Work-based Training in India

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Short Introduction of the CMIS-UC

- Established in 2010.
- Funded by the German Federal Ministry of Education and Research.
- Administered through German Academic Exchange Service (DAAD) and its initiative „A New Passage to India“.
- Aim: to strengthen the joint German-Indian research and intercultural exchange.
Who we are...

- Conceived as an Inter-Disciplinary Center at the University of Cologne.
- The Chair of Economics and Business Education promotes the center especially in terms of infrastructure, organization and staffing.
## Drop out rates and informal sector

<table>
<thead>
<tr>
<th>Education, Training and Drop Out Rates (age group: 15 to 59, 2009/2010)</th>
<th>Current Number (in millions)</th>
<th>Share in per cent (appr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not literate</td>
<td>125</td>
<td>29.72</td>
</tr>
<tr>
<td>Primary (up to 5th)</td>
<td>103.2</td>
<td>24.53</td>
</tr>
<tr>
<td>Middle (6th to 8th)</td>
<td>74.1</td>
<td>17.61</td>
</tr>
<tr>
<td>Secondary (9th to 10th)</td>
<td>50.8</td>
<td>12.07</td>
</tr>
<tr>
<td>Higher Sec. and above (11th +)</td>
<td>67.5</td>
<td>16.04</td>
</tr>
</tbody>
</table>

**Distribution of workforce having vocational training and technical education**

<table>
<thead>
<tr>
<th></th>
<th>Current Number (in millions)</th>
<th>Share in per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Vocation Education</td>
<td>7.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Technical Education</td>
<td>10.5</td>
<td>2.4</td>
</tr>
</tbody>
</table>

→ **Large informal sector which**
  - accounts around 60% of the country’s economic output
  - employs more than 90% of all workers

Source: Mehrotra et al, 2013;
1. Research Project

The challenges of formal, non-formal and informal learning in rural India: the case of fishing families on the Chilika Lagoon, Orissa

Authors: Simon Wilmshöfer & Matthias Pilz
Research Design

• **Purpose:**
  - To investigate the activities of fishing families on formal, non-formal and informal learning

• **Method:**
  - Group interviews with fishing families and survey of day logs of children and young people from fishing families
  - Individual interviews with vocational school students (those studying at ITIs) and educational experts
Key Findings

• Almost all children have received at least some education, but 50% dropped out from school before finishing compulsory education.
  → **Main reason for drop outs:** support the families fishing activities.

• Professional expectations of young people from fishing families are less than those of non-fishing families.
  → **No motivation to improve the business or to attend formal or non-formal education.**
Conclusion / Learning

No/little motivation of people working in the informal sector to receive formal or non-formal education.

Approaches to raise participation:
→ Program must meet the needs of the people.
→ Additional incentives (e.g.: free food and accommodation, payment to participate) help to raise participation.
2. Research Project

Skill development in the informal sector in India: the case of street food vendors

Authors: Matthias Pilz, Rengan Venkatram & Gengaiah Uma
Research Design

• **Purpose:**
  - To find out how those employed in India’s informal sector in the case of street vendors actually acquire their skills.

• **Method:**
  - Semi-structured interviews with 19 street food vendors in New Delhi and 30 in Coimbatore.
Key Findings

Skill development takes place almost exclusively through informal learning processes. Even non-formal learning was mentioned rarely, despite explicite questioning, and was then mentioned solely in the context of hygiene training.

<table>
<thead>
<tr>
<th>Participation in Education and Training</th>
<th>Coimbatore</th>
<th>New Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (max. Secondary Education or less)</td>
<td>80%</td>
<td>53%</td>
</tr>
<tr>
<td>Participation in formal training</td>
<td>0 %</td>
<td>11%</td>
</tr>
</tbody>
</table>
Reasons for low participation

• Uncertain environment of street vendors life makes an investment in formal learning risky.

“I wish I serve quality and hygienic food to my customers ... Since I don’t have any permanent stall, I feel I am insecure and at any time I may be forced to wind up my business. ... Formal training will help only when you have permanency in business.” (Selvi, Coimbatore)

• Family business is handed down from generation to generation and skill formation happens informally within the family.
Opportunities

‘non-formal apprenticeships’: 
Link of informal with more formalised learning opportunities at the workplace

→ Orientation to local requirements.
→ Meet the need of street food vendors in term of timing, duration and location.
→ Focus on basic knowledge and skills.
3. Research Project

Demand-driven vocational education and training for rural people in Tamil Nadu, India

Authors: Muthuveeran Ramasamy
Purpose

Examine how a demand-driven VET approach would help learners to acquire required skills and competences for better (self-) employment opportunities in rural areas.
Threefold Approach

<table>
<thead>
<tr>
<th>Phase</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Vocational skills training needs assessment in rural areas.</td>
<td>„Sewing/Tailoring“ as prioritized vocational training need.</td>
</tr>
<tr>
<td>Developing need based, learner-centered curriculum.</td>
<td>Development of a curriculum for sewing vocational training.</td>
</tr>
<tr>
<td>Experimentation and evaluation of developed curriculum in the field.</td>
<td>Experimentation and Evaluation of the curriculum in four villages.</td>
</tr>
</tbody>
</table>

→ Added value for the participants by meeting the needs.
→ Approach is transferable to other „vocations“. 
Impressions
Conclusion

Problems:
- Lack of motivation.
- Lack of financial ressources.

Non-formal apprenticeships
- Demand driven approach.
- Short time workshops.
- Meet local requirements.
- (Additional incentives.)
Thank you for your Attention

Do you have any questions?

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Key Findings – (Non-) Formal Education

ITIs/ITCs

• Formal vocational training plays a minor role in the region of Chilika Lagoon.
• Offered occupations do not meet regional needs.
• Drop outs because of financial problems.
   → Little interest TVET in this region.

Self Help Groups and other training offers

• Inefficient and unpopular.
   → Participation boost if participants are paid to attend and provision of free food and accommodation.
Educational System

- Doctorate Programs
- Masters Program
- University (undergraduate) 3-4 years degree
- Senior Secondary Board Exams Certificate
- General Secondary Board Exams Certificate
- Elementary Education Certificate
- Polytechnics 3 yr Diploma
- Vocational Secondary

- Advanced Training Inst.
- Central Training Inst.
- Foreign Training Inst.
- ITI's 1-2 yrs Craftsman DGET Certificate
- Apprenticeship 2-4 yrs Certificate

- Scientists
- Engineers Technologists
- Technicians
- Craftsmen
- Workers without specific skills

Age Grade
19-21
17-18 11-12
15-16 9-10
6-14 1-8
Formal work-based learning in India

• In principle: Separation of theoretical and practical education

• Apprenticeship Training Scheme
  – Since the 1960th
  – Marginal role

• WBL in school based education programs
  – Craftsmen Training Scheme at ITIs or ITCs