



United Nations Development Programme

HOW THE PRIVATE SECTOR DEVELOPS SKILLS

LESSONS FROM INDIA - EXECUTIVE SUMMARY

HOW THE PRIVATE SECTOR DEVELOPS SKILLS: LESSONS FROM INDIA

This document is the Executive Summary of a study on the private sector's role in skills development coordinated by the United Nations Development Programme (UNDP) Istanbul International Center for Private Sector in Development (IICPSD) in cooperation with UNDP India. The full study is available from the IICPSD in two parts – a synthesis report and a set of case descriptions.

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Istanbul International Center for Private Sector in Development

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HOW THE PRIVATE SECTOR DEVELOPS SKILLS

LESSONS FROM INDIA

PREFACE

With the new global development agenda highlighting the importance of skills, employability and decent work, India offers a unique case in the international fora. Our country has been experiencing rapid growth both in terms of demographics and economy, with a large youth population which is expected to transform into world's largest workforce in the next decade. Considering the importance of tapping this demographic dividend and delivering skills towards human development and inclusive growth, the Government of India set a very ambitious goal of skilling 400 million individuals by 2022.



Realizing this goal, as acknowledged by the Government, requires an ecosystem approach and active engagement of the private sector. The ecosystem is essential to bridge education and training with the labour market, mainly through unlocking of partnerships among key stakeholders and revealing the “hidden assets” that build on the interlinkages among the private sector, government, civil society and others. Simultaneously, both design and delivery of skills significantly benefits from private sector engagement. Apart from enjoying the benefits of a skilled workforce, the industry could also enhance the employability of individuals through providing labour market signals, improving technical and practical skills acquisition, integrating industry know-how and expertise to every step of the trainings and help link skills to placement opportunities.

The National Policy for Skill Development and Entrepreneurship (2015) acknowledges the critical role of building a robust and sustainable skilling ecosystem, with a leading role for the private sector. The policy highlights development of new capacity for skills design and their delivery through partnerships. It also envisions the following:

- ◆ increasing the inclusivity of the skills ecosystem and labour market through recognition of prior learning and certification, such as the new Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme;
- ◆ expanding skilling to rural populations;
- ◆ revitalizing the apprenticeship system;
- ◆ working closely with the private sector to form new centres of excellence in training;
- ◆ providing know-how and expertise to vocational institutions through National Skill Universities;
- ◆ making skills more aspirational; and
- ◆ mainstreaming the National Skill Qualification Framework and implementing a comprehensive labour market information system (LMIS).

As acknowledged by the policy and highlighted in this study, the National Skill Development Corporation (NSDC) constitutes the “keystone” of the private sector-led part of the skilling ecosystem. NSDC coordinates the transformation of skills development policies and strategies of the government into viable, inclusive and sustainable business models. Through interventions such as the provision of financing, labour market assessments, skills gap studies and training of trainers, NSDC will continue to ensure that these business models survive and thrive in the skilling ecosystem.

Analysis by the Istanbul International Center for Private Sector in Development (IICPSD) of the skills business ecosystem and inclusive business models on skills is very timely and relevant for the work of NSDC, Government of India and other stakeholders, as it highlights the key lessons and prominent practices so far, which will help achieve the monumental 2022 goal. We would like to thank UNDP for initiating and successfully implementing this guiding and inspirational research.

Manish Kumar

MD & CEO
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FOREWORD

The 2030 Agenda for Sustainable Development calls on world leaders to “end poverty in all its forms everywhere” as its first universal goal and goes on to assert that economic growth must be inclusive in order to provide sustainable jobs and promote equality. Elimination of poverty and inequalities requires effective skills development as well as inclusive business models in the delivery of skills. The Sustainable Development Goals (SDGs), especially Goal 4 on quality education and Goal 8 on decent work and economic growth, underline the role of skill generation for work, entrepreneurship, employment, livelihoods and development.



Rapid population growth and swift changes in technology require countries such as India to explore novel, innovative approaches to find solutions to development challenges. India is one of the world’s fastest-growing economies; it will soon surpass China as the world’s most populous country, and it has the world’s highest number of young people. With a young population, it will continue to grow even as much of the world is aging. In a decade, this large youth population could potentially make India home to the largest workforce in the world. Herein lies the workforce challenge: Only a very small percentage, some 5 percent, of India’s working-age population has received any form of skill training, and more than 93 percent of the total workforce is employed in the informal/unorganized sector.¹

This complex challenge necessitates action at a massive scale. The Government of India has built a comprehensive ecosystem for skills development to achieve the ambitious target of skilling 400 million individuals by 2022. This report focuses on the business dimension of the ecosystem, inclusive business models within this ecosystem and the innovative value chains.

The ecosystem analysis and findings from 12 case studies presented in this publication show that the private sector can accelerate achievement of national, regional and local skills development goals through:

- ◆ helping integrate labour market signals as inputs for more demand-driven trainings;
- ◆ contributing to the identification of required skills and competencies;
- ◆ contributing to the development of occupational standards and qualifications;
- ◆ ensuring practical and industry-relevant skills are acquired by trainees;
- ◆ increasing the relevance and recognition of certificates;
- ◆ helping achieve a faster and smoother transition to work process; and
- ◆ unleashing the economic potential of youth, women and other disadvantaged groups.

The insights from this report speak to the management of skills initiatives in India and beyond. The experiences described and analysed will help support the mainstreaming of best practices in skills development as part of the global commitment to leave no one behind.

Marcos Neto

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The cases presented in this book include the National Skill Development Corporation (NSDC) as keystone leader along with AISECT Skill Development Initiative, B-ABLE, Centum WorkSkills, Dr. Reddy's Foundation, Empower Pragati, GMR Varalakshmi Foundation, IL&FS Skills, IndiaCan Education Pvt. Ltd, LabourNet, NIIT Yuva Jyoti and Youth4Jobs. Though all of these organizations are driven by the common goal of professionalizing job seekers and making businesses more competitive, the cases represent 12 different models of skills training in terms of coverage, management structure and funding.

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EXECUTIVE SUMMARY

The goal is to deliver skills to 400 million people by 2022

More young people live in India than in any other country and their numbers are projected to increase for decades to come. More than 12 million enter the workforce each year yet few have the skills required for employment. The Government of India has set a target to skill 400 million people by 2022 and established the National Skill Development Corporation (NSDC) as part of this mission. Through NSDC, government is engaged with private sector partners to advance strategic approaches in skills development by creating public-private partnerships with companies involved in skill training. This is at the centre of a skills business “ecosystem” in India through which all players interact to produce a positive, productive system to skill millions.

Momentum for the skills development movement comes not only from the urgent need to provide livelihoods for youth but also from the need to act before a window of opportunity closes. The “youth bulge” in India’s population is poised to deliver a demographic dividend, a transformational boost in economic productivity associated with growing numbers in the workforce relative to dependents. Only through investing in up-to-date education, health and decent work for youth can India harness this dividend. India requires skills to sustain its rapid economic growth, to integrate its large working-age population into the economy in an inclusive and sustainable manner and, ultimately, India needs skills in order to become a global supplier of human resources.¹

A study of key players in private sector-led skills development

This study focuses on 12 skills delivery initiatives led by the private sector and carried out to support the national skills mission of the Government of India. The objective of this study is to generate lessons from India’s experience in skilling, namely to identify and analyse impactful business models and their practices and innovations, to highlight challenges, and to provide insights on how the private sector could contribute even more to skills acquisition and employability.

The study draws a number of conclusions about the skilling movement in India. Clearly, businesses that invest in skills training benefit from having more workers with the right skills for the job. Further, skills development initiatives carried out in partnership with government can deliver requisite skills at scale. Training that includes youth, women and persons with disabilities increases their employability and earnings and, at the same time, boosts business productivity and competitiveness by filling skilled labour shortages. Overall, the future of successful skills development initiatives in India will be based on concepts and approaches that are inclusive, holistic, market-oriented, job-specific, employer-led and results-oriented.

In all parts of the world, skills are the key ingredients for jobs, and jobs are means of attaining income as well as boosting human dignity, empowerment and security in terms of economic well-being.² Governments globally are grappling with the enormous task of providing jobs to their working-age populations. Increasingly, they recognize that delivering skills helps create the markets that integrate women, youth, persons with disabilities, rural populations and other groups as producers, consumers and entrepreneurs.³ In this regard, skilling is a contribution to the 2030 Agenda for Sustainable Development and its Sustainable Development Goals.



Source: IL&FS

Skills development overview

Global

- ◆ More than 600 million jobs will have to be created by 2020, mainly in Africa and Asia, to sufficiently absorb the large number of people who are joining the labour force.⁴
- ◆ Only 50 percent of women of working age are in the labour force, compared with around 75 percent of men.⁵
- ◆ The UNDP Human Development Report 2015 estimates that 830 million people around the globe make an income that is less than \$2 per day despite working and around 1.5 billion are in what is called “vulnerable employment”, with lack of proper working conditions, participation or social security.
- ◆ Youth are of particular concern, as of the 204 million people currently unemployed, 74 million are young people.⁶

India

- ◆ Some 66 percent of the current population is under the age of 35 and the window, in which India can harness its “demographic dividend” from this youth bulge, is expected to remain open until 2040.⁷
- ◆ Approximately one million individuals will join the Indian workforce each month in the upcoming 20 years – more than 12 million a year.⁸
- ◆ According to government figures, fewer than 5 percent of India’s 487 million workers have received any formal skills training. In other industrialised countries, that figure is closer to 60 percent.⁹
- ◆ Around 90 percent of the available jobs demand vocational skills, but 90 percent of the training results from schools and colleges are theoretical outputs.¹⁰
- ◆ Some 93 percent of India’s workforce is employed in the informal/unorganized sector.¹¹
- ◆ At the base of the economic pyramid in India, approximately 835 million people with income of under \$4.26 day represent \$360 billion in disposable income.¹²
- ◆ Women and girls account for 48 percent of the country’s population, yet 65 percent of rural women and 30 percent of urban women lack basic primary education.¹³ Only about 17 percent of women and girls report having participated in some form of skills training.¹⁴
- ◆ The World Bank estimates only 0.1 million out of 70 million disabled youth in India have received any formal training.¹⁵
- ◆ 28 percent of the 363 million potential learners in India are from Scheduled Castes (SCs) and Scheduled Tribes (STs), among the most disadvantaged groups, according to a 2009-10 study by FICCI.¹⁶
- ◆ In India, job opportunities will increase from around 461 million in 2013 to approximately 582 million in 2022, and the need for skilled human resources will be apparent especially in sectors such as building, construction and real estate, logistics, transportation and warehousing, and beauty and wellness.¹⁷
- ◆ Availability of quality trainers is a major concern in the skills development landscape in India, with 6 million more trainers and teachers required for delivering skills training towards the 2022 targets.¹⁸

Skilling faces systemic challenges

Skills mismatch: The “skills mismatch” refers to what companies need vs. existing pool of talent in the labour market. Also, shifts in technology are making certain trades obsolete yet they continue to be taught a training institutions, in a mismatch between education and the market.¹⁹ For business, finding the right candidate for the advertised position is getting harder.

Lack of capacity and quality: India’s Vocational Education and Training (VET) system provides training to only 10.4 million people each year.²⁰ Lack of connection between industry and education and training institutions means lower quality and lower relevance.²¹

Need for recognition of prior learning (RPL): In a country with a vast informal sector, the lack of mechanisms to assess and certify the knowledge, skills and competencies of individuals developed informally hurts youth as they search for work.²²

Limited apprenticeship opportunities: “Learning by doing” and “learning by earning”²³ are effective yet India has a very low number of apprentices.²⁴

Absence of skilled trainers: This is a pressing problem in the effort to improve the quality of skills delivery, with 6 million more trainers and teachers needed by 2022.²⁵ Yet few teachers or trainers possess the required capacities to keep up with technology and the modern economy.²⁶

Need for life/soft skills: Though some programmes neglect them, employability and job readiness are greatly enhanced by “life skills” or “soft skills” such as language, basic IT and financial literacy skills, personality and communication skills, entrepreneurship skills, knowledge management and other social skills.

Low level of attractiveness of vocational skills: Vocational education in India has to be made more attractive with better links to competitive jobs with higher salaries.²⁷ It is widely associated with low-prestige jobs and often not considered as a viable alternative to formal education. It is also viewed by many as time that could be spent earning wages.

Limited access to information: Most people in India are not aware of vocational training and vocational job opportunities. National policy highlights the need for a comprehensive IT-based information system to collect and analyse information on skilled labour supply and demand.²⁸



Source: Centum WorkSkills

Shortage of financing for training: The risk of drop-out makes the private sector unwilling to pay; trainees are either unable or unwilling to pay for trainings, unless for employment; financial institutions are unwilling to provide loans or microfinance instruments if employment is not guaranteed; and the government is willing but still working on the best modalities.²⁹

Lack of female participation: Female workforce participation is decreasing, even as enrolment rates in secondary schools have been increasing for girls and women. Companies point to gender bias, early leaving for family reasons, inflexible working arrangements and lack of transportation or secure transport.



Surpassing these challenges requires India to maximize its ecosystem resources

Government and private sector partners in India have intensified their collaboration to create an environment conducive for skilling businesses, which would lead to inclusive growth to benefit the poor and underserved. The government provides direction to the private sector, which thus operates according to a broader vision in skills development. Innovation emerges from cooperative and competitive relations³⁰ between skills providers and other key actors. Relationships and interdependencies between ecosystem actors are key to unravelling technological innovations and partnerships that open up “delivery routes” to skilling lower-income population groups.³¹

To function effectively, the skills development ecosystem must have five key elements:

- ◆ Cradle to career approach with a lifelong learning perspective;
- ◆ Digitized marketplace to bring together youth seeking job opportunities, training providers (institutions) and prospective employers on a large scale;³²
- ◆ Standardization and quality to align industry expectations with the outputs of training programmes, utilizing national occupational standards;
- ◆ Vocational education by choice because it is an aspirational, desired career path for the youth with wages linked to skills and competencies; and
- ◆ Talent capital of the world, a vision that requires India to lower the costs of acquiring new talent and reaching scale.³³

The skills business ecosystem is thus intended to create the conducive environment in which private skill provider businesses can scale and flourish through inclusion of low-income groups. Effective and impactful skills development will depend on the engagement and success of key stakeholders. In India, the business ecosystem approach brings an inclusive and holistic workforce development notion to the training system, along with other improvements.

A web of interventions by the Government of India supports the skilling ecosystem

The Government of India has been spearheading the skilling ecosystem through innovative schemes and policies. Below is a brief overview of the government initiatives and interventions that constitute the basis for training programmes.

1. Pradhan Mantri Kaushal Vikas Yojana

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a key skills certification initiative by the Ministry of Skill Development and Entrepreneurship (MSDE) to provide market-relevant skills training to youth, with a particular focus on short-term trainings, recognition of prior learning, special projects, social and community mobilization, placement and monitoring. The goal is to offer the skills demanded by the industry to 10 million youth between 2016 and 2020. The National Skill Development Corporation is the main implementing body.

The trainings will target 221 job roles and particularly benefit dropouts as well as the unemployed, since it is free of charge. The training duration will range from two to six months. Along with technical skills, the programmes cover soft skills, entrepreneurial skills, digital and financial literacy. Training and assessment costs are met by the government. Trainees also benefit from placement support by training partners. The RPL component will align the skill sets of 4 million people from the informal sector to the National Skill Qualification Framework (NSQF).³⁴ Under PMKVY, more than 2.2 million individuals have been trained so far. Training programmes continue in 2,500 centres in more than 490 districts across India.

2. Pradhan Mantri Kaushal Kendras

Pradhan Mantri Kaushal Kendras (PMKKs) are iconic model training centres, envisioned by MSDE and operationalized by NSDC, that have the necessary infrastructure and state-of-the-art equipment to provide industry-relevant skills and competencies. These centres are expected to act as benchmarks for high quality and standardized training and to depict the aspirational value of skilling. The centres will also target sustainable operations and convene all relevant stakeholders for market-driven skills development. Employability of the trainees will be a critical outcome of the courses, which are expected to be delivered in world-class standards.³⁵ To date, 451 PMKKs have been allocated in approximately 434 districts of the country.

3. India International Skill Centres

India International Skill Centres (IISCs) have a critical role in positioning India as the skilled human capital provider of the world. IISCs aim to offer training programmes and certification in full compliance with international standards and benchmarks. NSDC is establishing these centres to increase the global mobility of the Indian workforce, particularly youth. IISCs, similar to PMKKs, will be equipped with the latest technologies and infrastructure to provide skills that are internationally relevant and recognized. These will also offer pre-departure orientation and digital literacy training for youth willing to migrate, towards ensuring a smooth transition in terms of cultural and social adaptation. Joint certification with Indian Sector Skill Councils and international bodies will be sought, along with cross-country placement linkages. There are currently 13 operational IISCs, skilling 400 individuals in nine job roles from eight sectors.³⁶

4. Memorandum of understanding between MSDE and NIOS

The Ministry of Skill Development and Entrepreneurship and the National Institute of Open Schooling (NIOS) have signed an MOU to offer an opportunity for learners from Industrial Training Institutes (ITIs) to acquire certification that is academically equivalent to Class X and XII. This is intended to eliminate

gaps between formal education and skill development and increase mobility of ITI graduates both in terms of employability and further studies. ITI graduates will be able to transfer course credits, and when they complete all the course requirements successfully, they will be awarded academic equivalence certification.³⁷

5. 2014 Amendment to National Apprentices Act of 1961 and National Apprenticeship Promotion Scheme

The Apprentices Act of 1961 was originally designed to regulate provision of on-the-job training and hands-on skills to apprentices in the industry. The Act was revised several times to align apprenticeship practices with the needs of the day, and the latest 2014 amendment was a strategic move to increase the responsiveness of apprenticeship to both the supply and demand sides. Changes include broadening the definition of “worker” to cover “contractual and agency workers” in order to enable non-engineering graduate and diploma holders to participate in apprenticeship frameworks, providing flexibility to employers to determine their own policy for apprentice recruitment, utilizing portals to exchange information and facilitating the provision of new courses in line with industry demand.³⁸ Apprentices engaged for the 2016-17 period number around 340,000.

Another initiative by MSDE is the National Apprenticeship Promotion Scheme, which aims to train 5 million apprentices by 2019-20. It will facilitate employer engagement in apprenticeship by covering 25 percent of the stipend that otherwise would be paid to the apprentice by the employer from the government budget. In addition to incentivizing the involvement of employers, the initiative will enhance foundational skills training. Fifty percent of the costs for the apprentices to acquire basic skills will be met by the Government of India.³⁹ The apprenticeship “lifecycle” will be managed through a single portal, “apprenticeship.gov.in”, including registration, seeking apprenticeship opportunities, appointment and certification. Seven months after its launch, this scheme has mobilized 194,000 apprentices and 23,231 establishments.

6. Policy framework documents

(a) National Policy for Skill Development and Entrepreneurship

The National Policy for Skill Development and Entrepreneurship (2015) aims to align various endeavours and initiatives in the skilling space of India and to achieve high quality, rapid and sustainable skills delivery at scale. The policy offers an overarching framework setting common standards with which all skills development activities should comply. The policy document highlights the different steps and components of the skilling process, including capacity, aspirations, synergy, quality, mobilization and engagement, outreach and advocacy, inclusivity, partnership and information and communication technology (ICT). It underlines the key role of private sector engagement in skills training, delivery of soft skills, enlarging the recognition of prior learning, mainstreaming labour market information systems (LMIS) and achieving higher coverage for NSQF for the achievement of the skilling vision.⁴⁰

(b) National Skill Qualification Framework

The National Skill Qualification Framework (NSQF) is India’s framework for categorizing qualifications based on the required level of skills, knowledge and competencies. It has replaced all other previous qualification frameworks and now is the single source of reference. It acts as a quality assurance scheme since it guides the certification of all skills acquired through formal, non-formal or informal means. NSQF is expected to provide mobility for students and trainees, both in education and job markets, in India or abroad. It will ensure standardized and quality training outputs, and introduces national occupational standards/qualification packs towards this end. NSQF also covers the recognition of prior learning to facilitate the transition from the informal market to the formal one.⁴¹ To date, 1,722 qualification packs have been established and aligned to NSQF.

(c) Common Norms

The Government of India has introduced Common Norms to unify and standardize the implementation of different skilling frameworks and initiatives. The norms offer a clear definition of what constitutes skills development, along with explicit requirements to align the training initiatives in terms of inputs such as training infrastructure, trainers and content; duration; NSQF compliance; outcomes such as wage and self-employment; costs (e.g. funds linked to outcomes and covering expenses such as outreach, training of trainers, placement, etc.); and monitoring and tracking systems. To ensure implementation, the Common Norms Committee was established as an overarching body, chaired by the MSDE with the participation of the representatives of the Prime Minister's National Skill Development Agency (NSDA), NSDC, Ministry of Finance and others. Currently, 18 out of 20 Ministries engaged in skills training have aligned their operations with the Common Norms; exceptions are due only to the unique characteristics of certain schemes.⁴²

7. Indian Institute of Skills

The Indian Institute of Skills is a state-of-the-art skills training centre, a number of which are being set up across the five regions of India. The institutes will act as centres of excellence in training and replicate best practices from other countries. The first Indian Institute of Skills was launched in Kanpur, Uttar Pradesh on 19 December 2016 by Hon. Prime Minister Narendra Modi, who first formulated the idea based on his visit to the Institute of Technical Education in Singapore.⁴³

Sources:

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Inclusive business delivers social impact

At the base of the economic pyramid in India, approximately 835 million people with income of under \$4.26 a day represent **\$360 billion in disposable income**.⁴⁴ Integrating this large segment into the market presents immense opportunities as well as unique challenges, such as creating and sustaining demand among low-income consumers. However, business-as-usual approaches will not reach the underserved. Business models need to be adjusted to the specificities of the underserved if they are to achieve scale.⁴⁵

The goal of inclusive businesses is to deliver a high-level of social impact to large groups of people through commercially viable and sustainable practices. They are specifically designed to integrate disadvantaged groups to the market and "go the last mile" to reach groups that are hard to reach. This way of doing business offers market-based opportunities to excluded and marginalized groups.⁴⁶ Accordingly, in order to deliver market-relevant skills to the low-income segment, inclusive business models are required.

In the context of India, traditional skilling models have been customized to become more inclusive. Though originally the relatively higher segments of the income pyramid were targeted, lower segments of the pyramid has emerged as a viable business opportunity given India's ambitious skills development mission



and a conducive environment for growth of the skills market. Through altering their business models, skills providers have sought to achieve affordable, scalable skills development for low-income groups. They have mobilized expertise and know-how from traditional skills design and delivery models, and combined it with ecosystem resources.

The ecosystem approach supports scale in inclusive business approaches. In India's skills development ecosystem, five key approaches are used for scaling business operations: hub and spoke, franchise, leveraging, Establish-Operate-Transfer and just-in-time inventory systems. Availability of low-cost quality infrastructure and efficient procurement procedures are the main components of training delivery that ensures scale.

Ecosystem players operate at three levels: Keystone, large-scale and niche

Keystone players are the centre of all business ecosystem activity and serve to coordinate and carry out multiple functions within the multitude of relationships in the system. In India, the keystone for the skills business ecosystem is NSDC, a public private partnership with a mandate to skill individuals.⁴⁷ Its Sector Skills Councils (SSC) play a key role by developing National Occupational Standards and Qualification Packs (i.e. sets of standards associated with job roles) and by improving the training of trainers.

Large-scale players are defined by their strategies, which include scaling up of their businesses and cost-reduction. Challenges for large players include low profit margins, lack of capacity or absence of training infrastructure, and lack of skilled trainers. Strategic solutions include low operational expenditures through business model optimization, innovation and technology; tailored modalities for managing training centres (e.g. renting facilities, franchise models, standardized centres and hub-and-spoke model); and training of trainers. Large-scale players in this report include Centum WorkSkills India (CWSI), IL&FS Skills, IndiaCan and NIIT Yuva Jyoti.

Niche players focus on specialization and differentiating themselves in the market. Their ultimate goal is to tap unexplored market segments and market functions. Niche players prioritize reaching target groups such as informal workers, persons with disabilities and women, delivering customized service and making an impact. Challenges include the lack of customized training inputs for target groups; low level of employability and soft skills associated with disadvantaged; and informal skills acquisition and uncertain skill levels backgrounds. Strategic solutions include specialization in the sector-target segment in the skilling value chain; training modules on industry-driven technical skills and life skills such as communications, English, basic information technology, grooming, etc.; and recognition of prior learning. Niche players in this report include AISECT, B-ABLE, Dr. Reddy's Foundation (DRF), Empower Pragati, GMR Varalakshmi Foundation, LabourNet and Youth4Jobs.

Trainees gain from six activities in the skills development value chain

The internal value chain of a skills provider is comprised of the activities that a trainee goes through in its employment-oriented skills programme. There are six primary activities: sourcing, development of training standards and content, demand-oriented training delivery, assessment and certification, placement and post-placement support.

1. Sourcing

Sourcing can be defined as “identification, assessment and engagement of skilled worker candidates through proactive recruiting techniques as well as mapping and linking with available job opportunities.”⁴⁸ Sourcing consists of sourcing of trainees, sourcing of jobs and pre-training assessments. Activities include mapping, skill gap analysis, marketing, screening, assessments, recognition of prior learning, matching and other steps. Counselling can help candidates to make informed choices about which skills programme to pursue.⁴⁹ Skills providers consult with the private sector and prospective employers to ensure that the training they offer leads to employment.

- ◆ NSDC supports sourcing with a communications and advocacy campaign, Hunar hai to kadar hai, which showcases skills training as beneficial for career prospects and essential for India’s growth and prosperity.⁵⁰
- ◆ AISECT runs campaigns with events, Kaushal Vikas Yatra, in schools and colleges using posters with local movie themes to attract youth to training centres.⁵¹
- ◆ IndiaCan conducts a detailed analysis of the local socio-economic context and livelihood trends before initiating a skills programme, then customizes its training offer to “synchronize” skills supply and demand.
- ◆ Dr. Reddy’s Foundation has a “community mobilizer” at each training centre who communicates with prominent local figures and social organizations to build trust and to access local youth in their communities.
- ◆ NIIT Yuva Jyoti utilizes geo-data and SMS messages to mobilize trainees.⁵²
- ◆ IL&FS Skills conducts pre-training assessments and aptitude tests and has candidates meet with career advisors to receive counselling and guidance.⁵³

2. Training standards and content

This aspect of skills delivery includes efforts to develop training courses, align curriculum with industry needs, offer market-relevant skills and life/soft skills, synchronize the training offer with occupational standards and standardize content. With industry’s active participation, curriculum can be customized to reflect the most up-to-date industrial practices. Multimedia tools are increasingly employed to standardize training programmes and deliver them to remote locations. Domain training (practical, not theoretical) brings workplace skills into the classroom. Soft skills like language, basic IT and financial literacy increase employability and improve training outcomes.⁵⁴

- ◆ Dr. Reddy’s Foundation has in-house content development teams that design, upgrade and validate their curriculum based on industry requirements.⁵⁵
- ◆ GMR Varalakshmi Foundation engages private sector partners in curriculum design and training of trainers and secures at least one private sector partner for each course.
- ◆ IL&FS Skills develops videos in local languages that show how experts do their work, such as stitching or answering a phone at a call centre.⁵⁶
- ◆ IndiaCan, Centum Workskills India and NIIT Yuva Jyoti draws on the expertise of their parent companies in designing and instituting training content and practices.

- ◆ IL&FS Skills offers “LIFE – Learning for Improved Functioning and Effectiveness”, which includes functional English classes and computer literacy.⁵⁷
- ◆ NIIT Yuva Jyoti integrates basic IT training and spoken English in its programmes, both viewed in rural areas as mobility enhancers.⁵⁸
- ◆ GMR Varalakshmi Foundation covers stress and conflict management, personal productivity, customer service delivery, and listening and responding.⁵⁹
- ◆ NSDC supports partner organizations in conducting train-the-trainer programmes, which are also conducted through Sector Skill Councils.
- ◆ Skills providers such as Centum WorkSkills India and NIIT Yuva conduct train-the-trainer programmes and intensive boot camps for locally-sourced trainers, conducted by master trainers.
- ◆ Centum Skill Instructors Guild recognizes and rewards trainers and supports them with career development and lifelong learning.
- ◆ Centum WorkSkills includes dealing with migration in its modules to help trainees cope with homesickness in a new work environment.
- ◆ GMR Varalakshmi Foundation offers orientation to its trainees on gender equity issues, preventing HIV infection and other social problems.⁶⁰

3. Training

Training encompasses the methodologies, techniques and tools used in training programmes as well as on-the-job apprenticeships. The private sector can ensure practical and industry-relevant skills are acquired by trainees. Training often integrates technology and multimedia. Innovations by the business community can be leveraged to deliver skills to disadvantaged groups.

- ◆ IL&FS Skills uses Visual-Auditory-Kinesthetic (VAK) methodology, which is a mix of training by trainers, videos and simulations to help trainees learn by seeing and listening, and applied training to foster learning by doing.⁶¹
- ◆ NIIT Yuva Jyoti leverages Model-Centered Learning Architecture (MCLA) using real-life scenarios and industry case studies and instructors as role models to make learning more interactive and collaborative.⁶²
- ◆ NIIT Yuva Jyoti uses Synchronous Learning Technology (SLT) to connect classes to studios where trainers are teaching through an interactive video-based system.⁶³
- ◆ IL&FS Skills uses hands-on learning, working with industry to ensure every classroom resembles the workplace, with actual tools and machinery trainees will use in their jobs.⁶⁴
- ◆ GMR Varalakshmi Foundation uses simulators to train students in the use of expensive machinery and vehicles.⁶⁵

4. Assessment and certification

With the skills system in India evolving at a fast pace, greater attention is being paid to the quality of training delivery as well as to assessment of the training programmes. Partnerships with the private sector can increase the relevance and recognition of certificates issued to those who complete training courses. The Quality Assurance framework under the National Skill Qualification Framework seeks consistency in assessment techniques and develops certification standards that are nationally and internationally recognized.⁶⁶

- ◆ NSDC promotes certification through schemes such as Standard Training Assessment and Reward (STAR) and PMKVY, which offer monetary returns to trainees who successfully complete their training and become certified.
- ◆ GMR Varalakshmi Foundation and Dr. Reddy’s Foundation engage with their huge industry networks and linkages with partner companies to seek endorsement of their certificates. IndiaCan leverages Pearson’s longstanding education experience and offers international-level accreditation.⁶⁷



Source: IL&FS

- ◆ NIIT Yuva Jyoti uses “video logs” and an “online assessment engine” to gauge students’ learning effectiveness shot at four different phases of the training cycle.⁶⁸ Video logs are also used to communicate with prospective employers.
- ◆ DRF’s Individual Youth Development Plan focuses on domain and soft skills, backing them up as needed with additional counselling and mentoring support.⁶⁹
- ◆ GMR Varalakshmi Foundation’s Individual Trainee Development Plan assesses trainee in time and relationship management, communication and leadership.⁷⁰

5. Placement

Placement is the provision of wage employment opportunities to trainees after the completion of skills training programmes. Employment linkages with the private sector are required to ensure that training leads to employment. Businesses can help achieve a faster and smoother transition to work process. Skills providers closely tie-up with industry. Online portals and a national information system are cutting-edge aids to placement. Working with the local stakeholders is vital to secure employment opportunities for trainees.

- ◆ NSDC’s Skill Development Management System (SDMS) brings together data on skilling institutions, trained candidates, employers, third party assessment agencies, Sector Skills Councils and others.⁷¹ A country-wide Labour Market Information System (LMIS) has been developed, though at a nascent stage, incorporating this and other databases.⁷²
- ◆ IL&FS Skills cooperates with more than a thousand private sector partners to ensure that its training programmes are demand-driven and to secure placement for its trainees.⁷³
- ◆ DRF has established Business to Youth (B2Y) Networking, an initiative to connect with local employers to place their aspirants where migration is not required.⁷⁴
- ◆ NIIT’s placement portal provides a record of students’ skills level and an additional facility for uploading video resumes which can be accessed by potential employers.⁷⁵
- ◆ AISECT offers RojgarMantra, the largest online job portal for rural India, with job-seeker services from self-assessment to job prospects by skills sets to resume advice.⁷⁶

- ◆ AISECT also organizes job fairs or Rojgar Melas for better networking between the student and the employers who are present to interact at the ground level.
- ◆ NIIT Yuva Jyoti seeks “local jobs for local youth” to reduce migration and uprooting rural youth, utilizing NIIT’s network of more than 300 companies.⁷⁷
- ◆ GMR Varalakshmi Foundation organizes meetings among its alumni to increase networking with respect to prospective employment and career plans.⁷⁸

6. Post-placement support

Post-placement support includes the tracking and handholding process that follows the placement of a trainee in a job. Trainees may require assistance and guidance to adapt to work life, succeed in their new jobs and settle into new accommodation. The private sector can support trainees through interventions such as mentoring towards a decent and progressive career path. Support for candidates for three to six months after they are placed is a mandated activity for most government-sponsored programmes, or up to a year in Ministry of Rural Development training programmes.

- ◆ CWSI offers counselling support to its graduates through call centres that help tackle a wide range of problems from language barriers to homesickness.
- ◆ Youth4Jobs helping its graduate trainees to secure a decent accommodation,⁷⁹ is of particular importance for the retention of persons with disabilities in work life.
- ◆ IndiaCan regularly convenes alumni, parents and other trainee networks to support the graduate trainees in their early career.
- ◆ Empower Pragati maintains communication with its graduates through effective use of social media.⁸⁰
- ◆ LabourNet facilitates trainee access to basic services such as banking and social security and assists each trainee to obtain an identity card.⁸¹
- ◆ GMR Varalakshmi Foundation helps its graduates to participate to formal education, facilitating enrolment.⁸²

The six areas of activity addressed above comprise the “primary” activities of Porter’s value-chain approach.⁸³ **Secondary or “support” activities** include partnership, financing, technology and monitoring and evaluation.

Partnership: The complex challenges in the skills development space can only be addressed through the combined resources and expertise of different stakeholders. IL&FS Skills cooperates with more than 1,000 private sector partners from different sectors to secure placement. AISECT ties up with telecommunication and insurance companies which help train entrepreneurs and connect them to the market.⁸⁴ GMR Varalakshmi Foundation seeks civil society partner organizations in rural areas for sourcing of trainees from their locality.⁸⁵ Youth4Jobs engages non-governmental organizations (NGOs) to jointly mobilize and train persons with disabilities. Other skills providers cooperate with universities and research institutions to formulate and enhance the curriculum.

Financing skills development: Sources of funding include public funds, corporate social responsibility (CSR) funds and learner-paid financing, as well as key strategies to achieve financial sustainability. National policy highlights that all stakeholders should share the burden of mobilizing financial or in-kind resources for skill development.⁸⁶ NSDC awards loans, equity and grants at discounted rates with a moratorium on payment up to three years to training providers. An “innovation fund” has been set up to finance unique skills development models. Most of the large players of the ecosystem cater to the government programmes, including IL&FS Skills and CWSI.⁸⁷ IL&FS Skills charges employers for the trained people who are placed in their companies by obtaining placement fees from the industry.⁸⁸ DRF works with industry partners who recompense DRF with recruitment fees in return for hiring aspirants from its Livelihood Advancement Business School (LABS) programmes.⁸⁹ DRF’s LABS-Sustainability programme is a learner-paid model but with payment through instalments, discounted fees, etc.⁹⁰ IL&FS Skills charges trainees for its more advanced electrician, CNC operator and welding programmes.⁹¹

CSR project-based funding and new modalities are important aspects of financing. India's Companies Act of 2013 allowed companies to spend a part of their corporate social responsibility budget in "vocational skill building".⁹² GMR Varalakshmi Foundation, receives funds from both its parent company (GMR) and industry partners. Also, for a very limited amount in its portfolio, NSDC offers grant-funding to skills providers based on social impact.⁹³ LabourNet had acquired financing from the Bill & Melinda Gates Foundation.⁹⁴ In the case of IndiaCan, Pearson made a direct investment to establish a joint venture with Educomp Solutions in India, later to acquire all stakes of the company.⁹⁵ Crowdfunding platforms and donor financing are also on the rise.



Source: IL&FS

Technology: Innovative use of information and communications technology helps to achieve scale and impact; promote learning; share resources, knowledge and good practices; and conduct quality control. IL&FS Skills uses K-Yan, a patented multimedia device and community computer to deliver interactive training with minimal infrastructural requirements.⁹⁶ NIIT centres use Synchronous Learning Technology with broadband satellite to facilitate interactive learning from a distance, with video logs and online assessments. AISECT uses an online portal that enables students to log in from anywhere to register, access course materials, take exams and communicate with the management team.⁹⁷

Monitoring and evaluation: Monitoring and evaluation tracks results along the skills value chain, including challenges and business success. While most training providers have centralized monitoring systems to keep track of their training outputs, comprehensive impact assessment mechanisms are rare. NSDC runs an outcome-based monitoring framework evaluating which initiatives receive funding at different stages.⁹⁸ LabourNet has an impact assessment framework that takes into account number of people trained and certified, as well as broader results such as wage/income increase, enhanced quality of employment and productivity increase. DRF has used mobilization, placement and attrition results as success indicators to demonstrating performance of employees and organizational units.

Go the last mile to achieve results for the disadvantaged

Some organizations go to the last mile in accommodating the needs and requirements of the most disadvantaged groups.

Women: Identifying specific needs, building gender-sensitive training content and mobilizing women for training programmes will increase their capabilities and at the same time benefit businesses that need to attract and retain more skilled workers.

- ◆ NIIT Yuva Jyoti extends monetary incentives for more female enrolment in its training programmes, targets job roles with high demand for female employees, establishes female-only training centres and sensitizes employers to provide flexibility of time and preference of location to women candidates.
- ◆ CWSI operates separate female-only hostel facilities, employs female instructors and wardens, and ensures safety through CCTV cameras and bio-metric attendance.⁹⁹
- ◆ AISECT supports women's engagement in franchisee networks through financial incentives and facilitating access to government funding for entrepreneurship purposes.¹⁰⁰
- ◆ GMR Varalakshmi Foundation helps establish self-help groups among women and guides them on how to market their products and link with the market through joint action.¹⁰¹
- ◆ Empower Pragati takes supports women to become home managers instead of domestic workers, providing enhanced skills and competencies for employment with better conditions and improved social and job security.¹⁰²

Informal sector workers: Nearly all of India's workforce is employed in the informal sector and few have any formal skills development.¹⁰³ Informal sector workers need formal vocational training and certification of their already-acquired skills.

- ◆ Some niche players offer recognition of prior learning to evaluate and certify the skills that individuals acquired through informal means.¹⁰⁴
- ◆ LabourNet tests trainees before courses commence, then assesses the results and factors them into individuals' training requirements and content; it also provides "report cards" highlighting skill level that can be shared with potential employers.¹⁰⁵

Rural areas: Generating impact for disadvantaged groups requires efforts to reach rural areas:

- ◆ Two DRF programmes offer knowledge and transfer of low-cost and environmentally-friendly technologies and farming practices, without displacing trainees from their original livelihood settings. LABS-Farmers enhances productive use of land, optimizes input costs for agricultural products, and fosters market linkages and income opportunities. Skilling Rural Youth (SRY) offers both life skills and skills such as poultry and seedling raising to facilitate local youth employment.¹⁰⁶
- ◆ AISECT supports entrepreneurs at the rural level to open and manage "banking kiosks" from which customers such as workers, farmers, small shop owners and women can engage in financial transactions.¹⁰⁷

Persons with disabilities: A national target of training 500,000 people with disability over three years has been set by the government in partnership with NSDC, also providing financial assistance and 30 percent reservation for women candidates.¹⁰⁸

- ◆ The Ministry of Skill Development and Entrepreneurship is developing a cross-cutting Sector Skills Council for persons with disabilities (PwDs) to build their competencies by developing more focused and well-designed skilling modules, identifying specific trades for generating employment, and providing certification mechanisms to safeguard and sustain their livelihoods.¹⁰⁹
- ◆ Youth4Jobs does an in-depth role mapping to design modules that are compatible and cater to the requirements of PwDs.

- ◆ Youth4Jobs has also developed a Work Integrated Soft Skills & English (WISE) course to incorporate the skills required by PwDs to adjust to their work environments.¹¹⁰
- ◆ DRF's LABS for Persons with Disability (LABS-PwD) enhances market-driven skills for persons with disability. Training content is customized as per the needs of the aspirants, whether they have orthopaedic or hearing difficulties.
- ◆ Both Youth4Jobs and DRF organize sensitization training sessions for employers to foster accessibility for PwDs in the work environment, negotiate for proper working conditions and facilitate their transition to work.

Scheduled Castes and Scheduled Tribes: With a large pool of youth in need of training (“potential learners”) joining to the labour market every day, millions are from tribal communities and from the disadvantaged group in the past termed “untouchables”. Specific policies are required for enhancing the employability of SCs and STs towards alleviating their vulnerable status.¹¹¹

Green skills have far to go

Policy on green skills is at its nascent stages, encouraging NGOs to scale and create with the support of NSDC sustainable skill development models for green jobs (e.g. agriculture, horticulture, renewable energy, recycling, eco-tourism, etc.).¹¹² NSDC recently set up a Sector Skill Council for Green Jobs to draw up job roles, create a cadre of trainers and provide skills for green jobs.¹¹³ Sixty percent of India’s population is engaged in agriculture, which is the largest consumer of natural resources and hence has to increasingly adapt to and mitigate climate change. However, green job policies and green skills development frameworks for vocational training are still at early stages.¹¹⁴

Impact assessments can strengthen skills development

Impact assessment could help improve the health and profitability of the skills business ecosystem. Robust assessment is linked to transforming the system into a more inclusive, accessible and efficient structure.¹¹⁵ Findings from the 2014 impact assessment study by NSDC show a need for accelerated action: For individuals, NSDC found that out of the 11 percent of the alumni who were unemployed prior to training, 64 percent have now obtained regularly-paid positions or are self-employed. Among trainees employed before taking a skills training programme, 77 percent saw career advancement after completing the training. More than 70 percent of employers and 80 percent of alumni agreed that skills training programmes enhance the capacity of learning and coping with change at work.¹¹⁶ At the industrial level, more than 75 percent of the employers surveyed said individuals from NSDC’s skilling initiatives perform better than others and are more likely to have the skills needed by the industry.¹¹⁷

At the level of the broader skilling ecosystem, significant challenges remain. The number of people trained by skills providers in collaboration with NSDC and in programmes of the Ministries in fiscal year 2015-16 added up to only 23.64 percent of the original target.¹¹⁸ The numbers are likely to increase through sharing of good practices and know-how across the training providers as well as the industry.

Public-private partnerships are critical to skills development

How can the private sector contribute to skills development? Lessons learned from the experiences of twelve skills providers featured in this report suggest the following benefits. The private sector can:

- ◆ Bring about a more integrated and holistic system, when involved from sourcing to post-placement;
- ◆ Improve inclusivity by skilling different segments of the society towards market integration, including disadvantaged and marginalized groups;
- ◆ Promote a market-oriented approach to skills development in which training is aligned to industry’s human resource needs in the job market;

- ◆ Secure employers' commitment to the cause of skills development; and
- ◆ Drive concrete results in more outcome-oriented training programmes that generate employment or self-employment.

In India, capturing and sharing best practices can improve and standardize the performance of training initiatives in the future. Assessment, monitoring and evaluation will be key. For example, Empower Pragati, as a member of UNDP's Business Call to Action (BCTA) initiative, and a beneficiary of its Impact Measurement Services, will be assessing social impact along with business outcomes. This, for instance, will provide insights on the impact of skills development in the informal sector.

The 12 private sector-led skills delivery initiatives described in this study support the national skills mission of the Government of India.



Source: NSDC

Keystone case description

National Skill Development Corporation

The National Skill Development Corporation is a joint venture between the Government of India and the private sector – a public-private partnership. The goal of NSDC is to foster the delivery of quality vocational training by the private sector. NSDC's value is its capacity to lead and finance mass and cost-efficient delivery of demand-driven skills training by the private sector, through cohesive partnerships with industry, public authorities, training providers, employers and third-party auditors. The business model used by NSDC enhances the skills business ecosystem through several actions:

- ◆ opening up the necessary channels for financing;
- ◆ facilitating skilling and placement opportunities for disadvantaged groups;
- ◆ developing quality and standards of training; and
- ◆ contributing to the goal of delivering training programmes on a large and national scale to meet India's need for skilled workers through the private sector's involvement.

Large-scale players case descriptions

Centum WorkSkills India

Centum WorkSkills India Limited is one of NSDC's largest training partners. CWSI offers an integrated end-to-end set of services using a participatory approach, with a focus on going the last mile to skill poor and disadvantaged populations in rural, remote and semi-urban areas, including women, SC and ST groups and minorities. CWSI operates a network of 974 centres across 15 states, offering training and employment placement opportunities to youth in the informal and formal sectors. In 2014-15, CWSI skilled more than 167,000 individuals, leading to employment for more than 70 percent of its certified trainees.

To reduce costs, the organization works with a just-in-time inventory system and maximizes use of infrastructure, courseware and trainer capacity per centre. Key features of CWSI are its economies of scale operations with massive awareness campaigns attracting a high number of trainees, which also increases inclusivity. The organization plans to move to a student-paid model in which CWSI will charge a small fee to the student. CWSI invests in screening and selecting candidates through counselling with youth and parents, reducing attrition. It also invests in its trainers through the Centum Skill Instructors Guild, which provides re-training and career progression opportunities to CWSI trainers and helps them achieve sustainable livelihoods. CWSI envisages achieving significant growth over the next five years by expanding to other states and remote corners of India and targeting new sectors.

IL&FS Skills

IL&FS Skills, a leading private vocational skills training company, works towards education, employability and employment. It provides employment-driven skills training in a hub and spoke model with 100 multi-skill institutes and 300 single-skills schools. For 500,00 placement-linked trainees, IL&FS achieved an 85 percent placement rate; in total, IL&FS has provided training to 1.4 million youth. Working in partnerships with NSDC,

Source: Centum WorkSkills



Source: IL&FS



it aims to skill 4 million people by 2022 in the manufacturing, agriculture, services, engineering and construction sectors.

Its centrepiece is the Skills Programme for Inclusive Growth (SPRING) which carries out training in six categories – jobs, entrepreneurship, vocational training in schools and colleges, training of trainers and good governance in public institutions. SPRING is industry-driven, technology-driven, standardized and employment-oriented. IL&FS Skills utilizes K-Yan, a multimedia device developed by another IL&FS division, to deliver computer-based interactive training.

Experts from more than 30 trades have prepared multimedia training content to increase the reach of IL&FS Skills programmes, overcoming barriers such as physical distance and time. In addition to domain training, a life skills programme to help trainees

succeed in their jobs offers English, computer literacy and much more: 146 videos on 30 themes complement an assessment guide, handbook and session plan. Technological solutions are overcoming barriers to training such as physical distance and time; community outreach and advocacy are increasing demand in rural areas; training only for available jobs is reducing skills mismatch; and post-placement support is improving job performance and retention. The focus on quality content and placement, combined with innovative delivery methodologies, are points of differentiation and source of competence in the skills development field.

IndiaCan

IndiaCan, a subsidiary of Pearson India, is providing training for unemployed youth. It has administered more than 20 major skill development projects, established nearly 200 vocational training centres in 24 states, and provided training to more than 75,000 students over the past seven years, with placement opportunities secured by 75 percent of trainees. IndiaCan offers “end-to-end services” in vocational training from curriculum development to on-the-job training to placement and monitoring of trainees.

IndiaCan’s skill development programmes focus on vulnerable sections of the population: youth, school dropouts, people living below the poverty line, rural and urban poor, women, socially excluded communities and individuals living in difficult regions, minorities, Scheduled Castes and Scheduled Tribes, the Muslim community and persons with disabilities. Because it operates its own training centres, it rapidly adopts new innovations in learning with its expert faculty and customized content.

The key strength of IndiaCan lies in its customized, industry-specific and high-quality content for skill development and vocational training, and a unique business model including effective training of trainers, delivery of life skills and close partnership with the private sector for placement. IndiaCan conducts a comprehensive and award-winning training of trainers programme that certifies “Master Trainers” to ensure provision of quality training. IndiaCan endeavours to train 500,000 persons “ready-to-deploy” into the workforce on an annual basis and to triple the number of vocational training centres, mainly by leveraging a franchisee network.

Source: IndiaCan



NIIT Yuva Jyoti

NIIT Yuva Jyoti is a leading learning outsourcing and talent development company for the corporate sector in information technology and information technology enabled services (IT and ITES). Established by NIIT, a management training company, as its training arm to impart skills training to youth for entry-level jobs in the service sector, its mission statement is “to transform millions of unskilled Indian youth into readily employable global professionals, through NIIT’s Yuva Jyoti Skills Development Centres”.

Operationally innovative in its use of the hub and spoke model, it leverages its franchisee centres to appoint spokes to recruit trainees and deliver training in smaller areas, then provides its franchisee centres with payment for bringing in new students – supporting their sustainability. Its “Source-Train-Place” methodology is designed to provide “local jobs for local youth”. NIIT Yuva Jyoti uses a “critical mistake analysis” technique to identify problems in trainee productivity and tailor programmes accordingly. A pedagogical approach known as Model-Centered Learning Architecture provides a role model who engages students in learning based on case studies and specific scenarios drawn from industry and guides collaborative problem-solving. It also uses Synchronous Learning Technology that enables real-time interactive learning by means of a classroom fitted with a projector and linked by broadband satellite (VSAT) to one or more studios housing the expert faculty who conduct the teaching. A well-established assessment process includes video logs before, during and after training.

It has established more than 350 centres across India, provided skills training to 128,000 students, and forged partnerships with 300 employers for trainee placement. Through special programmes and scholarships, female participation in training programmes increased over the past three years from 20 to 49 percent. The vision of the organization is to train 7 million youth by 2022 in various service sectors.



Source: NIIT

Niche player case descriptions

AISECT

AISECT, which stands for the All India Society for Electronics and Computer Technology, was created to bridge the information and communications technology gap between India’s urban and rural areas. AISECT empowers rural youth with skill training and digital know-how; it also uses the franchise model to build an entrepreneurship network. The focus is on the most marginalized and disadvantaged sections of the population. AISECT provides end-to-end services for skill development, including support for community mobilization, counseling, training, assessment, certification and placement. AISECT operates more than 12,000 centres across India, serving 27 states and three union territories. It has trained more than 1.7 million students and created an entrepreneurship network



Source: AISECT

of 12,000 rural men and women – a network of graduate trainees who have become franchisees.

AISECT is widely recognized due to branding and marketing techniques such as the Kaushal Vikas Yatra, an annual IT youth mobilization campaign, along with e-learning teaching aids and content. It also organizes popular job fairs, Rojgar Melas, at district and block levels. While the majority of its work is in training, AISECT also provides a range of services to its rural customer base including e-governance, banking and insurance. Recently, the organization added Common Services Centres, which are located in remote areas and provide electronic services to the rural population, towards achieving the Digital India vision of Government of India. One of the unique tools developed by AISECT to facilitate their placement and handholding processes is the Rojgar Mantra, which is the largest online job portal for rural India. AISECT has joined with NSDC to skill 1.3 million people in the next 10 years.

B-ABLE

B-ABLE, the BASIX Academy for Building Lifelong Employability, provides context- and industry-specific, hands-on skills to disadvantaged sections of society, especially women in the informal sector, to improve employability. Its target is to “build an inclusive India by providing locally and globally relevant skills and attitudes to 1 million learners for their lifelong employability” by 2020. B-ABLE offers government, school, corporate/private sector, and informal/unorganized that target below-poverty-line youth, school dropouts, women, minorities and other marginalized communities.

B-ABLE developed the company DomesteQ into a social enterprise to provide training and enhance the skills of people working in the informal and unorganized sector, notably empowering illiterate or semi-literate domestic workers who want to become drivers, cooks or provide child care or elder care. The Eye Mitra programme, an innovative entrepreneurial endeavour, trains rural youth to set up microenterprises in villages and provide basic eye care services.



Source: B-ABLE

B-ABLE operates 33 centres in 11 states, provided skills training for more than 63,000 youth and participated in the creation of a Sector Skills Council for domestic workers. It administers 28 master courses and 100 sub-courses in many sectors; courses range from two-day workshops to comprehensive independent vocational trainings from 1 to 12 months and school-integrated training up to four years. Training programmes cover organized services, small business and self-employment-oriented services, industrial and construction skills and green skills including organic farming and eco-tourism. In addition to domain training, B-ABLE recognized a need for soft skill development and developed DISHA, a life skills and behavioural training module designed to help trainees overcome unemployment-related stress, school drop-out, distance from working space to home, and lack of confidence and focus.

Dr. Reddy's Foundation

Dr. Reddy's Foundation offers effective short-term skill development programmes that prepare youth aged 18 to 30 for the job market, providing access to market-relevant skills and job placement through its Livelihood Advancement Business School model. DRF is a non-profit partner of Dr. Reddy's Laboratories, a pharmaceutical company. It aims to “train locally and place locally” to reduce attrition. In urban areas, the LABS and LABS-PwD programmes impart employability skills to youth and people living with disabilities. In rural areas, LABS for Farmers programmes promote transfer of small and appropriate technologies to marginal

farmers and, through the SRY programme, undertakes skills development for unemployed youth from farming families.

DRF's interventions provide trainees with market-oriented skills and offer several innovative features, including a livelihood mapping technique that matches demand and supply of skills; work-readiness modules and hand-on learning techniques; and business-to-youth networking for placement opportunities. A strong alumni network and partnership with local companies help to provide local jobs.

Today, 116 centres in 19 states are supported by DRF and its partners, with LABS centres established on an "as needed" basis, each with a communicative English facilitator, community mobilizer and centre manager. DRF has improved the livelihoods of 340,131 youth through training, including 7,884 disabled youth and guarantees a 70 percent placement rate after on-the-job training. It has initiated 67,688 rural interventions. Some 40 percent of beneficiaries are female youth, out of whom 66 percent are from Scheduled Castes and Scheduled Tribes and other minorities. At DRF, students are "aspirants" and trainers are "facilitators" – terms that reflect the organization's intent to provide more than a hand-down of knowledge but to serve as a programme that grooms and nurtures its aspirants to become skilled and career-oriented throughout their lives.

Source: DRF



Empower Pragati

Empower Pragati is a private sector social enterprise with a unique focus on home management skills development for women in the informal sector. Founded in 2010, it had provided training to 75,359 candidates by the end of 2014. Empower Pragati has 600 training centres across 20 states of India, providing specialized management, monitoring, skills training and counseling with trainees, and connections with companies for prospective jobs. In each centre, an average of 300 trainees is trained per year. Empower Pragati offers two programmes to target groups in the informal sector: the Home Manager programme and the Bedside Patient Attendants / Home Care Nursing programme. The company received funding from the National Skill Development Corporation starting in January 2011 through a public-private partnership.

Marketing with social media and use of languages attracts candidates, training content and delivery is standardized in line with occupational standards, and an online system collects data for monitoring and quality assurance. An "asset light" business model keeps ownership of infrastructure to a minimum while lean management principles optimize human resources. While keeping the social goal of generating sustainable livelihoods for vulnerable people remain high on its agenda, the money mobilized from other funded projects keeps the business going, ensuring a small but sustainable profit margin. In 2015, Empower Pragati joined the Business Call to Action, a UNDP initiative challenging companies to develop inclusive business models that offer the potential for development impact along with commercial success.

GMR Varalakshmi Foundation

The GMR Varalakshmi Foundation (GMRVF) is a corporate social responsibility initiative of the GMR Group, an infrastructure company. Since its inception in 2003, the Foundation has trained over 30,000 people, now offering 32 training courses in five states. An average of 5,000 trainees from poor socio-economic backgrounds, many from areas close to GMR operations, are trained every year; nearly half are women. Of these 80 percent are placed in employment or self-employment. The differentiating aspect of the Foundation's vocational training programme is its tie-up with relevant industries in the provision of sector-specific skills development. Industry involvement is an integral component throughout the skilling value chain. Collaboration is an effective technique resulting in better placements, quality training and cost sharing,

Source: GMRVF



and can be replicated in the current scenario of scarcity of resources for socio-development of marginalized communities.

GMR Varalakshmi Foundation undertakes trade-specific skill training and entrepreneurship development in a variety of areas such as electrician training, refrigeration and air conditioning, domestic and industrial tailoring, two-wheeler repair, data entry, photography and videography. It is equipped with state-of-the-art infrastructure and training facilities, and provides a mix of technical (including hands-on), theoretical and life-skills training. It actively seeks quality trainers and provide training of trainers. The uniqueness of its skill development programmes lies in its needs assessment of the market and industry before deciding on any course curriculum. This ensures that any course provided to the trainees is aspirational for the youth and also relevant to local industry. To address the lack

of available jobs for youth, the GMR Group is developing two Special Investment Regions to attract industry. GMR Varalakshmi Foundation exemplifies how networking and partnership can positively impact on the economic and social conditions of marginalized youth.

LabourNet

LabourNet works with unskilled and semi-skilled unorganized workers by providing skilling and capacity building services, recognition of prior learning, employment linkages, as well as financial inclusion, social protection and welfare services. As of 2016, LabourNet has expanded to 25 states in India and has established a training network of 71 Livelihood Centres, 183 schools and over 440 on-site training facilities. LabourNet is an initiative of Movement for Alternatives in Youth Awareness (MAYA), an NGO. It was founded in 2006 as a one-stop platform for extending services to informal sector workers that were previously attainable only by formal sector employees and partnered in 2011 with NSDC.

LabourNet leverages a model that furnishes end-to-end facilities to vulnerable workers in the informal sector: the 4E model of “Empowerment through Education, Employability and Employment”. It links skilled workers with employers, while also providing a legal “identity” to informal sector workers through offering traceable identify cards, thereby opening the door to social services, insurance, bank accounts and other resources previously unobtainable. The training process includes recognition of prior learning to benchmark the already-acquired skills of workers in the informal sector. The “Learn and Earn” activities offer training and apprenticeship along with placement opportunities. The “Earn and Earn” practice undertakes skill recognition, skills upgrade and lateral job movement. LabourNet has developed an independent Assessment and Certification team, and performs impact evaluations in the form of joint assessments.

The main advantage of training given by LabourNet is that it ensures one-to-one job linkages in the facilitation support it provides to trained persons to access employment. LabourNet has created large scale tie-ups with companies, contractors



Source: Labournet

and builders. Throughout 2015, 47 companies, 35 contractors and 10 builders have registered as clients with LabourNet. LabourNet depends on a Multiple Revenue Model of fees from the students, government programmes and CSR spending of corporate partners.

Youth4Jobs

Youth4Jobs provides skill development to differently-abled youth from rural areas. Its training and outreach modules aim to change perceptions about disabled youth and their capabilities to work – among employers, parents and youth themselves. The major focus of the programme is on converting “I can’t” to “I can” while sustainably eradicating poverty. Youth4Jobs has established 20 centres across nine states; trained 8,500 differently-abled youth age 18 to 27 from rural areas, of which 40 percent of trainees are girls; sensitized 210 leading companies and engaged 110 NGOs as partners.

By sensitizing and mobilizing private sector partners, it fosters work environments that are open to accommodating the needs of differently-abled youth, who have proven to be productive workers. This initiative caters to the following categories of youth: loco motor impaired (LI), hearing and speech impaired (HI) and a few low vision and slower learners. It undertakes advocacy, campaigning and consistent efforts to convince parents to allow their differently-abled children to become a part of Youth4Jobs, while at the same time motivating employers to build an inclusive workforce – all with an emphasis on equity for girls and women.

The two-month course covers modules on English, soft skills, computers and sector specific competency in retail, IT/ITeS, hospitality, media and entertainment. Corporate sensitization programmes and extended post-placement handholding contribute to effectiveness. Also, in addition to technical training, Youth4Jobs has devised an integrated course titled Work Integrated Soft Skills & English (WISE). Currently, funders reach out to Youth4Jobs because of the pioneering nature of its work, yet a clear plan for long-term funding is needed. Youth4Jobs envisions training 20,000 differently-abled youth along with sensitization on “ability with disability” of 1 million community members and 100,000 company representatives by 2020.

Source: Youth4Jobs



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