lack of opportunity for cross transfer from formal education to vocational education, or professional education to vocational education. As examples, he touched on interactions with trainees at a two month programme sponsored by the Ministry of Rural Education that guarantees placement after training. The batch comprised 10 percent post graduates, 40 percent graduates and the remaining, students who had completed their Class 12, while the course was meant for students who had completed Class 10. In a similar programme in Bangalore, 50 percent of the trainees came from ITI's and Polytechnics. Yet again, a few months ago newspapers highlighted that students who had completed their dental surgery were resorting to jobs at BPOs and medical transcription due to the meagre salaries and lack of opportunities available in their profession. These instances demonstrate the distance between educational institutions and industry need.

Industries speak of vast employment opportunities and shortage of manpower for their needs. Yet industries do not take the initiative to invest in training of youth to meet this shortage; nor are they willing to offer placement guarantee to youth who undertake vocational training geared towards employment, but do not hesitate to expect competency levels of experienced workers from entry level youth.

Yet another challenge is the proliferation of training shops that offer employment training at cheap rates with substandard courses. Many youth are attracted by the low rates and opt for such courses, but they do not fit market expectations. SOVET has collaborated with Accenture to develop courses linked to industry needs. But these quality programmes come at a cost.

High attrition in sectors such as banking and insurance is a challenge with the sectors unable to retain employees. To offset this, IGNOU is looking at innovative solutions such as MBA courses with flexible learning and intensive training - three months of initial training, followed by a stint of 6 months in the industry and flexible learning opportunities through the open education system, with dissertation work at the end. Industry gains by employing candidates for over two years, while trainees get a full fledged degree by working for two years.

Informal education for the unorganized sector has tremendous possibilities. But some thought needs to go into how the learning can be standardized so that it can be made comparable. Here the national skills framework can be utilised to promote standardized curriculum, modules and certification. This will aid vertical and horizontal mobility, and in turn promote vocational education and training. Towards this, IGNOU is

developing training modules for even small skills such as tailoring, but with quality and standardization, in collaboration with the Ministry of Human Resource and Development.

The community college concept, with its flexibility for students to train in vocational skills with certification, as well as complete schooling through NIOS, and then to IGNOU for higher education, offers scope for vertical mobility. Dr. Naidu ended by offering IGNOU's help and support in developing curriculum and training.

**3. Mr. Sanjeev Kumar, IAS, ILO**

ILO tries for decent work for all and decent work cannot happen without skill development. Very large numbers of children leave school prematurely every year and join the labour market, most of them without access to any type of vocational training or skill building. Finally they are reduced to unskilled workers. This is probably one of the most limiting factors to bringing the country out of the poverty trap.

Highlighting the lack of understanding and acknowledgement of the different actors and the various levels in skill development for the unorganized sector, he stressed on a few needs:

- Stakeholders such as the different ministries and training providers from urban and rural areas need to come together at such conferences to contribute, enrich and cross fertilise the information base as well as policy options.
- Employment exchanges serve as an indicator of match / mismatch on the manpower availability from ITIs and polytechnics and market need in urban areas. A skill forecasting to understand the skill need and labour market for the unorganised sector can enable better understanding of skill formation needs in lesser developed areas.
- Though subsidy is available, lack of good providers in underdeveloped areas is a challenge. So is the challenge to convince and motivate the most needy to take up skill development.
- More thought can go into state level institutions developing curriculum, material and training of trainers to meet vocational training needs of the unorganised sector through decentralisation. In a federal polity like India, there is space for evolution of both central and state mechanisms with far reaching implications.
- Adolescents in the age group of 14-18 are now included in the National Skill Development Policy. However, policy gaps in related areas such as access to credit and signing of contracts does not cover this age group, though most of the trained youth are starting micro or nano enterprises as self employment activities rather than wage employment.
- The compartmentalization of education that limits vertical and horizontal mobility is a challenge that needs to be addressed so that there is dignity in pursuing vocational education. Vertical and horizontal mobility should be based on capability. For this, aspects of vocational education such as life skills, work ethic and entrepreneurship need to be embedded in education, right from the start through every stage of education so that they are ingrained in the general education system and imbibed by students throughout life, enriching the economy and nation.

**4. Dr. John Blomquist, Team Leader, Social Protection, World Bank**

The areas covered by World Bank's Social Protection Sector that assists in alleviating poverty and promoting equitable and sustainable growth include promoting the creation of jobs through better labour market regulations, policies and processes, including skill development activities for the unorganised sector and promoting security by reducing vulnerability through social safety net mechanisms such as social

insurance, health insurance and old age insurance.

Creation of jobs is one of the most important strategies for poverty reduction in the South Asia region, where the youth bulge in the age group of 15-24 is the highest, and 90 percent of the workforce ends up in the unorganized sector. Towards this the World Bank has been undertaking studies focusing on Jobs and Growth. From a study on Vocational Training for India, he shared some of the findings that were significant for this conference:

- There is a strong demand for skills in the private sector including micro enterprises, but the mechanical approach to vocational skills training has limited capitalising on this. Courses continue to be offered for skills no longer in high demand, lowering the value of the courses. Once vocational training is not valued, the next generation tends to trivialise the value of the entire field of vocational training. This pattern needs to be broken to boost the value of vocational training. In countries where vocational training has been a success, the training paths are found to command respect.
- The scope for vocational education and training is vast – so much that the government of India alone cannot generate the infrastructure to meet the training needs of 500 million individuals. The participation of private sector infrastructure and enterprise is essential to meet this huge demand.
- For vocational training to be valued there needs to be emphasis on the quality and standard framework, so that the skills generated can match market expectations.
- Vocational education and training goes beyond skills, with potential for livelihood and its enhancement. For this, it is important to create opportunities to move from skill development, go back to formal education and move into the organized sector. This vertical and horizontal mobility will promote enhanced livelihood opportunities.
- Promoting access to credit for people to earn, save and protect themselves against shocks is important. Mechanisms to boost savings as well as creating a safety net through social insurance and unemployment insurance need to be strengthened.

On its part, the World Bank promotes skill development activities in the unorganised sector by supporting formal vocational trainings, supporting ITIs in upgrading capacity and supporting surveys on trainings in the development sector. ENVAC evaluations help in highlighting how well programs work, how they impact the target group, and areas where skill development can be strengthened. Another area of activity is training on health insurance for the informal sector.

**5. Mr. S.J. Amalan,**  
*Regional Director,  
 Apex Training  
 institute, Ministry  
 of Labour &  
 Employment,  
 Govt of India*

Mr. Amalan stressed the point of Giving Dignity to Unorganised Labour. He felt that the phrase 'Unorganised labour' is a bit misleading. Though all plumbers may not be working under one fraternity or banner, each one of them are organised to do their job.

Speaking on the general understanding of skills, he stated that a country known for its skills and famous for fine products created by skilled workmen for thousands of years, turned illiterate with the introduction of the 10+2+3 system and became worse when parents dreamt of their children becoming only engineers or doctors. These perceptions about education have contributed to looking down on traditional skills.

Yet, it is not that people are unskilled. There are skills available – they are simply not acknowledged. Enumerating on this, Mr. Amalan described how, during a journey from Mysore to Bangalore with the President of the World Skills Competition, the Australian was amazed at the skills evident



in the villages they passed. He recognized the skill sets behind the velvet green lawns and gardens, the sloping irrigation systems in farms, the young boys herding cattle by just whistling to keep them in formation. These skills are acquired through two and three year courses in developed countries, whereas here the skills are honed and passed on from generation to generation. Hence, it is not that people are unskilled. The point is to acknowledge available skills – whether mediocre, good or excellent – that enables a person to survive and blend skills to make them more valuable. There is a skill behind each activity – whether milking cows, buying things from the shops, watching over the house or cooking wholesome food. These skills need to be highlighted. The focus should be on skill universities, where a person is judged on skill rather than damage them by weighing them against languages and the 10+2+3 system. There are examples – Amitabh Bachchan has been conferred a doctorate for being an excellent artiste by universities, as also many other actors. So why not build skill levels from an assistant plumber right up to a doctorate in plumbing?

### Presidential Address

**1. Fr. Varghese Mattamana,**  
*Executive Director,  
CARITAS India and  
Treasurer of FVTRS*

Speaking on the uniqueness of FVTRS, Fr. Mattamana shared that FVTRS supports a large number of NGOs working on a very special issue – the issue of employability through skill building. Within a span of four years, FVTRS has travelled a long way in terms of influencing policy, establishing equations with international funding organizations, good relations with government machinery and motivating civil society organisations to focus on this aspect to address major issues in India.

Millions of youth in Kerala - more than 4 million master degree holders are registered with employment exchanges but not employed or employable, because they are either not motivated or not skilled. In Jagatsingpur village of Orissa, people were found starving without food. If they are employable and skilled they will not be dying of starvation. One third of India is covered by poverty, not formally declared. One sixth of the world is hungry, and one third of them are in India. This is the reality behind people joining extremist groups due to exploitation from the organised sector, especially from the side of the vested corporate and industrial world, and especially in mining regions. Since there are no jobs, they are looking for alternate opportunities. This is the reality of India.

It is in this context that the participants at this conference have to put their heads together to rediscover the sharpened perspective of employability through skill development. Instruments such as NREGA (National Rural Employment Guarantee Act), NRHM (National Rural Health Mission, RTI (Right to Information Act) and Education for All are available to help in this work. This conference is an opportunity to redesign the perspective of FVTRS collectively, to ensure movement in this direction. The focus should be on articulating the strategy in terms of how FVTRS can influence and redefine policies of the government, international and national organisations, according to the requirement of the time, by drawing on and pooling the knowledge of the group.

**2. Dr. P. Basak,**  
Board Member FVTRS

Statistics from the Planning Commission of India documents that in this country, there are 395 million workers in the unorganised sector, perhaps the total population of Europe. 316 million of them, that is 8 out of 10 workers, earn less than Rs. 20 per day. Of this 316 million, more than 80 per cent belong to Scheduled Castes, Scheduled Tribes, Other Backward Communities and Muslims.

The hallmark of these workers are that they are very poorly paid, super exploited by everyone around, and they do not enjoy any type of security



in life. In spite of the ill-treatment, neglect and indignity heaped on them by the government and the privileged, it is this sector that contributes more than half of the overall growth of the Indian nation. In the year 2002-03 the unorganised sector's contribution to Indian GDP was 57%. He concluded that the theme of the conference revolves around understanding this new perspective, accepting the challenge and designing the action programme for the future.

### **Interaction with Successful ex-trainees of FVTRS Programmes**

**Ms. Lalitha Samat**, Lachhargarh, Jharkhand. Completed CI IX.

Lalitha underwent a tailoring course for 6 months in 2003 and now has her own shop where she tailors and also sells readymade clothes. She earns Rs. 4,500-5,000 per month. She has been motivated and supported mainly by the Director of the institution, Bro. Sushil Toppo, who mobilized the students into opening shops for tailoring and sale of readymade wear, textiles and fabrics.

**Ms. Sunitha**, Kolachel, Kanyakumari District. Completed CI X.

Sunita hails from a poor family in Kolachel, who lost their home in the Tsunami in 2004. She completed a course in assembling electronic equipment at SWAN. She now assembles electronic units for a living and earns Rs. 5,000 a month which she uses to support her family. She feels her own interest in the course and SWAN's encouragement is the motivation for her getting ahead. She hopes to get a chance to learn more.

**Ms. Lilima Nayak**, Kandhamal. Completed CI XII.

Lilima underwent an 8 month course in training at Upaya Community College, Kandhamal district. Now she works in Kolkata, earning a salary of Rs. 2,700. She is happy to have got this opportunity and hopes to save enough money to do a 3 year course to go forward in life.

**Ms. Lizzy Chacko**, Kottayam, Kerala. Completed CI IX.

Lizzy from Kottayam Social Service Society, underwent a 3 month course in playing traditional drums. Now she is the leader of one of the 3 bands in the organization, the only women's bands in the country. With functions round the year, each member earns around Rs. 6,000 per month.

**Mr. Shyam Sundar**, Jahangirpuri, Delhi. Completed CI X.

Sham underwent a one year course - 6 months in AC and refrigeration and 6 months NIOS course through Chetanalaya. Though the institute was not successful in getting him placed, Sham was able to find a job on his own and now earns Rs. 6,000-6,500 per month. AC and refrigeration is a seasonal trade; however he is on an employment contract and earns a steady salary through the year. From his batch, five to six students were placed while the remaining continues their education.

**Mr. Pradeep Pruede**, Nagpur. Completed CI IX.

Pradeep undertook an electrical course at CNS, Nagpur in 2003. He started working on small assignments, earning around Rs. 4,000 a month, then diversified by maintaining a few spare parts at home and has now set up a small shop on his own, carrying out electrical repairs and maintenance. He earns around Rs. 6,000 a month and dreams of having his own electrical showroom. Some of his batch mates have jobs, while others have discontinued.

### **Discussion**

*How does society react to women's bands?*

There is a lot of support and encouragement from families, especially husbands and community. They have been moving all round the country on assignments and look on it as a victory for women.

*Have the successful youngsters been able to motivate others to move forward? What is the motivation that gave them the push to move forward?*

All the students were highly motivated on their own and they give credit to their institutions, especially their principals for motivating them. All of them have tried in their own way to motivate others and referred them to the institutions, so that they can benefit from the different courses available, according to their interests.

*What are the chances of being able to set up a showroom when licenses need to be obtained?*

It is understood that all norms would be followed while going ahead with his plans.

**KEYNOTE ADDRESS**

**Dr. Ravi Shankar,**  
*Director, Jaypee  
Institute of  
Management  
Training, New Delhi.*

Dr. Ravi Shankar referred to a televised address by Dr. Muhammad Yunus to the Indian parliament, where he mentioned three types of businesses: "Charity, where you give and hope something good comes of it, Business, where you get back what you invest and the third, Social Business, where you get back what you put in and you deploy it again for the betterment of society."

The Jaypee Institute of Management is part of the Jaypee group of companies with diverse business interests ranging from engineering, cement and infrastructure to information technology and hospitality. Mr. Jaiprakash Gaur, the Chairman of the group, has the vision that India can develop if Indians are educated. The group follows the model of Social Business, with 12 percent of profits from its companies ploughed into a trust, Jaiprakash Sewa Sansthan that undertakes educational activities. Currently the trust runs 16 schools, 2 Polytechnics, 2 degree colleges and 3 universities.

Recalling the debate in the morning about the two parallel streams of vocational education and formal education at school and college with no convergence between the two, Dr. Ravi Shankar shared that the Jaypee group is trying to see that diploma holders can do a Bachelors Degree in Engineering, in a lateral entry. The group also has a novel scheme where employees of the group have contributed money to create a fund, available to students as loans to cover their education that the students can draw on and repay over a period of time once they are employed.

Congratulating the ex-trainees of FVTRS on stage earlier, Dr. Ravi Shankar stated that no one joins school or college planning to leave half way. Rarely is it lack of motivation; situations and circumstances compel them to drop out. Intelligence multiplied by perseverance produces results, and all six of the FVTRS students showed intelligence and perseverance in improving their quality of life and moving ahead, making their lives more meaningful to themselves and society. But people need to be given Opportunities too. As individuals, we need to ask ourselves 'How do I, as an individual, contribute to social development?' and try to help others, to the extent possible. Enumerating this, Dr. Ravi Shankar shared that when the Institute of Mass Communication, where he worked, was planning its Silver Jubilee celebrations, to mark the occasion; they looked for ways to improve the circumstances of the lowest ranks in the institution. Among the peons at the Institute, there were four that stood out: one at the computer lab, who had picked up quite a bit of knowledge about computers, and used to help the students so much that the students used to refer to him as Sir; another peon at the audio visual lab, whose job was to carry the cameras and help the professor with the lens – he had a very good sense of what was a good shot, a good angle; a third peon helped in the printing department and had picked up silk screen printing very well; the fourth was a library attendant – his job was to put the books in the right place – he knew more about where the books were than the librarian, because he was dusting them each morning. Normally, the peons would have retired as peons; but in this case, the four peons were promoted as assistants, and they took great pride in their jobs.

Dr. Ravi Shankar's address was on 'Skill Sets the Industry is looking forward to in New Recruits.' Using a set of 3 diagrams, he shared that choosing people with limited mindset, narrow focus and poor personality traits can lead to disaster while picking people with the right attitude and personality traits can spell success. Technology is changing fast, so

technical qualifications can become outdated; but with if people have the right attitude, everything else can be taught.

As head of the Institute of Management, he often interacts with people from the corporate sector, trying to understand their requirements and expectations, to prepare and place students who pass out of the institution. To enquiries on what they expect in recruits, the answer is usually 'nice,' 'smart' boys. These translate to:

- Humble, Polite, Well mannered
- Good language with communication skills
- Willing to learn
- Self motivated
- Ready to take responsibility
- People with fire in them, people with ambition
- People with dreams

It is through gestures of politeness and good manners that relationships, good teams and great organizations are built. People with ambition are the people with fire in them to succeed. It is the unique people who dream. And these are the skillsets in demand. Knowledge on the subject is important, but skillsets cannot be restricted to just that. Tailors must know about tailoring. But "they need to have the right personality, attitude and perhaps, we who are relatively privileged, must give them opportunities."

### **Skills Development Initiatives**

**Mr. S.J. Amalan,**  
*Regional Director,  
Apex training institute,  
Ministry of Labour &  
Employment, Govt of  
India*

Mr. Amalan emphasized the following points:

- In the country's workforce, around 7 per cent are educated with formal skill training with the balance 93 percent forming the unorganized. Though the word 'unorganized labour' is used widely, the people in this sector are highly productive. They may not be organized in the world's eyes, but they are organized to deliver the goods.
- In the twenty-first century, the need is for competent, skill generating and wealth creating human beings. The ones who manage wealth can only work once the wealth creation takes place. And this is a tremendous opportunity for India with its prediction of 470 million skilled persons in the age group of 16-40 in the next twenty five years. Only India has these numbers. But we need to make it work. For this, we need to take the educational dropouts and make them exportable persons.
- 'Social employment' needs to begin at the individual level. 15-20% of employed people's salaries can be used to provide employment for people such as cooks, gardeners and drivers. These provide livelihood through social employment and discourage their turning to anti-social employment such as robbing, smuggling and pick pocketing. Pay them living wages for doing part of our work that is important to us, and respect their work. If each family can support three families in this way, one fourth can contribute to the sustenance of three-fourths of the people.
- When it comes to skill levels, there are unfair standards of expectation. Just as no child is born an adult with three degrees, skill levels cannot be perfect at the initial stage. Skills need time to be honed and perfected. Yet, at entry level interviews, candidates are quizzed on experience, not skill. If RTOs expect a driver capable of handling a Mercedes Benz perfectly on the first day before they will issue a license, most people would not stand a chance of acquiring a driving license. So, people expect to get a driving license for their less than mediocre skills, yet expect excellence from the plumber, and will fail him for less than perfection.

- The skills of the people in the unorganized sector are needed to keep our lives running smoothly, but we do not encourage our children to take up these skills for their livelihood. And, we are less than willing to accept and recognize it as a skill when somebody else makes this choice for their livelihood. We call it unorganized and feel compelled to create a large curriculum and a series of theory papers to make it fit the accepted educational mould.
- All human beings have some inherent and learnt skills. They may be uneducated or less educated when judged against the 10+2+3 standard. Skill needs to be viewed separately from today's accepted educational pattern and recognized, acknowledged and appreciated. The skill levels may be mediocre, good or excellent according to people's capabilities and experience, nevertheless the skill exists, and every skill is employable.

Modular Employable Skills (MES) is the minimum skillsets that makes a person employable. 1,004 skills trainings are available online and vocational training providers can choose to start training on any of the listed skills. Skills training not covered in the list will be considered for inclusion based on employability aspect, and additional skill programmes are being developed to match requirements anywhere in the world.

The National Council of Vocational Training certifies the skills. These certificates are accepted worldwide as the certificate issued by the Govt. of India, guaranteeing the skill at the base level. Yet FVTRS partners have not begun to take advantage of this certification, and each NGO is seen vying to create new courses and curriculum with their own certification in an attempt to promote their identities. The Government and the NGOs have complementary roles in promoting MES. The Government has the structure, while NGOs have the competency to sensitise the target group and convince them. He exhorted organisations to sink their individual identities and come under the Govt. of India NCVT umbrella for uniform certification across the country for each skill.

Apex Hitech supports MES throughout the country with the fastest system of certification. New technologies available include access to EDUSAT that enables access to information and trainings online across the country, and the APEX Bus Training System with buses ready to take skill trainings in demand to villages anywhere in the country. The buses are fitted as classrooms with seats for twenty students, interactive boards, direct connectivity through satellite, etc. These skill trainings at the village level will attract businesses to rural areas and reduce migration to cities.

There is a target of 50,000 skill development centres to be set up and these can reach 500,000 with the support of NGOs and organizations such as FVTRS. The target for Apex Hitech Institutes is 10,000 with a target of 1 million students covered each year; this again can be achieved with the partnership of NGOs.

**Mr. Ramesh Zalki,**  
*IAS, Secretary, Labour  
Department, Govt of  
Karnataka*

India has over 2,000 engineering colleges, 5,000 polytechnics, over 6,000 ITIs and 10,000 degree colleges. Karnataka has a lion's share with 174 engineering colleges, 270 polytechnics, 1,100 ITIs and a large number of degree colleges. Though the institutions churn out students, the students are not ready for employment and need additional training to meet market needs. But parents do not want to invest in additional training after basic qualification. Nor does the industry want to invest in training, unlike in the west where industry partners in skill development. Hence the government has stepped in and over the last few years, initiated several schemes to impart skill development, such as

upgradation of ITIs, Public Private Partnerships, Centre of Excellence, etc. Besides this, there is the Apprentice Act, under which the Industry takes in trainees and makes them employable. But few students can be covered in the last scheme - in Karnataka, only 22,000 have been trained.

The Government of Karnataka constituted a Skill Commission in August 2008 to integrate all skill development activities in the state that formulated a policy for skill development with a goal of creating one million skilled man power over five years to meet industry needs. The target group is unemployed dropouts and students from 7th standard up to diploma and degree holders. Interventions include:

- Development of assessment tools including Psychometric tests to assess skills, aptitude and skill gaps of youth. For those with education level below metric, assessment tools have been developed in Kannada in collaboration with the Department of Psychology, University of Bangalore.
- Udyog melas as a platform for employers and job aspirants to interact. 12 such melas have been held in cities and towns of Karnataka such as Bangalore, Mysore, Mangalore, Hubli, Karwar. In Gulbarga, over job 25,000 aspirants attended the mela.
- Over a 100 employers and training providers at each mela interview candidates with necessary qualifications take them on directly. The remaining students are assessed on their skills and aptitude – those who score high are listed for placement. The remaining are provided suitable short term trainings and on completion, listed for placement, and tracked till they receive offers of employment. Over 187,000 students have been screened. 79,000 youth have been placed; of whom, 68,000 were placed after receiving additional short term training. Youth who do not make the grade despite the training are taken off the list.
- Emerging needs have been identified and courses developed to provide training in areas such as Marine trade, Medical Electronics and Aviation, where there is scope for entry level workforce.
- Pre-recruitment training has been provided to 400 students to prepare them for Air Force recruitment tests; 190 have been selected.
- MoUs have been entered into with 15 organisations to impart trainings.
- An MoU has been signed with the Indo Swiss Chamber of Commerce to provide training on practical aspects to instructors of ITIs.
- In a model of Public Private Partnership, 10 computers each have been installed in over 400 hostels providing free accommodation to SC/ST boys, and 2 hours of training provided every day to enable the students learn English and become computer literate. The computers and software are provided by NIIT, while the government provides the space and bears the training costs.
- In collaboration with Team Lease, employment exchanges are being converted to Human Resource Development Centres, with registration, assessment, vocational guidance and employment counseling, training and placement. All jobs available are posted on the net, with candidates encouraged to take the test online to assess their suitability for jobs on offer. The Mangalore Employment Exchange has been converted, and Bijapur is next in line. Over two years, all employment exchanges in the state will be converted to HRD centres.
- Kolar and Bijapur districts have been selected to provide training through Edusat. Graduates will be prepared in E-learning and Modular Employable Skills.
- To promote exposure to technology with practical training, engineers from Gulbarga are taken to Mysore for training.

- Training for employability is planned for Arts and Science students in collaboration with 60 colleges.
- Short duration internship training courses are planned to prepare youth for industry

Nowhere else in the country is skill assessment, gap analysis, training and placement carried out in such an integrated way.

### **Discussion with Panel**

**Mr. Ramesh Zalki**, IAS, Secretary, Labour Department, Govt of Karnataka

**Mr. Raghupathy**, Joint Director, Labour Dept, Karnataka

**Mr Keshav Murthy**, Deputy. General Manager, Karnataka Skill Development Corporation

*What about preparing youth for self employment?*

At this stage, the focus is on meeting market needs by providing a platform for employers and job aspirants.

*What is the profile of employers? Do they come from outside Karnataka?*

The Udyog Mela from Gulbarga had a number of employers from Hyderabad, while in Karwar, many employers were from Goa and in Hubli, from Mumbai.

The biggest employer has been the Services Sector with around 30% of the jobs for drivers, paramedical staff, security guards and for staff in the hospitality industry. The manufacturing sector including textiles account for about 20% of the employers. The unorganized sector account for the remaining 50%.

*Is there a mechanism to incorporate civil society? How can an org like FVTRS associate with it?*

There is every opportunity for organizations working on Skill Development.

*Can you ensure that employers pay minimum wages and social security for jobs secured through Udyog Melas?*

The intention behind Udyog melas is to provide a common platform for employers and aspirants, to understand the skill gap and meet the need. No conditions on minimum salary or social security are made to participants. However the government has mechanisms such as labour regulations to ensure that minimum wages and social security norms are adhered to. Once the appointment letter is obtained by the candidate, contact from the Skill Development Corporation ceases.

### **Skills Training Delivery, Assessment and Handholding Support**

**Mr. A.K. Jha**, **Skills and MSME**

Director, Ministry of MSME, New Delhi

Mr. Jha introduced the Rajiv Gandhi Udyami Mitra Yojana (RGUMY) and took the participants through the steps to participate in this programme.

Rajiv Gandhi Udyami Mitra Yojana (RGUMY) is a scheme to promote micro and small enterprises, by providing handholding support and assistance to potential first generation entrepreneurs, who have already completed entrepreneurial or vocational training from ITIs, through selected nodal agencies called 'Udyami Mitras'.

Udyami Mitras assist in the establishment and management of new enterprise, in dealing with procedural and legal hurdles and complying with licenses and other formalities for setting up and running enterprises. The government realized that even after training for self employment, most micro and small enterprises wind up in the first six months, hence this effort at handholding the enterprise through the initial six months.

Criteria for becoming Udyami Mitras include registered associations providing at least 2 weeks training such as:

- Existing national level Entrepreneurship Development Institutions
- Micro, Small and Medium Enterprises Development Institutes
- Selected State level EDIs and Entrepreneurship Development Centers (public/private)



- Special Purpose Vehicles (SPVs) and Non-Government Organisations (NGOs) involved in skill development or entrepreneurship development
- Capable associations of MSEs/SSIs

Up to two key functionaries from the lead agency (Udyami Mitra), responsible for supporting the entrepreneurs under this scheme, will be provided opportunity to undergo training at one of the Entrepreneurship Development Institutes at the national level at Noida, Hyderabad, Guwahati or Ahmedabad. The expenses for training, board and lodging will be provided by the government.

The services offered by Udyami Mitras include:

- Guidance on identification of suitable enterprise to match skill and market need
- Providing linkages for preparation of project reports, business plans
- Assistance in setting up the enterprise, the legal entity and its registration
- Assistance in setting up and registering the legal entity, compliance with regulatory norms
- Establishing linkages with banks and financial institutions to access credit, especially credit schemes available without collateral
- Networking and coordinating with government departments to avail subsidies and schemes
- Assistance in establishing forward and backward linkages with markets and technology providers

Once the enterprise has been set up, the Udyami Mitras offer operational and administrative support and monitor the enterprise for a 6 month period, and identify a mentor to provide long term guidance. So far, around 20,000 enterprises have been set up through 250 Udyog Mitras.

Udyami Mitras are eligible for financial assistance, as follows:

- For setting up of service enterprises, the Udyami Mitras would be provided handholding fees at the rate of Rs. 4000
- For setting up of micro manufacturing enterprises, with investment of up to Rs. Twenty five lakhs, the handholding fees would be Rs. 6,000/-
- For manufacturing enterprises exceeding Rs. twenty five lakhs, an additional contribution at the rate of 0.1 per cent of the project cost in excess of Rs. Twenty five lakhs would be applicable.

All details can be accessed on the web at <http://rgumy.nic.in>.

**Mr. Nikhil Dey,**  
Mazdoor Kisan Shakti  
Sangathan (MKSS)

Ph. 9414004180

#### ***NREGA and Skill Scenario***

MKSS is a workers and peasants organization in Rajasthan. Though small, its connection with large movements in the country enables the organization take up constructive action for changing the lives of its primary constituents - the rural poor. In the last 15 years, MKSS has worked on issues of re-distribution of land, minimum wages, and the National Rural Employment Guarantee Act, important issues for the rural landless and the poor.

Each year, college students take up internships at MKSS - one of their assignments is to join the workers for half a day and share their work. The students invariably term this their biggest learning during the internship - understanding the skill behind the 'unskilled' labourers work. They realize there is extreme skill involved in the hard physical labour of digging, breaking, filling, carrying and building earthen bunds or stone walls and in pacing themselves to do all this during a day's work. There is

no such thing as unskilled work – all work is skilled. The struggle is to recognize the work as productive and useful that merits dignity and appropriate remuneration.

The National Rural Employment Guarantee Act (NREGA) guarantees 100 days work for people in rural areas at Rs.100 per day. Yet, only 14 percent of the people actually undertook or got to work for 100 days. Union Minister Mr. C.P. Joshi has used this statistic to justify mechanization stating that people do not want to do manual work, but in reality, the system was unable to respond fully to the people's need for work.

In a vast country like India, change needs to be on a large scale for it to be significant. And NREGA, in addition to being the world's largest employment scheme, offers a very large and powerful political canvas for both the skilled and the unskilled to operate on an equal basis. It promotes proactive transparency and uses the entitlement approach to reverse the unequal relationship with those who govern.

As a platform for advocacy to improve the plight of workers, skill development can be considered within the purview of the NREGA structure in different ways:

- Skills training and upgradation provided to lead workers at each worksite would contribute to developing at least 100,000 worksite managers each year.
- NREGA can be used as a learning ground for skill development by connecting people with appropriate skill development. Once the skill is acquired and certified, the people would move into the market, giving opportunity for more people to be trained.
- In many districts of Rajasthan, there are up to 5,000 literate and even educated people working as manual labourers for want of any other work. In Western Rajasthan, for instance, there are villages of traditional folk singers, some of the best in the world. Their skill is singing. Yet their only avenue of work right now is physical labour. The NREGA could be availed to utilize their skill to teach music at schools, or use the help of educated people to assist in teaching different subjects at village schools.
- 3 percent of all work under NREGA is earmarked for disabled persons, but it is difficult for them to do hard manual work. There is limited work that is physically less challenging such as bringing water, and for this they compete with older and less active workers. If the disabled could be provided with appropriate training and skills based on what they can do utilizing part of this earmarked funds, this would give them the freedom to earn their living with dignity.

**Mr. S. Panikassery,**  
*MSME Bangalore*

**Mr. Panikassery** shared information on the activities of MSME Development Institutes (formerly Small Industries Services Institutes) on promoting skill training for employment and self employment.

There are 30 Development Institutes (formerly Small Industries Services Institutes- SISIs) and 28 branches, all with attached workshops where they provide training in machining, woodwork, food processing, ceramic process manufacturing, leather footwear, etc. Facilities include Tool Rooms, Training Institutions and Project-cum-Process Development Centres. Services offered include facilities for testing, training for entrepreneurship development, preparation of project and product profiles, technical and managerial consultancy, credit and market linkages.

The Institutes collaborate with local NGOs to provide trainings. In

Karnataka, during the current year, more than 90 programmes are planned to be held with the support of NGOs. To promote entrepreneurship, trainings include a component on entrepreneurship. For instance, 40 day trainings comprise 30 days on skill development and 10 days of entrepreneurship development.

Though the trainings are envisaged for the micro, small and medium sector enterprises, there is a great demand for trainees from large scale manufacturing industries. Many of them have also taken up overseas jobs.

**Mr. Suresh Jacob,**  
Kerala Industrial and  
Technical Consultancy  
Organisation (KITCO),  
Cochin

**KITCO** is India's first public sector Technical Consultancy organisation. It is one of the National Assessing Bodies for NCVT certification under the Skill Development Initiative, Ministry of Labour and Employment, Govt. of India in the states of Maharashtra, Goa, Karnataka, Andhra Pradesh, Tamil Nadu, Kerala, Pondicherry, Lakshadweep and Andaman & Nicobar Islands.

Names of candidates for assessment under MES are mainly forwarded by Vocational Training Providers (VTCs) designated by the Regional Directorate of Apprenticeship training. In addition, candidates confident of their skills apply directly without training; private institutions such as ITIs and others without accreditation from NCVT such as computer institutes, employer organizations, labour movements, NGOs and local governance institutions as well as religious and other organizations conducting training also refer or forward candidates names.

Assessment is undertaken in compliance with the guidelines of the DGET and Government of India. The test centres are usually institutes, chosen close to candidates stay, with adequate facilities to conduct tests and KITCO deals with them directly, coordinating dates, time, monitoring of tests, etc. Assessors for each test are chosen from the panel of sector wise and state wise assessors with industrial exposure.

The tests are conducted under the direct supervision of the officials. There is a second and third level of supervision to ensure compliance with procedure. Identities of candidates are verified at the beginning. Two to three batches may be assessed each day, with theory/viva-voce and practicals. Some of the challenges faced during assessment and ways for providers to overcome them were suggested:

KITCO Placement Park  
South Kalamassery  
Kochi, Kerala- 682 022  
Phone: 0484- 2550072,  
6453444  
[kitcoplacementpark@gmail.com](mailto:kitcoplacementpark@gmail.com)

Candidates not turning up for the assessment	Scheduling tests immediately on completion of training to avoid trainees returning to their home town/village
Name different from school certificate	Educate candidates on need for accuracy of details submitted
Lack of exposure to the testing process	Use of model questions available with institutes/ internet – look for regional language translations
Inadequate number of candidates per batch	Plan for a batch of 20 candidates
Inadequate power supply to conduct test	Ensure back up power through UPS

KITCO's contribution to SDI scheme includes formulating assessment tools, curriculum and question bank for various courses, preparation of modules and placement services with provision to place resumes on their website.

**Dr. R.S.P. Singh,**  
Reader, IGNOU

**Certification and IGNOU**

Dr. Singh introduced IGNOU as a mega university with over two million

students, 300 programmes and 3,000 courses. The programmes offer a great deal of flexibility to meet the needs of students. The School of Vocational Education and Training (SOVET) of IGNOU, established in 2007, focuses on designing and developing dynamic and flexible vocational education and training programmes for post secondary level students upwards. It identifies and promotes centres of learning for skill development and promotes networking of skill development centres at national level. It provides quality education through Open and Distance Learning mode for skill upgradation and lifelong learning, promoting entrepreneurial skills along with vocational training and education.

The three major challenges that India faces in the arena of skill development and certification are:

- the challenge of reaching out to the vast numbers of people,
- the challenge of quality, and
- the challenge of credibility

NGOs as service providers can reach out to large numbers of people in need of skill development. Service providers and skill trainers need to develop mechanisms to assess competency levels of students (knowledge, attitude and skill) at the time of joining the course, as well as the process of delivery and the outcome. Trainers are in the best position to assess the progress of the students during the course. In addition, internal assessments during the course, both Formative and Summative assessments, can help in providing a better picture.

For upgradation of skills, mechanisms to test existing level through standardized levels, identification of gaps and area for upgradation, followed by benchmarking and certification of skill at the end of the programme certifies the quality and level of skill.

The profile and competency of assessors adds to the credibility. Assessors should be from the relevant sector, either actual practitioners or professionals. Certification from the national certification authority provides credibility.

### **Interaction with Board Members**

How can FVTRS help us in obtaining certification for training programmes?

This is an important issue for NGOs – the livelihood of the trainees depend on the certification. As a board member, the suggestion is that all training programmes offered by FVTRS directly or sponsored by FVTRS should go through some certification process.

FVTRS' Learnings over the last four years – where do you want to go from here?

FVTRS has been funding a large number of NGOs in the last 13 years, and more than 700 projects have been implemented. Over the last three years, the effort has been to organize a number of professional consultations in a proactive effort to trigger a multiplying effect of identifying prospective doers in the arena of skill development to reach more of the target group.

### **Market, Innovation and Industrial Needs**

#### **Mr. Raja Raman, *Resource Mobilization and Linkages***

*Manager, NABARD, Bangalore*

Many NGOs are already part of NABARD's promotional activities for entrepreneurial and skill development of rural youth and women for enhancing livelihood, income and employment opportunities by setting up units. The programmes are aimed at skill and entrepreneurial development and providing support for marketing after entrepreneurs finish their skill training, achieved through different strategies:

- Strengthening credit delivery through capacity building of Primary Lending Institutions (PLIs) – commercial, cooperative and other rural banks working to enhance credit flow to rural entrepreneurs. These include training, sensitization and orientation to bankers and NGOS

- on the potential of rural non-farming sector and schemes available.
- Setting up of Women’s Development Cells in Regional banks and cooperatives and grant assistance for setting up a dedicated cell to enhance credit flow to women entrepreneurs in rural areas.
- Farmers clubs where groups of progressive farmers in rural areas are brought together by the bank to spread the message of development through credit.
- Conduct of rural entrepreneurship development programmes, market oriented training and training of master craftsmen to promote enhancement of capacities to set up own units for self employment and help provide employment to others. Grant assistance covered includes recurring expenses such as honorarium for training, rent, etc.
- Refinance schemes and soft loan assistance for upgradation to rural entrepreneurs unable to bear margin costs
- Promotion of Skill development and training cum Production Centres
- Special programmes for development of women’s entrepreneurship such as ARWIND, MAHIMA and DEWTA
- Special incentives for marketing, such as
  - Assistance for marketing of handloom produce
  - Rural haats and markets
  - Assistance for construction of rural markets
  - Rural marts – shops set up with NABARD help
  - Setting up of showcases in post offices
- Enhanced credit rating to promote enterprise in 106 industrially backward areas with potential to develop
- Grant assistance through Cluster development programmes for groups of people in specific geographic locations, who conduct similar activities and face similar problems in backward industrial areas
- Rural MART scheme introduced to support producer groups for setting up of marketing through shops or retail outlets. Grant assistance up to Rs. 150,000 is provided for rent of shop, salary of a person maintaining it, and incentive to NGO handholding the training, for a maximum period of 15 months.
- Micro entrepreneurship development programmes for matured SHGs with training and handholding to understand and promote marketing aspects.
- Marketing through post offices, whereby assistance is provided up to Rs. 25,000 to display produce of SHGs and rural artisans in small showcases located in post offices.

So far around 12,000 rural entrepreneurship and skill development initiatives have been conducted with over 300,000 people trained.

**Mr. Aakash Sethi,**  
Executive Director  
QUEST Alliance,  
Bangalore

**Market Relevant Curricula, Training and Innovative Methods**

**Mr. Aakash Sethi** referred to the divide between *Bharat* and *India*, and touched on QUEST’s work in developing market aligned skills training programmes that enable the youth of *Bharat* prepare themselves to access jobs in the high growth business sectors of *India*.

QUEST focuses on creating market aligned skills training programmes that bridges the gap between education and employability and uses information and communication technology as a tool to promote standardization of quality. Over 17,000 young people have accessed QUEST’s curriculum on Life Skills for Employability. QUEST has created videos on industries to provide exposure on real life situation for trainings as well as videos and toolkits for the training of trainers. He then shared some of QUEST’s learnings over the last three years.

Important aspects for market aligned skills training are identification of

- youth aspirations
- high growth industries and
- industry requirements and competencies

To understand youth aspirations, QUEST spent time with young people in it is and employability centres in slums across eleven cities in India. The aspirations of the youth ranged from creating an identity for themselves, to accessing jobs that gives them acceptance and status in society. These can be possible only when they get opportunities to learn – about discipline, life skills, training for employment, etc. And they are keen to learn new skills. But the trainings need to be related to their areas of interest; for this, it is important to listen to them and understand their aspirations. In slums of Hyderabad, young Muslim girls are being trained in animation based on their skill in applying creative *mehendi* designs – they now have the opportunity of working from home, with a great option for income generation and livelihood.

Many youth were keen to migrate to urban areas. If young school dropouts have made up their minds to go to the city for jobs, some of the options for employment in high growth industries are as security guards, and as workforce in hospitality and retail industries. In the retail industry in South India alone, over 500,000 jobs will be available in the next two years starting at shop floor management with opportunities to grow up to store manager level. These jobs do not require Graduation or Class XII and provide an alternate growth path for young people.

For village based youth, agri-business and construction sectors are very promising. In construction, job opportunities range from bar bending to masonry. 10 million masons are required by the industry each year. Larsen & Toubro, a leading construction company has collaborated with Pratham, a leading NGO in the education sector, to promote training of workers for the construction sector – Pratham organizes the youth and trainers at their training centre in Latur, while L&T designs the curriculum and provides the training for the trainers, with an assurance of absorbing up to 80% of the youth on completion of training. This is a model that can be replicated across the country. NGOs can identify industries around their areas with growth potential, and approach them with a proposal for collaboration – the NGO will organize the people while the industries provide the curriculum to meet their needs and collaborate in training.

Why should the industry collaborate with NGOs in peri-urban and rural areas to train the youth? There are a large number of jobs that the urban poor are not attracted to, with the result that the turnover is high. Rural youth on the other hand, are found to have a high level of motivation and low level of attrition. Also, with industry increasingly moving to rural expansion plans, rural youth understand the rural context better and can meet the emerging need.

Once the industries agree to partner, the training and its delivery needs to be planned. Sit with the industry representatives, understand their needs. Then engage an expert on the subject to plan the curriculum and develop the training modules, keeping in mind the need to reintroduce foundations of learning to youth not attracted to learning, by providing real world exposure on what they can expect in the chosen trade.

Along with training on the subject, support for placement needs to be put in place. Preparing the youth through development of life skills and readiness for workplace as also resume development is important, especially for youth facing the challenge of migration to urban areas. An



MIS can be developed to keep track of youth completing training, and there are websites where applications can be placed. The Andhra Pradesh Employment Generation Guarantee and Marketing Vision, for example, has successfully placed over 200,000 people in 3 years.

**QUEST Alliance**  
(Quality Education and Skills Training Alliance)  
108, 2<sup>nd</sup> Main, 6<sup>th</sup> Cross  
Koramangala I Block  
Bangalore 560034  
Ph:080-40983304  
info@questalliance.com

Employability centres can be planned to conduct trainings, with road shows to provide publicity and attract the youth. Some points that QUEST has incorporated into its trainings include:

- Allow for success: Do away traditional modes of assessment, and give the youth new experiences of learning.
- Provide a non-threatening environment: Rather than the disciplinarian mode of teaching, switch to the 'Role Model.'
- Encourage Peer to Peer learning: Provide opportunities for students to formulate their own questions and discuss their viewpoints, and promote cooperative learning by working in teams on problems and projects.
- Harnessing hope: Look for ways to encourage and motivate them in different ways, so that they can look forward.
- Culture of silence: Try to overcome the barrier of silence by providing different means of expression - such as an Anonymous question board - where questions can be answered every week.

Small things like this can make a huge difference.

**Mr. Isac Singh,**  
Director, SWAN and  
Convener, SPIN

**EDP and Network Promotion**

"Entrepreneurship is the function of seeking investment, production, opportunity, and organizing to undertake a new production, process, raising capital, arranging labour and raw materials, finding a site, introducing a new technique, commodities and discovering new sources for the enterprise."

India registers just over 12 percent of global entrepreneurial activities. The country has a low number of startup entrepreneurs and the rural economy needs more entrepreneurial skills. The entrepreneur is an integral part of the economy, putting in capital, entrepreneurial talent, and innovative ideas, taking the risk for economic growth. They earn for themselves but also create employment opportunities for others, depending on the size and nature of business. They are not only wealth creators, but also responsible for leading the country to the global level. They bring the country economic growth on the international map.

Entrepreneurship development is a human resource development task process, which deals with human motivation, skills, competencies, social and economic risks and investment of technical and physical resources of the individual and the state. A person trained in skill can be a technical expert in his field; a person trained in EDP can be a good manager. But a person trained in both EDP and SKILL will be a successful entrepreneur.

SIYB is a package of three inter-related practical management skills training programmes for MSMEs developed and marketed by ILO in over 90 countries. The aim of the program is to contribute to economic development in the target area and create new and better Job opportunities.

The Features of SIYB are:

- Modular set up of course
- Short duration of training
- Material based training
- Low cost training

- Well organized M&E system
- Intensive follow up after training
- Quality training with proven impact

The main components of each programme are:

1. GENERATE YOUR BUSINESS (GYB) for Potential Entrepreneurs

- Self-assessment and improvement plan to develop entrepreneurial characteristics and skills.
- Analysing own skills and learning how to use this knowledge and skills to set up a business.
- Analysing and selecting the most feasible business idea.
- Screening the feasibility of each business idea
- Identification of the idea that is most attractive, has least negative impact on the environment and is best suited to personal situation.

2. START YOUR BUSINESS (SYB) for Beginning Entrepreneurs

- Draft a marketing plan and strategy.
- Planning staff needs.
- Learning to Cost goods and services
- Deciding on the legal form of the business
- Getting a clear idea on licenses and permits needed
- Assessing the environmental impact of the planned business
- Forecasting finances
- Resource mobilization

3. IMPROVE YOUR BUSINESS (IYB) for Existing Entrepreneurs

- Develop a marketing plan to market products more effectively
- Cost goods and services
- Set up a stock control system
- Set up buying procedures
- Forecast cash flow, sales and costs, and to produce balance sheets and profit and loss statements
- Maintaining records of business transactions
- Improving productivity through better management

The programmes are facilitated by ILO-Certified SIYB Trainers, successful entrepreneurs and representatives from financial institutions. The trainers illustrate key learning points in a participatory and action-oriented training approach and provide a platform for clients to run their own virtual businesses during the training course, to apply the theory of learning in practice and to experience first hand the impact of their management decisions.

Follow up after training include

For GYB: Continuous support for developing business idea into a bankable business plan.

For SYB: Facilitation of data collection  
 Support in data analysis for preparation of business plan  
 Facilitation of resource mobilization through linkage with financial institution and subsidy providing agency  
 Counselling and guidance to start business

For IYB: Refresher training  
 Business improvement support service  
 Individual counselling  
 Facilitation of resource mobilization

**Social Welfare Association (SWAN)**  
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### SIYB Training Results

Program	Global Success Rate	Success Rate – SpiN (Skill Promotion Network)
GYB	70-95%	55%
SYB	14% to 54%.	53.57%
IYB	45% to 69%	95%

Skill Promotion Network (SPiN) was initiated by FVTRS and partner NGOs across South India to promote the reintegration process of functional vocational and EDP training, and access to finance and markets among the deprived in the unorganized sector.

SPiN’s Intervention and success strategy for EDP promotion include

- Capacitating the NGO’s and service units in Entrepreneurship
- Integrating entrepreneurship operators, promoters and training service providers and
- Promotion of HUB and Node intervention (Networking)

**Dr. P.S.N. Rao,**  
 Senior Consultant &  
 Regional Trainer,  
 Govt. of Orissa

### **HIV AIDS and its Implications on Youth**

High prevalence of medical diseases severely affects the economic growth, GDP, standard of living and pressurise national resources and environment. HIV and AIDS are mightier in its affectation because it affects people in their most productive period (20 –50 age group) unlike Malaria, T.B., Diabetes, Hypertension, Cancer and Stroke. HIV and AIDS can deplete resources at domestic, state and national levels resulting in economic dethronement and age imbalance with highly elderly and infant population patterns as found in many countries of Africa. The transmission mode and efficiency is stated to be sexual intercourse–86%, mother to child transmission–15-20%, through blood transmission less than one percent and the remaining through use of contaminated needles, syringes and surgical equipment.

People affected with HIV approaching hospitals for screening have been comparatively low; surveillance by NGOs and Government does not reflect the true picture as the stigma attached to the disease is high and people shy away from approaching hospitals.

With a strong positive attitude, HIV and AIDS can be controlled, HIV patients almost cured and made non-communicable like Leprosy. Past learnings show positive aspects in control of spread and containment measures, curtailing at least three modes of transmission e.g. IVD, mother to child, blood transmission and maybe a total cure in AIDS patients.

International agencies painted a gloomy picture for India 10 years ago but the national prevalence is still less than 0.5 to 1 percent. Mortality and morbidity rates have not jumped, rather steady or declining. The social stigma and discrepancy is slowly reducing and people are standing by HIV relatives, helping and bringing them for medical care and rehabilitation.

HIV and AIDS is a disease of multi dimensional aetiology, for its spread, affectation, disease progression and disability. Containment is possible with large task force involvement at multiple levels. Involvement of people from all sectors is important to relay knowledge and information at personal level because the main mode of transmission is through sex. It is important to be able to talk about sex, sexual behaviours, reproductive sex, safe sex and sexually transmitted diseases, by being open, shedding our inhibition to build knowledge to control HIV and AIDS.

Events that changed the spread of HIV/AIDS over the world include:

- Widespread use and promotion of condom
- Early HIV diagnostic methods
- Early detection and treatment of sexually transmitted diseases
- Safe and screened blood transfusion and blood products
- Disposable syringes and needles, asepsis during surgery, sterilization of surgical instruments
- HAART (Highly Affective Anti-Retroviral Therapy) availability
- Prophylactic anti-retroviral therapy to pregnant mothers and newborn infants
- Female condom
- Male circumcision

The most vulnerable target group for HIV/AIDS in India are:

1. Youth at college level, at workplaces with skilled involvement (for e.g. Software, BPO/Call centre, laboratories, weapon factories, at workplaces where unskilled (less skilled) people are deployed such as construction sites, polishing units, fabrication units, welding/cutting and grinding units, etc.
2. Adolescent /teenage girls working in tailoring, embroidering, carpeting, packaging and wrapping industries, rolling perfume sticks
3. Migrant labourers both men and women working at construction sites, plantation, agriculture and shallow mines
4. Self help groups (SHG) where women leaders and local policy makers can be involved
5. Truck drivers and their helpers
6. Commercial sex workers

To reach out to the target groups, NGOs and VET providers need to develop a core team specific for HIV and AIDS activity in the institution, train the core team in all aspects of HIV and AIDS and develop a curriculum for the Core team that includes information on

- Sexual organs and function
- Reproduction
- Sexual behaviour in group or individual modes
- Basics of HIV and AIDS
- Basics of sexually transmitted diseases
- Control measures of HIV/AIDS and STD like use of condoms, single partner concept and safe sexual practices.
- Identification and liaising with local testing and diagnostic centers.
- Identification of nearest Anti-Retro-Viral therapy (ART) centers.
- Liaising with maternity and child health centers (MCH) and local PHCs to curtail mother to child transmission.
- Developing materials for distribution of posters and pamphlets.
- Keeping in contact with other agencies and keeping up to date

Important points for the core team to consider include:

1. Establishing contact with target groups for intervention with relation to time, place, season and gender
2. Gaining confidence of the target population

3. Talking, discussing and clarifying through person to person communication, pamphlet, flip-chart, posters
4. Demonstration of short-video clips, condom usage, clay models, etc.
5. Extending help in getting medical assistance for diagnosis STD treatment and ART

## Skills Promotion and Challenges

### Ms. Anita Sharma *Models and Best Practices in Skills Training*

*InWEnt, New Delhi*

**Ms. Anita Sharma** shared a few thoughts on skills training structures, based on observations from her visits to some of the partner NGOs of FVTRS implementing vocational skills training.

The orientation of vocational training providers has been going through a process of change from Activity Orientation to Output Orientation and now towards Outcome Orientation. The salient features of each are:

- **Activity Orientation**  
Planning, Monitoring & Evaluation based on identified activity taken up by the training providers
  - Focus on training seats offered
  - Fixed curriculum framed and offered on repetitive basis
  - Success defined on number of courses offered, length of courses, trainees enrolled, etc.
- **Output Orientation**  
Planning, Monitoring & Evaluation based on number of trainees trained by the training providers
  - Focus on trainees successfully trained
  - Curriculum expanded to include social studies – awareness on entrepreneurship development, health factors, working conditions and rights
  - didactics became important
  - Interest and involvement of trainees became a concern
  - Trainer's capacity building – considered essential to get good results
  - Skills test and competitions were introduced
  - Success was defined on number of trainees successfully trained – percentage drop-out was measured
- **Outcome Orientation**  
Planning, Monitoring & Evaluation based on outcome of the training course expected
  - Focus on end results desired – what does the trainee do after completion of the training course?
  - Difference in approaches for employment and self employment
  - Curricula became a dynamic process and required reflection after each course
  - Network and linkage formation becomes essential to succeed
  - Success defined in terms of trainees successfully placed and/or linked with market

Outcome (Self Employment/ Employment) Oriented training takes a holistic, demand-driven approach by linking target group needs with market demands. It follows a systematic approach in programme planning, networking, and cooperation building with the aim of enhancing productivity, technology development, and employment opportunities. It entails elements of vocational/occupational skills training including entrepreneur training, small enterprise promotion, general education and other crosscutting issues. It requires the institution to build collaboration between training service providers, business development service (BDS) providers, financial service providers and other stakeholders. Linkages

with company to deliver training and on the job training as well as placement and credit linkages for self employment are factored in along with market analysis, target group analysis, provider analysis, modified timetables, diversified activities and varied training methods.

The Coordinator of the vocational training provider facilitates and coordinates the entire process. The steps involved in Developing and Implementing Outcome Oriented Training Programmes are:

1. Establishing collaboration
2. Conducting needs assessments
3. Developing programme proposals
4. Fixing cooperation agreements
5. Establishing a planning team for detailed programme design
6. Drawing up activity, financial, and Monitoring & Evaluation plans
7. Implementing the training programmes
8. Reviewing operations, final accounts
9. Conducting impact assessments

Review of FVTRS partners activities, has led to drawing up of a few training models which focus on trainings with forward and backward linkages to resources and accessibility. Some of the findings are:

- Centre based training is too costly and does not support greater flexibility
- Effectiveness of programmes depends primarily on whether training is geared towards real market opportunities, and improvement of planning and monitoring of the training.
- Successful training requires trained trainers who are sensitive to the training needs of the beneficiary group, includes exposure to real life situations, provides on-job linkages and utilizes resources optimally by linking it to the community.

Three Models of Training were presented.

### **1. Training leading to job placement**

Skills Training Course – minimum 6 months

- Technical Skills
  - Vocational skills training
  - On the job training – 2 months
- Life skills
  - Literacy and numeric skills
  - Awareness on HIV/AIDS
  - Personality development

*The Loyola VTC at Bijapur, Karnataka has 12 month training courses in automobile and electrical maintenance, where the trainees are linked to garages and workshops for two months on the job training. The courses follow the NCVT pattern with ITI certification. 80% of the trainees are absorbed at these places after their training. Trainees are also linked to the Bangalore institution for on the job training and placement in industries where the institution has built linkages.*

*Mahindra & Mahindra collaborates with institutions like Don Bosco, where trainees are allowed access to the workshop facilities to learn on-the job for almost 6 months.*

### **2. Training with focus on micro-enterprise linkages**

Training at organization

- Training by local entrepreneur
- EDP components are integrated with vocational skill components
- Market and credit linkages



- Life skills
- Counselling & advice

*VTC Lachhragarh runs many courses, one of them training in tailoring. The local tailor is the trainer, training a mixed batch of boys and girls in the morning hours. The tailor knows how to use the resources, what is the design selling best in the market, what inputs are required, how to cost the produce, and how to manipulate the garment to get optimum use of the material. The training is linked to the market by sending the trainees with the produce to the weekly market. After this they have a session where they reflect on the experience – what sold, why and why not others. This creates awareness on what they have done well and the criteria for good produce.*

*After the end of training, Bro. Sushil mobilizes the group of trainees in to setting up their own tailoring unit. Lachhragarh now has around 16 units, all run by people who have undergone training at the institution. The units have diversified, and apart from tailoring, retail material and readymade garments purchased from cities. They also supply fabric to the institution for its training needs. The tailoring units are utilised by the institution to support on the job training for the new batch of trainees. The institution has developed linkages with two banks which provide credit support to the units.*

*The community is the major beneficiary of the training programme. The institution works in a tribal belt inhabited by different tribes who are not always cordial to each other – but the programme with its mixed batch of boys and girls from the different tribes helps overcome the tribal as well as gender divide.*

### **3. Training with focus on vocational training in rural settings**

*At Bishramganj, Tripura, a rural area with agriculture as the prime focus, Don Bosco provides vocational training to youth that is integrated with farm based training, soft skills and entrepreneurial training.*

**Dr. P. Basak**  
Board Member, FVTRS

#### ***Skill Diversification and Challenges***

Through a graphic, Dr. Basak depicted that the human posture has evolved over time – from the position of Chimpanzee with the torso angled forward to cave man to hunter with erect posture, and onwards to agricultural worker, house builder and then to computer worker / job hunter slouched over a computer, closer in stature to the chimpanzee. Skill requirement is like that – it keeps changing. The skill we have today is not enough for tomorrow's need. We survive and prosper only when we meet our newer demands, while progressing.

The National Skill Conference is about understanding the perspective of changing and emerging skill development needs, accepting the challenge and evolving action programs for implementation.

Of the 495 million working population of India, 395 million workers (86%) belong to the unorganized sector. A majority of them have an education level below Standard VIII. Of these, 316 million workers (or 8 out of every 10 workers) live on less than Rs. 20 a day. They constitute 88% of the Scheduled Tribes & Scheduled Castes, 80 percent of the Other Backward Classes and 85 percent of Muslims. The hallmark of workers in the unorganized sector is that they are very poorly paid and super exploited by everybody around. They do not enjoy security of job or income, and absolutely no security at old age. They are not covered under any life insurance and have no protection from man made or natural disasters. Despite the ill-treatment, neglect and indignities meted

out to them by the Government and the privileged classes, it is this unorganized sector, which contributes more than half of the overall growth of the Indian economy. In the year 2002-2003, the unorganized sector's contribution to overall GDP was as high as 56.7 per cent.

The major problems in the skill development arena before the country today are:

- Each year, 21 million children drop out from school before reaching class X1 and enter the workforce in search of livelihood, while the skill training capacity in the country is only 2.3 million.
- Only about 170 trades have been identified for skill development (as against 3000 in China). A majority of these 170 Trades are meant for persons with Class X+ background, while the majority of the workforce education level is below Class VIII.
- Only 2-3% of the youth in the age group of 15-29 years go in for formal vocational training (as against 95% of the youth in USA and Europe).
- Of all new employment generated in India, 1% is in the Government sector, 2% are in the 'Organized sector' and the balance 97% in the Unorganized sector
- The unemployment rate of India's graduates (2.5 million graduates every year) is 17. 2% compared to the overall unemployment rate of 10.1%. This is unique to India.

The Indian economy has been growing at an average rate of about 8.8% over the last three years; the growth rate in 2007-08 was 9%. Imports in 2007-08 grew by 29% and exports by 25.8%. The manufacturing sector grew by 8.8% and services by 12% in 2007-2008. Compared to this, the skill requirement scenario is:

- Projected growth rates in industry and service sectors are expected to generate 60 million job opportunities during 2006-12 and 156 million during 2006-16
- The shortage of skilled and semi-skilled factory workers and construction labourers is being felt across industries
- The Engineering industry is growing at a fast pace and will require large numbers of skilled manpower

The shortage of skills in 20 fast growing sectors was enumerated as:

1. **The Food industry** is fast-expanding and needs professional food scientists and technicians in great numbers.
2. **Media and Entertainment:** The demand for animation production services from India is growing. This has opened up innumerable opportunities for students of Design, Fine Arts and Mass Communication.
3. **Biotechnology sector:** 80% shortfall of doctorate and post-doctorate scientists.
4. **Food processing sector:** 65% shortfall of refrigeration mechanics, electricians, etc. 70% shortfall of food safety personnel.
5. **Merchandise Trade:** Additional 21 million new jobs in 2009-10
6. **IT and BPO** sector could employ 9 million persons directly and indirectly by 2010
7. Raising the rate of growth of **Manufacturing** to 12% could create 1.6 to 2.9 million direct jobs annually, and another 2-3 times that number indirectly.
8. **Retail Sector:** demand of 3-5 lakh trained people in the northern region alone by 2010. This sector would throw up 2 million jobs by 2010.
9. **Leather:** Based on increased targets for export and domestic demand, it would generate 3 million additional jobs by 2022.
10. **Civil Aviation:** Needs 5400 pilots by the end of the 11<sup>th</sup> plan.

Thereafter, there would be requirement of at least 150 pilots per year as replacements for retirements and normal attrition. There is already a severe shortage of ground duty officials.

11. **Construction sector:** With a current employment of over 30 million, it is witness to an annual growth rate of 30% in infrastructure. It translates to a large number of jobs, far short of the employable skill available.
12. **Health sector:** Shortage of 5 lakh doctors and 10 lakh nurses.
13. **IT sector:** Shortage of 5 lakh engineers.
14. **Education sector:** Faculty shortage of 25-40 percent.
15. **Automobiles:** Employment expected to increase to 25 million by 2015-16 from current 10.5 million, majority in the shop floor of auto manufacturing.
16. **Logistics:** Will grow in tandem with growth in trade, aviation and tourism
17. **Banking and Finance sector:** 50-80 percent personnel shortage.
18. **Textile sector:** Employs 35 million directly, besides 55 million in its allied sectors. Expected to generate additional 14 million jobs by 2012.
19. **Pharma sector:** Severe shortage of top pharma scientists as research expenditure by pharma companies has quadrupled in the last 5 years. Thus there is a shortage of middle-level and junior scientists too. This has made salaries of top pharma scientists rise to US levels.
20. **Project Management Services:** This labour intensive sector expands with growth in corporate structure, infrastructure & retail industry.

In all 20 sectors, there is tremendous requirement for diverse skill sets of entry level workers. It is the sacred duty of all skill agencies like FVTRS, the Government of India, skill trainers, skill educational organizations and skill thinkers to identify skill requirements and design skill modules, specially meant for the unorganized sector that comprises more than 80 percent of the country's workforce and contributes more than 50% of our GDP.

Seven Challenges before skill agencies are:

1. Disconnect between skills provided and skills required by all the 20 developing sectors – industry is just one of the sectors
2. Revision of course curricula lags behind the need of the sectors. Most of the existing courses were designed years or even decades ago.
3. Out-dated concepts, strategies, machineries and technologies.
4. Skill demands of the service sector and the unorganized sector are largely not met. Required Skill diversities are not thought of.
5. Unsatisfactory employability of trainees due to low quality of training. Employability can be increased only when training for multi job skills and generic skills go hand in hand.
6. Shortage of trained instructors and low instructor training capacity in the country
7. Low prestige attached to vocational training. In the west, every employed person whether a Ph.D. professor or scientist, is part of the labour market, whereas in India, it is looked down on. This mindset needs to change and dignity accorded to labour of all types.

Dr. Basak pointed out that most of the trainings available for the unorganised sector right now, cater to the 3% of youth in the Class X+ category, and this imbalance needs to be addressed. Also, along with technical skills, Eleven Generic Skills must be incorporated in to all trainings to enable employability of youth:

### **A. Fundamental Skills**

- Communicate Effectively
- Manage Information
- Efficiency in using Numbers
- Ability to Think & Solve Problems

### **B. Personal Management Skills**

- Demonstrates positive Attitudes & Behaviour
- Is Responsible
- Is Adaptable
- Learns Continuously
- Works Safely

### **C. Team Work Skills**

- Ability to work with a Team
- Ease in participating in Projects and Tasks

Without these skills, a person may land a first job, but will not progress to a second job.

### **18 Recommendations for Action to meet the challenges:**

1. Need for creation of large scale skill development opportunities and infrastructure
2. Integration of vocational education at the school level. Integration of multi-job skill and 11 Generic Skills is a must.
3. Skill Mapping to identify precise skill requirement for the growth of industry-ready manpower
4. Flexibility
  - Academics should be more flexible and inter-disciplinary.
  - Vertical as well as horizontal mobility between different streams of education,
  - Build specific enterprise skills into all VET programs
5. Private Sector Participation (PPP model) – participation of private sector to be encouraged at the ITI level of skill development & vocational education and training.
6. Informal training for short duration at affordable fees - expansion of non-formal programs, based on demand, can bridge the gap between demand and supply of skilled manpower.
7. Funding and Bank Loans:
  - Bank loans for self-employment to students taking informal training including ITI courses.
  - *Liberal loans* for setting up Industrial Training Centers and Vocational Training Institutes
8. Special Strategy to be planned for remote areas
9. Course and Curriculum development:
  - Curricula to be revised periodically.
  - Modular system of VET be facilitated at different levels giving due weightage to experience in industry and professions.
10. More and more market oriented popular Trades – Increase in the number of trades in ITI's from 170 to 3000, and unorganized sector specific
11. Optimum utilization of available resources through
  - Collaborative effort to utilize existing infrastructure to maximize resources
  - Increase the capacity by running two/three shifts
12. Certification and Standards:
  - An appropriate certificate system to be instituted by the Central and state governments along with industry for certifying the skills of trainees
  - Certification to be linked with training

13. Autonomous Independent Accreditation agencies to be accountable for
  - Providing timely accreditation
  - Ensuring quality training, adequate faculty, updated curriculum
  - Availability of desired training infrastructure
  - Resources in the accredited institutes.
14. Faculty Training with development sector participation
  - Training of teachers in upcoming trades and technologies
  - Faculty training through various *fellowship programs*
  - Industry exposure to Faculty to match the emerging needs of the economy.
  - At least 15 days training every year should be mandatory
15. Development of Training materials
16. Creating Awareness
  - About type of courses, trades, institutions and opportunities in case of VET.
  - Provide all possible information in various fields through various means.
  - Create key locations/centers where all such information is available and act as
    - A repository of information
    - A testing center
    - Where some of the courses can be conducted
    - Provide all information regarding courses, location and certification
17. Re-branding Vocational Education and Training:
  - Changing the name of ITIs/ITCs to 'Skill Development Colleges'
  - Sensitization and Publicity campaign to change the mindset
  - Realization that Skill Development College could provide much better career prospects than going to a general education stream.(17%vs10%)
  - Provide option for Higher Education:
    - Provide mobility from VET to higher education and vice versa,
    - Eligibility for entry into polytechnics and plus two level of engineering courses.
    - Credit for the number of years an ITI student underwent training for admission to a college or a university.
  - Universities to set up skill development centers with a good degree of autonomy to revive the brand of Vocational education and training
18. Autonomy
  - Autonomous, State level, Skill Development Corporations
  - Promote Independent Autonomous accreditation agencies of repute
  - Autonomy be given to institutions for deciding syllabus, course content etc. as the current system of approval from various regulatory bodies is extremely time consuming.

**Valedictory Session**  
**Ms. Ellen Pedersen**

Ms. Pedersen thanked FVTRS for organizing the event in such a way that promoted interaction between the different stakeholders – the different government departments, the linkages to industry and credit and the implementing partners that would lead to more and better collaborations.

**Dr. Antony Kariyil,**  
*President, FVTRS*

Placing activities of FVTRS against the background of important developments taking place in society, Dr. Kariyil shared that changes have positive and negative effects. While positive changes like shorter traveling times and ability to reach out to anyone anywhere across the

globe through mobile phones have brought the world within our reach, change has also aggravated social conditions affecting people adversely, which needs to be handled by collective social action. People concerned with social welfare of society need to see, hear and respond to the needs. It may start with acts like giving alms to the poor, feeding the hungry and clothing the poor; but stopping there would aggravate the problem by making them dependent on the handouts. The actions should help them become self reliant and self sufficient. This is where the work of FVTRS is relevant. Through its programmes, FVTRS and its partners are trying to make the illiterate and school dropout youth self reliant - helping them to help themselves. The National Skill Conferences provide exposure to partners on new techniques that can be adopted to become more efficient and effective.

Appreciating the work of the partners and organization of the conference by the FVTRS team, Dr. Kariyil hoped more activities would be taken up to help the illiterate and drop-out youth and have-nots.

**Mr. Vivek Albuquerque**  
*Management Consultant,  
Allen Management  
Systems, USA*

Mr. Albuquerque introduced himself as, first and foremost, a supporter of FVTRS. Stating that social sector organisations like FVTRS are doing the work of God by working with the underprivileged, marginalised human beings, he hoped such work would lead to a greater pull towards the sector and serve to diminish the gap between the haves and have-nots.

Terming the participants as social entrepreneurs running businesses with a purpose, he exhorted each participant to start a movement of change in the specific geographic location they are in. The 11 generic skills that Dr. Basak referred to are not meant only for trainees - they are equally applicable to all and "perhaps before we start preaching, we must begin to practise them." He hoped each participant would come back next year and say "there are a thousand less people needing training because I have trained a thousand."