

India International Skill Development Summit & Exhibition (IISDSE 2016) – Perspectives and Reflections

The first ever India International Skill Development Summit & Exhibition (IISDSE 2016) was organised by Europe India Foundation for Excellence (EIFE), on 21-22 November 2016 at The Grand Hotel in New Delhi. The 2-day summit saw active participation from 35 European skill development and Vocational Education and Training (VET) organizations along with the Indian counterparts to explore opportunities for collaboration between India and Europe. The 45 speakers represented organizations like: NSDC, CAF, Aditya Birla Foundation, Reliance Jio Infocom, Kohinoor Technical Institute and Tata Motors from India; OECD, UIMM and Nanterre University from France; Bosch, TUV Rhineland, GSI-SLV, BFZ, LD Didactic from Germany, ETH from Switzerland; State Skill Development missions (Maharashtra, Sikkim, Odisha, Jharkhand, Uttar Pradesh), Sector Skill Councils and NGOs.

Being the official online media partner for the event, **National Skills Network - NSN**, has been closely associated with the event right from early stages and has interacted with the organisers, speakers and participants. It was tremendous learning while listening to all the speakers and the interactions on the days of the event. Our team has captured the key perspectives and reflections that summarise the event and guide us for follow-up and further action.

The report is divided into three sections: Section 1: The Indian perspective (national and state level skill development, corporate, CSR and Sector Skill Councils); Section 2: The International perspective (industry and research) and Section 3: Reflections on the proceedings.

The event was introduced by **Christine Nayagam, Director, Media India Group**. In the first plenary session, **Count Christopher de Breza, founder EIFE**, briefed the audience about his personal experience in India and his vision for building sustainable collaboration models between India and the European Union for skilling India. Acknowledging the fact that skill deficit is a global problem, he said that IISDSE 2016 could become India's international platform of choice to discuss, deliberate and conduct business in skill development in the emerging economy. **Ranvir Nayar, Director, EIFE** anchored some of the plenary sessions and shared his insights on the proceedings.

Section 1: The Indian perspective

The Indian plenary session was conducted by **R. C. Reddy, CEO, IL&FS**. He encouraged the audience to explore new ways to collaborate with European Union on the future of jobs, automation, robotics through research. He drew

attention on the need to acquire new skills to match emerging technologies and how long-term skilling programs and courses like B.Voc can open up multiple career paths. Besides ideas for making skills aspirational, he also felt the need to come up with models for job creators, such as independent people, women, entrepreneurs and SMEs.

Manish Kumar, CEO, NSDC, briefed the audience about the critical role of NSDC in implementing the vision for Skill India through 40+ Sector Skill Councils (SSCs) that standardize the course curriculum for various jobs roles in the industry. He also mentioned the career pathways that would get created and help in enhancing the aspirational value of skills as there is interoperability between vocational and academic streams in compliance with NSQF. Referring to the recent NSDC Training Partners' Meet he the concern about risk perception in training. Some points about the private sector's concern with the ROI:

- 70% of the training partners expected a return of 15% to 20% and others expected more than 25%
- To mitigate the risk it is important that we create a policy environment that reduces the perception of risk by bringing it down to 10 % for making it sustainable
- One of the ways to overcome the skepticism among training partner is to supplement with research, the positive changes that come in the lives of people through skilling; this requires continuous study for coming up with recommendations to help the policy makers

Odisha

Arun Kumar Sahoo, Minister Panchayati Raj, Law.

Pranabjyoti Nath, Addl Secretary, Govt of Odisha

B N Das, Executive Director, Govt of Odisha

Prof Mukti Mishra, President, CUTM and Gram Tarang

The emergence of Odisha as an investor friendly state was emphasised by all the speakers in different sessions. The government has come up with StartUp Policy and Skilling for Youth policies to train and employ youth by avoiding migration.

- Odisha is naturally blessed with minerals, resources and with 43% of population with less than 35 years, skill development is being leveraged as a powerful tool.
- 18 government departments are involved in integrating every aspect of skilling ecosystem from schools to colleges, ITI and advanced training institute.
- With harmonious balance of natural resources for economic investment, Odisha now needs good training partners who would be treated as development partners.

Pranabjyothi Nath provided an account of how under the DDUGKY scheme 30000 youth are trained annually with the help of 69 training partners (or Project Implementation Agencies – PIAs) at 85 centers. The government is focused on large-scale mass mobilisation of 1,47 000 youth and link them with

training partners as per their liking and counsel them in skilling areas. There is also special focus on the imbuing quality and standardisation, along with information on who needs to be trained, skill gaps in districts and so on.

Describing the Centurion University as the only one-of-its kind in the tribal belt of Odisha, **Prof Mukti Mishra** emphasised the need to strengthen our manufacturing base along with the need for capacity, competency, dexterity. He defined the skilled person as someone who uses the least resource to produce the most output. He also spoke about the inclusive model of the university which instills pride in manual work and shows the students prospects and pathways to the world of work.

Uttar Pradesh (UP)

R C Gupta, UPSDM, Government of UP
Prof. Abhishek Mishra (Honourable Minister for Vocational Education and Skill Development, Government of UP)

R C Gupta began his address by describing how the UP government is focused on skilling the youth according to their preference and inborn talent. He reflected on the lack of good trainers and the need for technology based training for Training Of Trainer programs, introduction of Smart Classes to overcome trainer deficiency to address scale, standardization and quality of skill development. The focus is on offering training in traditional arts, crafts and furniture clusters and the need to preserve and grow the tradition through global markets. This applies to crafts like Chikankari, Pottery and crafts from Muradabad and Saharanpur.

Prof Abhishek Mishra looked back on how skilling has been a long journey in UP, with a huge economy with high unemployment, how UPSDM could be a bridge between the demand and supply of skilled workforce. Being the first umbrella organization in skill development in India, UPSDM took up the task of creating an opportunity to skill 220 million people and 4.6 million registered for UPSDM programs. The challenge was to make them employable, empower them and inspire them for entrepreneurship. To mention other highlights:

- The need for localised industry compliant courses - the example of courses in Perfumery for local youth and how they got trained in France at the Grasse Institute of Perfumery.
- The state has many firsts to its credit including the first state to grant equivalence to class 10 and class 12 students to move to the university.
- The dire need to create pathways on the lines of community colleges in the USA and offer apprenticeship program in partnership with private sector

Maharashtra

R. Vimala (CEO, Ministry of State Rural Livelihood Mission – MSRLM Govt. of Maharashtra)

Megha Phansalkar (World bank Consultant, Social entrepreneur and Founder of Tisser)
George Bernard Shaw (State Mission Director, Govt. of Maharashtra)

R. Vimala stressed upon the need to give utmost priority to rural India in skill development by creating opportunities for villages and small towns. She shared stories about the inclusive approaches from the government of Maharashtra in enabling sustainable rural livelihoods with backward linkages.

- This is done through the “Mission Maharashtra Unbound” for rural poverty alleviation scheme with the habit of saving promotion of agriculture-allied sectors like handicrafts.
- The government is keen on skilling MSMEs as it generates positive impact in terms of productivity enhancement, cost reduction, risk mitigation and cluster development. This is expected to result in self-employment and enterprises

George Bernard Shaw spoke about the partnership with Dheya for conducting train the trainer programs so that trainers can inspire and mentor the rural youth. This would also help the youth in choosing the right course, explore new opportunities, one-to-one counselling, understand themselves better.

Jharkhand

Mr Ajoy Kumar Singh, Secretary, Govt of Jharkhand
Mr Rajiv Ranjan, Director - JSDMS, Govt of Jharkhand

The state has favourable policy for “Make in Jharkhand” with many initiatives to attract investment under the visionary leadership of the chief minister. Here are some key points from the talk:

- There are talks with the private sector to catalyse the ecosystem by creating a demand for skilled workforce and train and certify youth as per the job markets
- Though Jharkhand is well-known as a land of forests, waterfalls, minerals, natural resources it also has Jamshedpur, the first industrial city of India and the first steel plant
- The industrial history of Jharkhand is 100 years old with coal and steel plants. The state has tremendous potential for investment in mines and coal sector

Sikkim

Anita Gupta, OSD, Government of Sikkim

The 100% organic state of Sikkim has a dedicated portal for skills and jobs called Skill Young India. The state is seeking investments and also guidance for designing a curriculum for skill development in ecotourism. One of the key initiatives from the government is the livelihood schools in every constituency with 42 of them, offering 3 to 6 months courses with more than 14 training partners. The state also conducts job *melas*, end-to-end linkages and marketing

of rural produce and strives for aspiration linked salaries. There's also an effort at converging the state schemes with the central schemes.

The corporate perspective

Sanjay Shivnani, Head of Vocational Education, Aditya Birla Foundation
R V Bala Subramaniam Iyer, Vice President, Reliance Jio Infocom Ltd
Ajay Chhangani, Group CEO, Rise India
Sanjiv Garg, VP & Global Head, Tata Motors Ltd

Ajay Chhangani exhorted the audience to make 'Skill India' a people's movement in order to create more awareness about skilled workforce and the need to recognize and respect them. He also highlighted the need to make strong linkages with the industry to build the missing bridge.

Sanjay Shivnani shared his insights on how CSR is deeply ingrained in the business ethos of Aditya Birla Group (ABG) conglomerate. He spoke about the Aditya Birla Center for Community Initiatives and Rural Development and how CSR-driven skilling initiatives are needed at manufacturing units all over the world. He stressed on 3 key aspects of vocational education: 1. Skill development and livelihood (pure CSR) 2. Capacity building and 3. The inauguration of Aditya Birla Skills Foundation 45 days ago with specific initiatives to supplement government's skilling mission. He also elaborated on:

- How ABG skilling programs are undertaken as holistic initiatives with healthcare, water, sanitation, animal husbandry, in partnership with local NGOs and ITI s near plant location
- Aditya Birla Center for Retail Excellence owned and operated by fashion retailers makes curriculum and content compliant with NSQF

R V Bala Subramaniam Iyer narrated interesting aspects of partnering with colleges across the country to have engineers as apprentices at Reliance Infocom. Since the term 'internship' was more aspirational, they had to rename the apprentices as interns. He described at length about how Reliance trains and certifies skilled workforce and cited the example of "Rescue" division that has the largest after-sales service, powered by multi skilled people. He also said that a major challenge of skilling is the social angle and how companies may not be comfortable in deputing a lady technician for home service.

Sanjiv Garg put forth the social commitment of Tata Motors for skilling and how they don't consider it as a matter of funding project but how we can make difference in someone's life. Tata Motors has the largest network of workshops and driver training institutes and a dedicated dealer apprentice training center in Jamshedpur.

Some key facts from his presentation:

- The aim is to train almost 10 lakh people in next 2 years through Tata STRIVE

- The first batch of trainees from Tata Motors are drawing a salary of Rs. 10 to 12 lakhs a year.
- Collaboration with Project Udaan and Amity Business School to share hardcore automotive knowledge and skills
- Partnering with MSDE on PMKVY to help Automotive Sector Skill Council with assessors and setting up dealer training centers
- Adoption of 132 ITI s to equip, transform and place them in Tata Motors
- Collaboration with Indian Army and technical training of youth in Jammu and Kashmir

Meenakshi Batra, CAF, India

CAF works with 10000 companies to provide CSR advisory, strategic giving for equitable and sustainable society. **Meenakshi Batra** also described how they work with corporate and NGO partners to plan and deliver their programs, by aligning them with monitoring and audit processes. By transforming ideas to impact, they have been contributing actively to skilling and job placements for sustainable livelihoods.

Anup K Srivastava CEO SCPWD

Anup K Srivastava enlightened the audience about how PwDs can contribute to society and economy if they are helped with dignified livelihood; this includes PwDs who are into BPL segment, who could be school dropouts, or from rural areas with limited or no mobility. Job mapping is crucial for skilling PwDs since this will place them in the right role by taking their other abilities into context.

- The main challenge is to bring standardization since, at present the sector is fragmented; SCPWD currently works with 11 industry sectors for placing the candidates
- There is also a dearth of rightly equipped trainers and counsellors in India, coupled with financial viability of various training programs

Anuradha Lal shared the experience of Lemon Tree Hotels in hiring people with disabilities since it is a part of the business model and it's not a charity. This approach has direct benefits to business along with employee benefits. She also shared success stories about PwDs who are blessed with other stronger and sharper abilities that can help accomplish different tasks. The inclusive policy of the company has found several admirers on websites like Trip Advisor who appreciate the efforts at providing dignity and independence to 'Opportunity deprived Indians'.

Section 2: The international perspective

Ursula Renold, ETH, Zurich

Gilles Lodolo, Director, Training & Employment, UIMM, France

Chetan Rajdev, Bosch

Jitendu Roy, Bfz, Hof, Germany

Sameer Joshi, CEO, KTI Mumbai

Ursula Renold spoke about the need for research to help VET prepare the young people to enter labour market and the need for permeability. She described in detail how the Swiss Education system is totally permeable and allows entry into vocational and then university and lifelong learning. In the context of an emerging market economy like India she said, “India has multiple agencies dealing with skill development and India may need unique model for each state or region with proper emphasis on workplace learning, capacity building and knowledge transfer that addresses the entire curriculum value chain.” The new age skills for industry 4.0 demand greater involvement from all stakeholders like the government, industry, training partners and academia.

According to **Gilles Lodolo**, the critical success factor (CSF) for skilling system is that the private and public sector companies and the education system should constantly talk to each other.

- He mentioned about the French system where professional competencies/skills are under the control of the companies and knowledge is under the academic institutions.
- Skills have to be shippable and industry 4.0 requires skills in robotics, new age technologies to creating an impact on the manufacturing side.

Chetan Rajdev re-emphasised India’s potential to be the human resource hub for industry 4.0. There is a need for skills in Automation, Surveillance, Manufacturing and it is tough to get people and we need students from ITIs, engineers and diploma holders. Bosch’s technical vocational school has adapted the German dual model and engineer are routed through skill training.

- Bosch’s high-tech IT and manufacturing is geared for the 4th industrial revolution (Industry 4.0) with forays into Augmented Reality, Internet of Things, mobile apps and touch interface
- Going high-tech doesn’t mean that we lose jobs, in fact, it creates a need for different skills; even a semi skilled worker can assemble the product by watching the video on manufacturing
- Automation needs people in industry 4.0 through smart ways of working – power tools, machines (can be tracked) and gives data and real time report

Overcoming the hurdle: An example from Bosch

When Bosch wanted to bring vocational components into the Engineering curriculum through AICTE, they faced a lot of resistance. Even after offering to create the course content, the laboratory and train the faculty there was no willingness among the universities to accept new things. Finally, they managed to convince Visvesvaraya Technological University and thus the first Bosch automation center came up in Mysuru with emphasis on training in Industry 4.0 technologies.

Jitendu Roy spoke about how BFZ program is decided by the German enterprises and how they have internationalised vocational training. He shared

many insights on how in Germany, industry forms the base for skilling. Other key facts about BFZ:

- BFZ has been into improving ITI training and has set up ATIs in Chennai, Mumbai, Hyderabad and Bengaluru.
- Their 3-year training program prepares students in becoming master trainers by connecting them with master trainers from German industry, mostly in welding and mechatronics.
- BFZ is exploring how the MSME clusters would absorb the trainers and scope to implement German dual system in modified form.

Narendra Parmar's talk was about how they've moved to Indian market with equipment training, how they can impact the manufacturing industry.

Frank Moll's presentation was accompanied by a demonstration of the welding simulator and how it imparts modern virtual welding education. By coming close to the real, the simulator provides basic knowledge about welding, without wasting time and resources. It also analyses performance and results and helps the trainee to repeat to perfection.

Thomas Fuhrmann spoke about the need for long-term cooperation with the industry in India. He also briefed the audience on the training programs from NIFE, that has 85 training centers with courses in lift technology, fire safety and so on. He invited the Indian delegates to exchange ideas for further collaboration.

Cost benefit analysis, research and publication

Ursula Renold, Head of the Research Centre for comparative education system at the Swiss Federal Institute of Technology (ETH), Zurich

Mr Clemens Weiland, Senior Project Manager, Bertelsmann Stiftung, Germany

Dr Neelam Nagar of Neelams Sprachschule, Switzerland, on behalf of Rudolph Strahm author of Swiss Vocational Education and Training Switzerland's Source of Richness

Ursula Renold highlighted the significance of research as a powerful instrument to establish a dialogue between various stakeholders in Vocational Education and Training (VET). She laid stress on the role of publications as a communication tool for conveying the importance of vocational education for the people, the society and the economy. At the same time, research on cost-benefit analysis should be prioritised while establishing better linkage with labour market.

While reiterating the need for permeability, she also suggested that India should constantly adapt the curriculum to suit the technological changes. For this purpose the Sector Skill Councils (SSCs) should involve the employers at the state level, since the labour market is different in each state. This would be a major step in overcoming the flaws in the formal education system that decides on the binaries of "pass" and "fail" by exposing the students to workplace learning and application of knowledge and skills.

Dr Neelam Nagar explained the interdependence of education system and economic performance and how permeability opens up new avenues for acquiring qualifications. Attributing the generation of wealth in Switzerland to the dual system of VET, she recounted the advantages how VEPT countries have the strongest exports among the German speaking nations. She emphasised on the need for engineers and researchers but also people with practical skills to implement. Other highlights of her presentation:

- There is evident that countries that lack systematic VET have the highest poverty levels and highest number of unskilled people.
- In Switzerland, 80% of students start with the VET and only 20% go directly to the colleges and all forms of education open enormous career paths.
- Skilling is not just for plumbers, electricians and painters, in the Swiss VEPT, the secretarial jobs, mechanical engineering and others are also included in this category.

Clemens Weiland shared their learning that it is easier to change or reform the legal framework than change the mindset of companies. There's a growing interest, globally, in German dual system since many countries want to reform their vocational education system. He laid special emphasis on the fact that vocational education should not be seen as a charity event, even though it has a social angle. We need to consider the economic aspects in terms of cost and benefit, ROI through surveys and studies.

Mark Keese Head of Employment Analysis and Policy Division, Organisation for Economic Co-operation and Development (OECD) Paris

Mark Keese, in his video message, spoke about what it would take for India to become the human resource supplier to the OECD countries. This could become a topic of research for OECD and need further exploration on points like:

- Which sectors, what are the steps need to be taken for deploying the human resources
- Large workforce entering the labour market in India and how they can be appropriately skilled to meet international job requirements
- How digital, global and local changes are leading to rapid transformation in OECD countries adding to skills shortage and mismatch which ranges at 60% globally.
- In countries like India, Brazil and Mexico, 60% of the employers were not able to fill the vacancies in 2015 due to various skill gaps.
- Need for survey for feeding the results into education, employment and migration policy by addressing issues at national, regional and sectoral level

Post Paris Agreement session

Gyan Sharma, Project Head, Suryamitra, TÜV Rheinland India
Dr Praveen Saxena, CEO, Sector Skill Council for Green Jobs

Dr Arunabha Ghosh, CEO, Council on Energy, Environment and Water (CEEW), Frank Moll, GSI SLV, Germany

The speakers touched upon various aspects of skills and jobs in the Renewable Energy Sector along with the addressing cultural issues. There is a need for policy research in Green jobs and renewable energy sector to create awareness about the kind of skills required across value chain. We need to create more awareness in educational institutions by handholding them and telling the students that the “economy of tomorrow is different from the economy of their parents.” TUV Rhineland centers in colleges are preparing the engineering and diploma students for jobs in the Renewable Energy Sector.

- This sector is expected to create 1 million jobs by 2020 with tremendous scope for employing semi-skilled workers. However, this is not limited to technicians and mechanics who set up solar panels but also roles in research and business development.
- Following Post-Paris Agreement, this new sector has huge potential to grow in terms of ancillary and appliances, in addition to manufacturing industry and investors need to be taken into confidence while making policy changes.
- Linking skill development with this sector **Rajendra Shende** said that this is also an good chance to un-learn harmful knowledge and explore fresh avenues.

Raphael Grasset spoke about the ‘Train the Trainer’ programs through technology-enabled delivery platform like MOOCs. He insisted on formal learning and certification of trainers to overcome various professional concerns. This would call for empowering the trainers in pedagogic aspects such as the rationale of facilitating learning, provide options to personalize and conform to NSQF and requirements from sector skill councils.

Section 3: Reflections

One of the key points that ran through all the presentations is a sense of global disillusionment with existing models of education that do not prepare the students for jobs and entrepreneurship. How do we chart the evolving skill development ecosystem by aligning quality with numbers, by adapting successful international VET models, by creating pathways for seamless integration with formal mainstream education? What are the ways in which Indian training providers and employers can overcome sociocultural hurdles in attracting youth to skilling programs and control attrition?

1. It is a well-known fact that in India we’ve neglected vocational education and training in favor of mainstream academic qualifications and this has resulted in a crisis. Adapting international models of VET, particularly the German and Swiss dual model with focus on apprenticeships, could prove beneficial to many Indian companies for ensuring a large pool of trained workforce. This needs to be seen in the context of Indian as an emerging economy and FDIs in skilling.

2. As an emerging market economy India has set a hugely ambitious target to reform and scale VET through national level skill development programs. However, the large portion of informal workforce, specifically those employed in MSMEs pose a challenge in terms of productivity and efficiency. We may have to come up with innovative ways to convince the employers about training their workforce for long term business benefits and apprenticeship adoption.

3. While adopting and adapting the German or Swiss models, there has to be a systematic transfer of theoretical and practical know-how for preparing the trainers. This is even more essential in the context of training for Industry 4.0 which depends on the use of latest technologies in robotics, automation, predictive analytics. The success of adopted models largely depends on the infrastructure and trainer competencies.

4. If the Indian demographic dividend has to be leveraged, we also need to take into consideration our unique geography and local economy. This would mean recognizing many local efforts in skill development by empowering state skill missions to implement plans and schemes that meet their customized requirements. We need to rethink about promoting centralized and uniform skilling models and relax the norms for accommodating the needs of rural and semi urban clusters

5. The point about cost benefit analysis and ROI requires detailed deliberations as this could become a hurdle for business relations with training partners. Apparently, they need to understand the ROI model and the concept of social ROI (SROI) that may apply to many VET models all over the world. The challenge is to arrive at clear ROI trends and risk mitigation models since schemes are driven by the government and PPP modes.

6. Another important area that demands immediate attention is innovative ways to bridge the gap between the 'world of learning' and the 'world of work'. There needs to be constant communication between the academia and the industry with options to ensure multiple entry and exit points for students to learn, earn and grow. In other words, mainstream education and skilling should get aligned through permeable and interoperable options for career preparation.

This report is prepared by National Skills Network – NSN, official online media partner for the **India International Skill Development Summit & Exhibition (IISDSE 2016) held in Delhi on 21st and 22nd November 2016.**

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