

PROMISING AVENUES : LANDSCAPE OF SCHOOL TO WORK TRANSITION IN INDIA

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Acknowledgements

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EXECUTIVE SUMMARY



School to Work (StW) Transition comprises the building of **prerequisite skills** for the world of work **during schooling**, and stable **employment post schooling**. Four capabilities are essential for a successful StW transition - **foundational skills, transferable skills, occupational competencies and employment outcomes**. A successful StW transition strategy can play a critical role in achieving India's ambition of attaining a **\$5 trillion economy by 2030** and overcoming the NEET (Not In Employment, Education and Training) crisis. **36%** of India's youth population is NEET and the **situation is worse for women (>50%)**, especially in states like UP, West Bengal, MP and Punjab.

Youth unemployment is a major challenge in India, where the **informal workforce** and its contribution to the GDP is also growing. **High dropout rates** and low foundational skills at secondary levels lead to reduced readiness for vocational education programmes. At the same time, 85% of the schools failing to implement vocational education in school also makes access a big challenge. Regional and social disparities aggravate the problem.

The landscape of vocational education and training (VET) in India is marked by efforts to align programmes with the National Skills Qualification Framework (NSQF), encompassing a diverse range of courses across 19 sectors. **The National Education Policy** has directed the initiation of VET from Grade 6 onwards to make students employable for a **broad range of occupations after Grade 12**. The NEP 2020 envisions integrating vocational education into mainstream education at school level, with several entry and exit schemes for the students to attain certifications, degree and occupations. Despite various efforts and recommendations, vocational education delivery is marred by issues like **irrelevance of curriculum, redundant pedagogy and unavailability of industry experts**. These lead students to join the workforce without acquiring necessary skill sets. Reliance on private institutions, particularly in the case of ITIs, continues, with their high fees adding to accessibility challenges.

The Ministry of Skill Development and Entrepreneurship highlights the **requirement of 109.73 million skilled manpower in 24 key sectors**. However, the skewed uptake of skilling towards IT and Electronics sectors underlines the importance of tailoring VET to meet the diverse needs of the economy. Additionally, the stark gender disparities in access to formal or informal vocational training reveal a critical area for intervention. Skill training also reflects cultural biases, with more men opting for new-age sectors, as compared to women, who are in more visible in traditional sectors like textiles and care. India's vocational education system faces challenges at four levels. At a **structural level** it grapples with a lack of qualified teachers and poor funding, negative perceptions of vocational education, and issues with matching the curriculum to industry needs. At a **managerial level**, there is a scarcity of certifications, apprenticeships, and strong employer connections after training. Accountability, budget optimisation, and gender-inclusive vocational pathways are missing. At the **classroom level**, addressing the digital divide and improving the curriculum is essential. **Personal hurdles** include limited career guidance and role models. Overcoming these challenges requires strategic policy reforms, increased funding, and extensive career awareness initiatives.

Several models can be replicated in the Indian education system to attain the desired results from VET at the school level. These **include China's model of government-industry collaboration to provide free and relevant VET** for students and adults; **Tata Trusts' model for bringing marginalised youth into the mainstream** through VET; **CIFF's model to provide life skills along with technical skills** for girls and **Sarthak's model to impart vocational skills to the differently abled**. Multilaterals like World Bank and UNICEF have adopted infrastructure development and career guidance as an approach to contribute to VET in India. Projects like ABLE and MAST are technology-based scalable models by AIF to build vocational skills. These case studies provide inputs to scale the interventions, and at the same time ensure smooth, inclusive school to work transition for students.



INTRODUCTION



A smooth School-to-Work Transition for the workforce is achieved by acquiring essential skills during schooling, and obtaining stable employment after schooling or higher education.

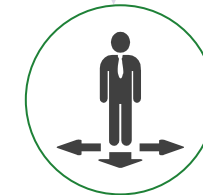


School-to-work Transition is defined as **“the passage of a young person (aged 15 to 29 years) from the end of schooling to the first fixed-term or satisfactory employment. This transition is not always linear. The transition may be to a stable outcome or to a temporary outcome in terms of employment.”**¹



Process of PREPARING YOUNG PEOPLE for transition

It involves the **capacity building of adolescents** and young adults (aged 10-19) to cope with the changing demands of skills, technology, and labour markets while aligning with their interests.²



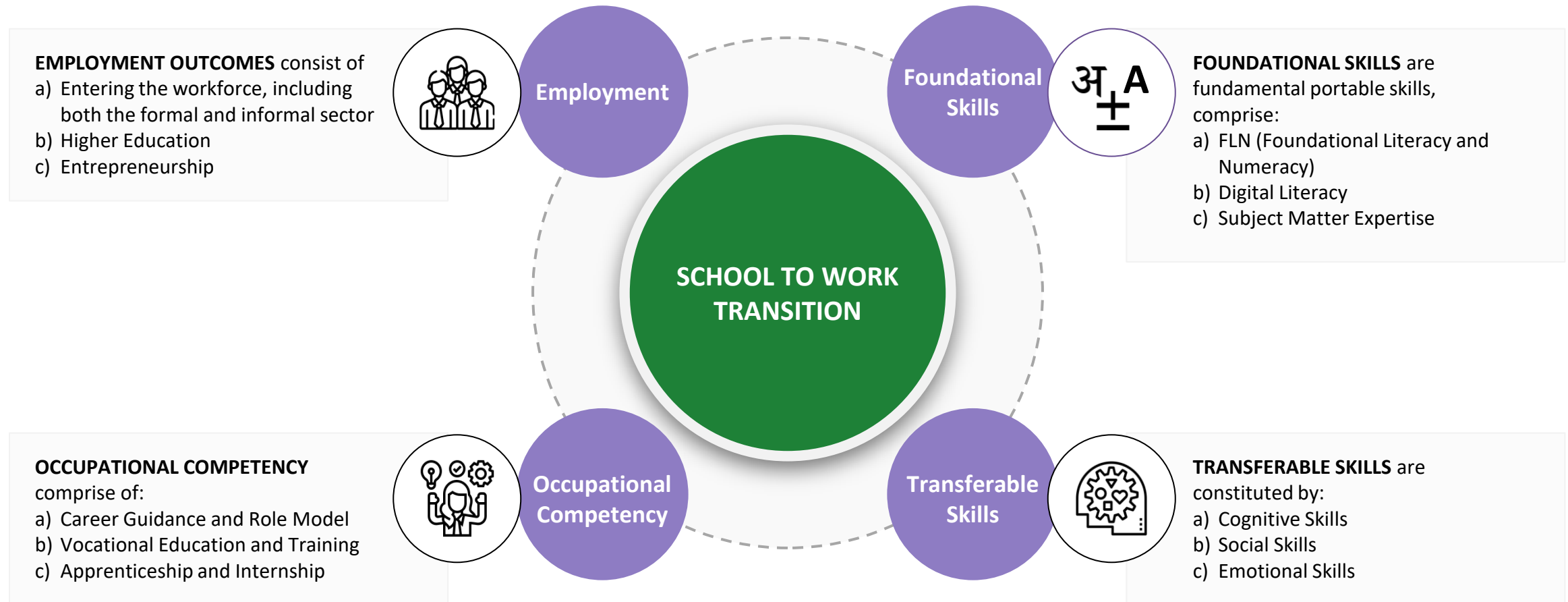
Process of MAKING ACTUAL transition

This stage refers to the **transition from the completion of schooling to the establishment of stable, long-term employment**, which can either be formalised through a written or verbal contract lasting for a **minimum of 12 months**. Additionally, this stage also includes individuals who may not have long-term wage employment but hold a job with a self-perceived sense of continuity.³

In a country like India, the transitional process is weak - primarily due to the lack of strong industry and school linkages.⁴



School To Work Transition is a fourfold journey from Foundational Skills to Employment Outcomes.



Why School To Work Transition Matters: Breaking The Cycle of Youth Disadvantage

COST OF INACTION

School-to-work Transition Crisis

Lack of school-to-work transition support and dropout leads to low career awareness and aspiration, and youth unemployment.

Mental Health Crisis

These challenges increase the risk of mental health issues, further impacting career prospects and perpetuating the cycle.

Socio-economic Crisis

Unemployment and dropouts contribute to reduced social well-being and greater economic vulnerability.



3 out of 4 young people worldwide **work informally**, a proportion rising to **19 out of 20 in developing countries**. This poses significant policy issues.⁵

Globally, about **1 in 5 young people (267 million)** are **NEET (Not In Education, Employment or Training)**, with 68 million unemployed, causing economic and stability concerns.⁶

Studies have linked NEET population with the emergence of **symptoms of depression, anxiety, substance use, and suicidality**.⁷

Young vocational training graduates face higher automation risk, necessitating labour policy and vocational education and training (VET) system modernisation.⁸

Automation increases unemployment and instability. The World Economic Forum forecasts **displacement of 85 million jobs by 2025 due to automation**.⁹

Gender disparities in NEET are significant, with **3 in 4 NEET individuals being females**, a trend particularly pronounced in Arab and South Asian countries due to social norms.¹⁰

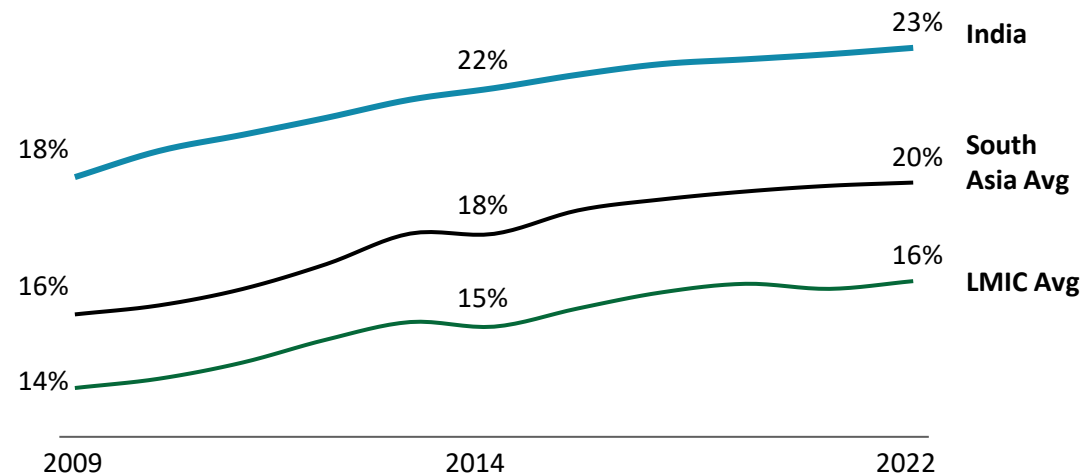


Despite a big labour pool, both employability and quality of employment continue to be major concerns in India.

India falls behind peers in providing youth employment.

Unemployment rate among youth (ages 15-24)¹⁶

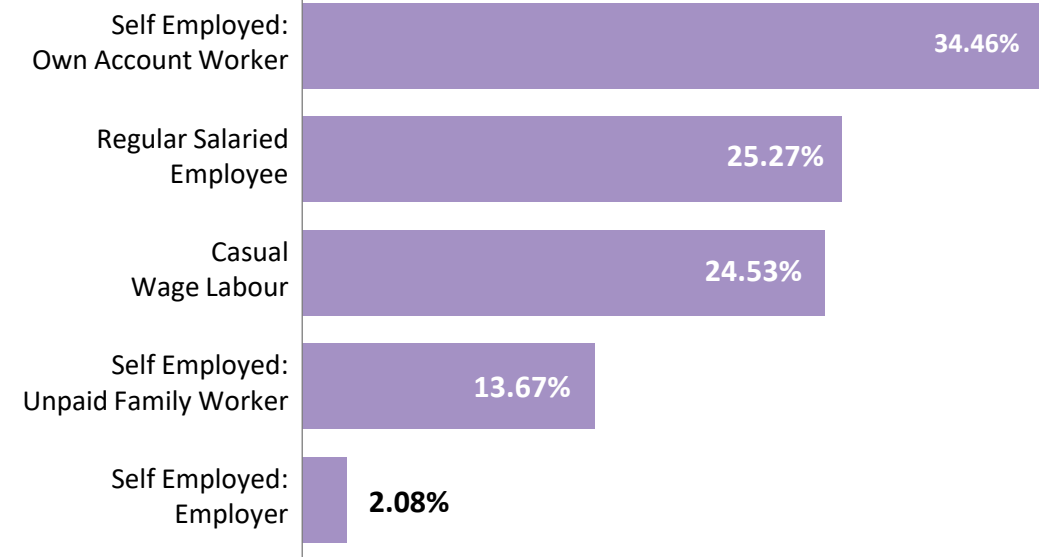
Percentage of youth labour force, 2009-22



- From 2009 to 2022, the **number of unemployed Indian youth has increased significantly**, when compared to other South Asian and low and middle income countries (LMIC).

Informal workers account for 90% of the workforce.¹⁷

Nature of Employment for 15-59 Year olds (Persons in Millions)

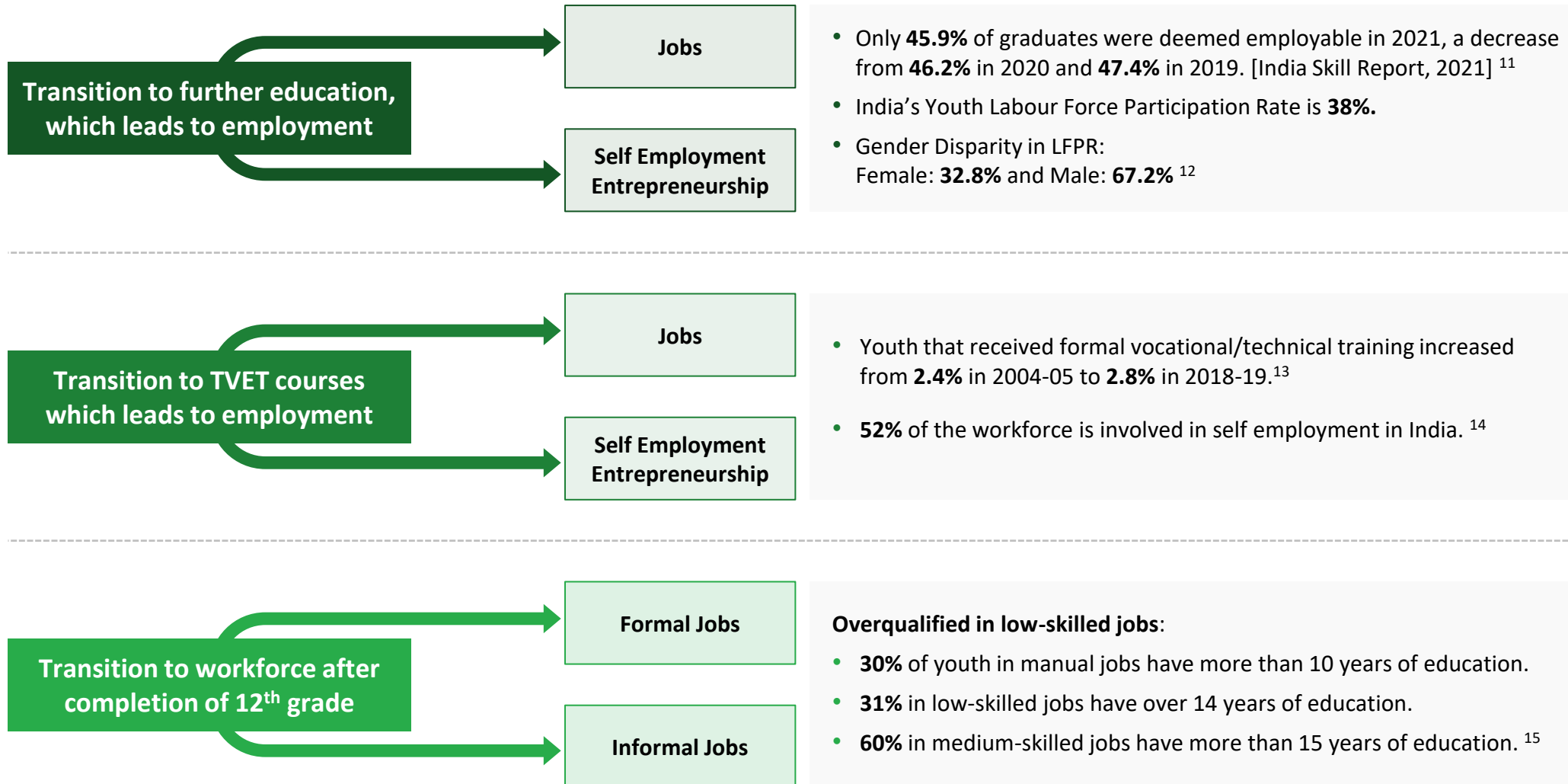


- Out of the employed workforce in the 15-59 age group, **228 million people** are educated only up to Grade 10 or below. About **22.34% (95 million)** are either illiterate or literate without formal schooling.

Notes: Higher level education includes diplomas, graduates and post graduates

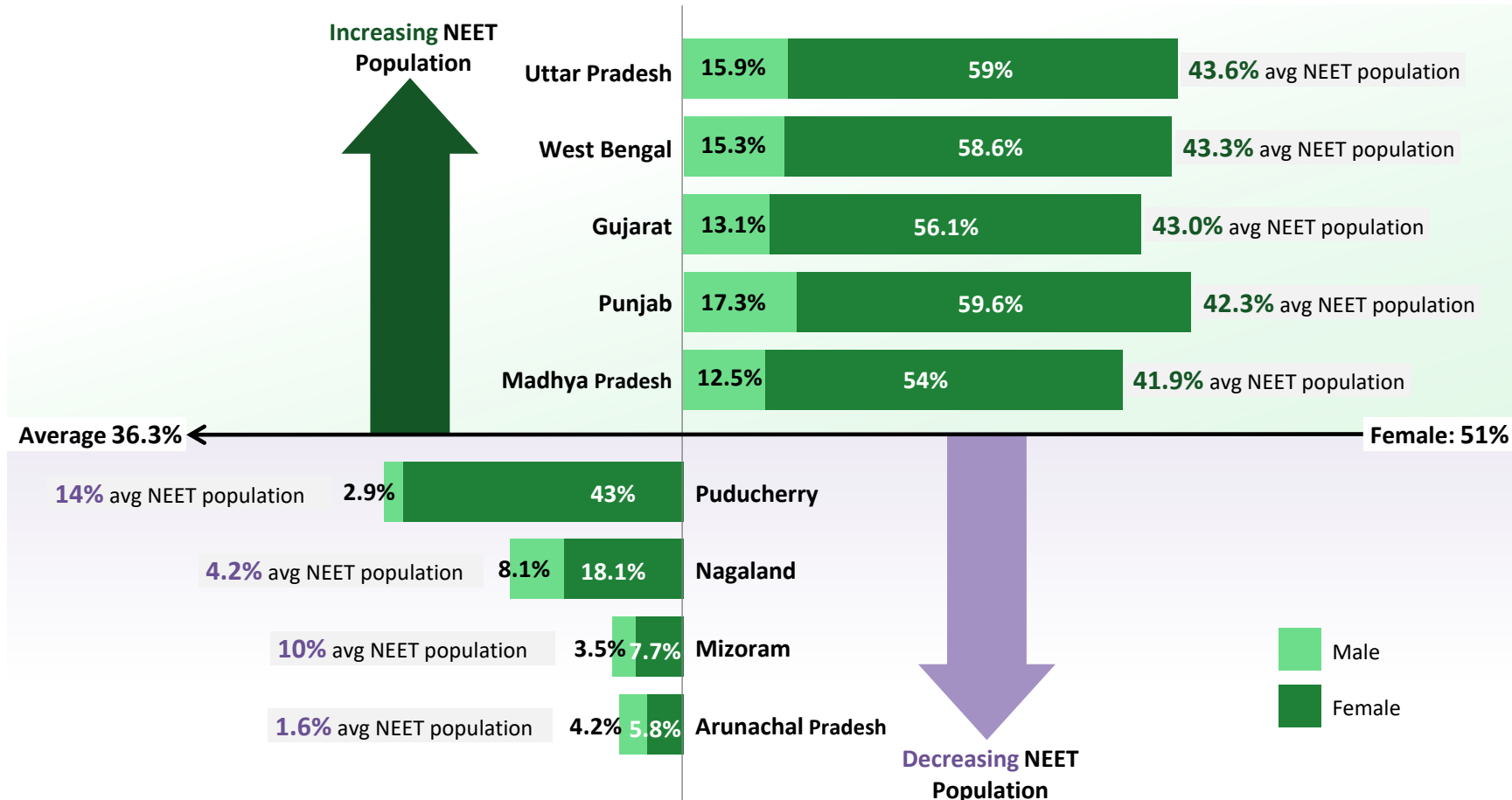


Three forms of School-to-work Transition occur in India, but all three lead to low-skilled jobs.



A successful StW transition strategy can play a critical role in achieving India's ambition of being a USD 10 Trillion economy by 2033, and overcoming the NEET crisis.

The proportion of India's working age population will reach its highest level at **68.9%** by 2030. But with **33%** of India's population aged between 15-29 being classified as **NEET**, the opportunity of reaping the demographic dividend is at risk.¹⁸



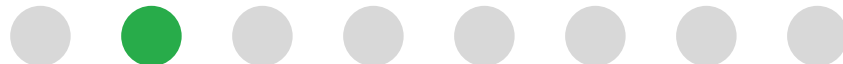
Gender Disparity in NEET

Only **15.4%** of young men between the ages of **15 and 29** are **NEET**, compared to a whopping **51.7%** of young women.¹⁹

Regional Disparity in NEET

Uttar Pradesh, followed by West Bengal, Gujarat, Punjab and Madhya Pradesh constitute the top 5 states with the highest gender disparity viz the NEET population with percentage of girls crossing more than the 50% mark.²⁰

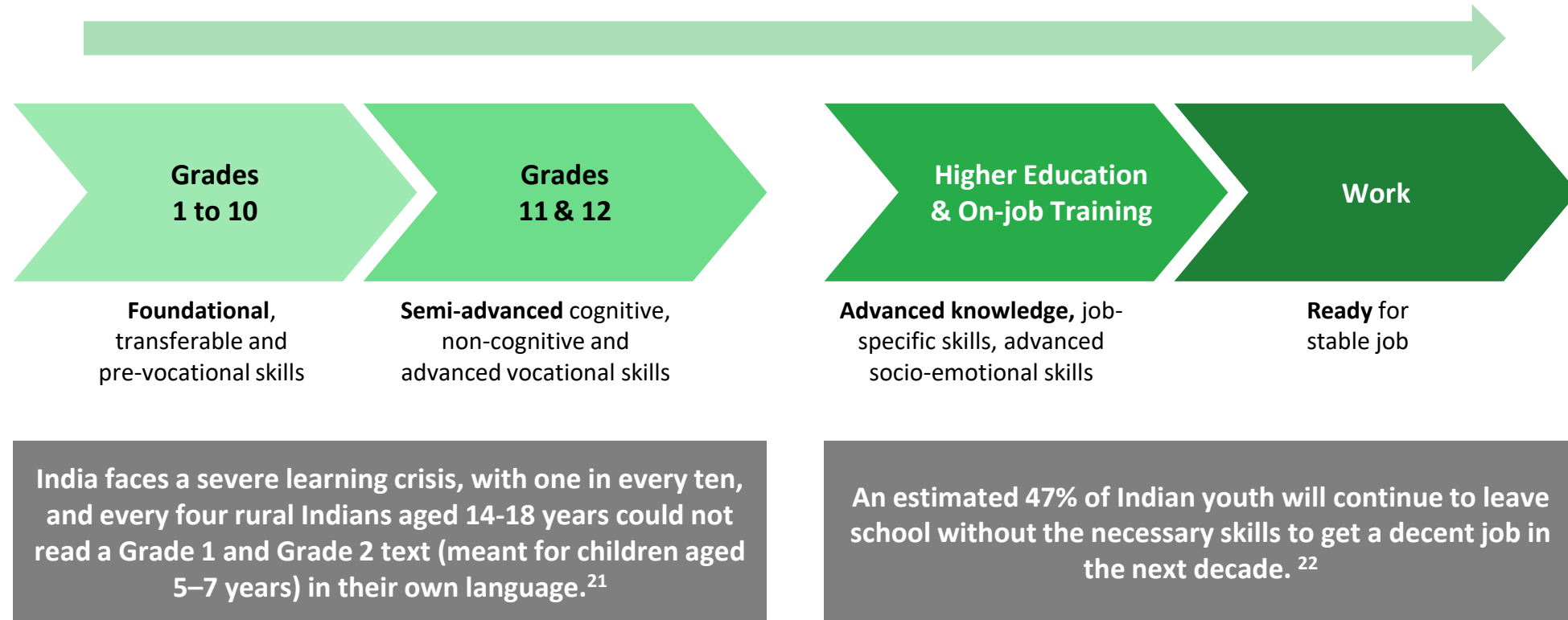
Source: PLFS



STATUS OF VOCATIONAL EDUCATION IN SCHOOLS



‘Skills beget skills through multiplier process’: Lack of FLN skills constrain individuals’ ability to attain advanced skills, thereby affecting labour market outcomes.



Lack of access to skilling opportunities through vocational education programmes and poor learning outcomes in primary grades contribute to unskilled youth entering the workforce.

NEP has directed the initiation of VET from grade 6th onwards, to make students employable for a broad range of occupations after Grade 12th.

TARGET

NEP 2020 targets that **50%** of all learners must receive VET by 2025.²³

National Policy of Skill Development and Entrepreneurship recommends that 25% schools and colleges **offer vocational education** and training courses.²⁴

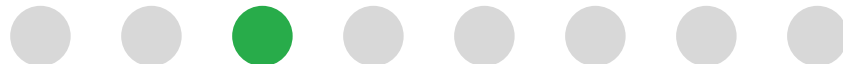
All India Survey of Higher Education (AISHE) concludes over **280,000 schools will come into the fold of potential VET** to cover the goal of 50% learners by 2025.²⁶

GAPS

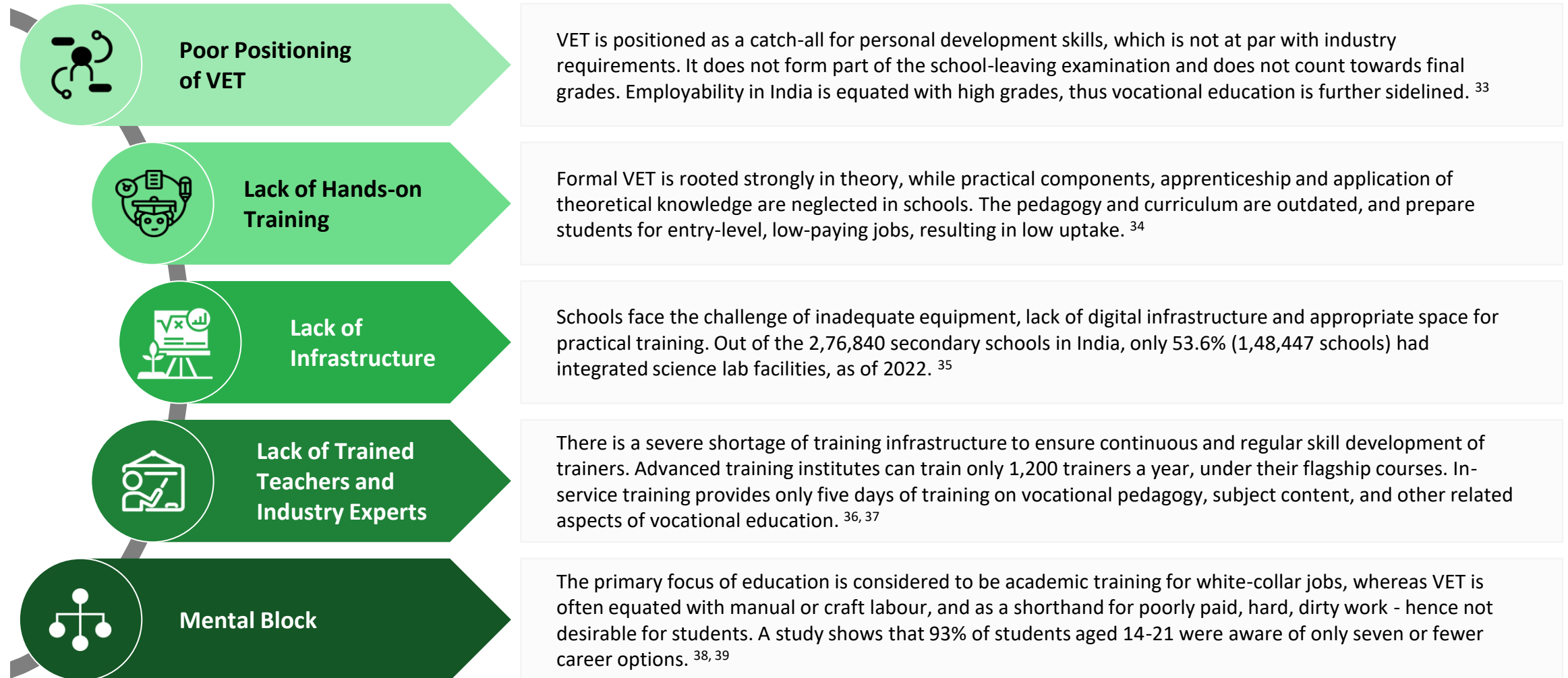
Only **2.2%** of the youth in the 15 to 29 years age group underwent VET in 2021-22.

Only **18% of the students** undergoing vocational education courses get jobs, of which merely **7%** are in formal sector.²⁵

Currently, India has merely **2 lakh** apprentices in an economy that has more than **46 crore** persons of working age.²⁷

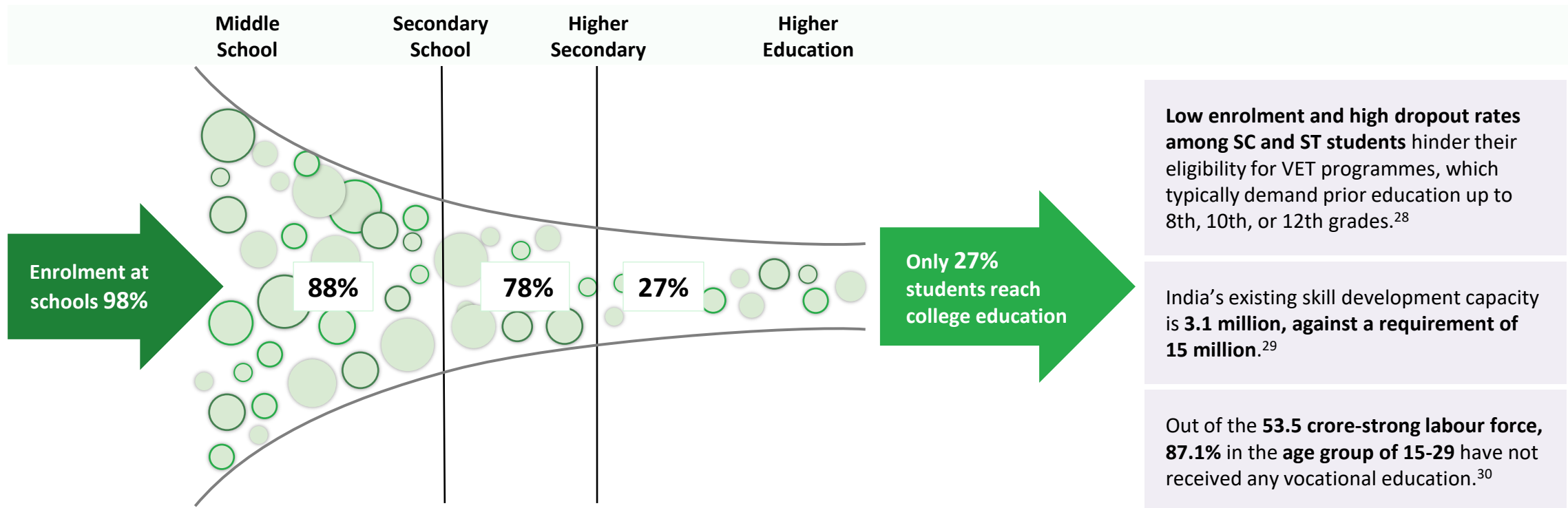


Vocational education delivery is marred by issues like irrelevance of curriculum, redundant pedagogy and unavailability of industry experts to synchronise it with industry needs.



Due to insufficient links between formal education and vocational training in school, students graduate without job-ready skills, in addition to the high number of dropouts joining the workforce unprepared.

The skill and employability crisis gets further aggravated for SC and ST students due to lower enrolment and higher dropout rates, resulting in dwindling economic opportunity.



Vocational programmes can promote learners' horizontal and vertical progression, prevent dropouts, and develop employability skills. However, nearly **85% of Indian schools have yet to implement vocational courses** as part of their curriculum. ^{31,32}







VOCATIONAL EDUCATION TRAINING IN INDIA

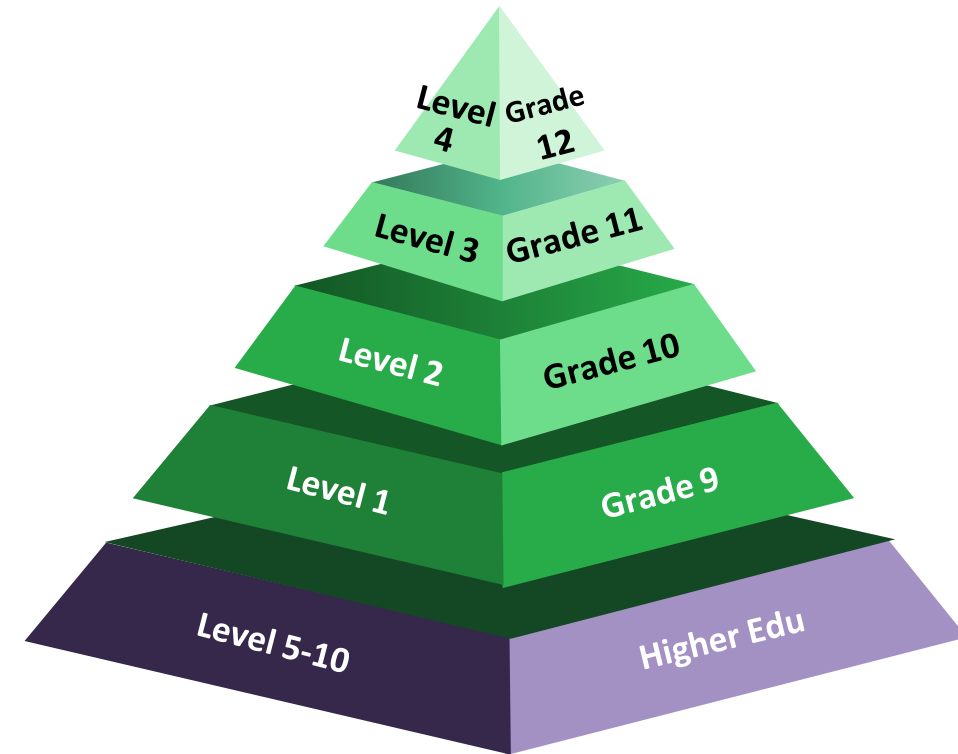


Organisations linked with ministries like the MSDE, industry, and the Samagra Shiksha Abhiyan offer school-based vocational programmes, encompassing 55 National Skill Qualification Framework (NSQF)-aligned courses.

Key models for providing vocational training

- 01  **Industrial Training Institutes and Polytechnics**
(Level 1-4)
- 02  **Secondary and Higher Secondary Schools**
(Level 1-4)
- 03  **Private VET Partners Affiliated with government institutes** like NSDC, PMKVY kendras, DDU GVK etc.
- 04  **Industries providing In-house Training and Apprenticeship**

NSQF provides four levels of qualification certification that can be attained by the student while completing the grades 9 to 12.



The National Skills Qualification Framework (NSQF) adopted by India comprises ten levels, recognises job roles in 19 sectors, representing increasing levels of complexity in terms of the knowledge, competence and autonomy starting from school to university.⁴⁰

In spite of government efforts, VET (especially in ITIs) is predominantly offered by private institutions, making it inaccessible and unaffordable for a significant portion of the population.

Challenges in Provisioning of VET in India

Pre-requisites:

VET courses differ structurally and spatially. Further, the courses demand either Grade 8, 10 or 12 certificates.

High Time Commitment: Mean level of education for most ITI courses is **12 years** or more. On the other hand, for **handloom or motor driving** – the mean years of education are below 10 years.

High Cost of VET: Private expenditure for VET is **Rs. 14,881**, and 75% of ITIs are private. This is very high compared to free government training programmes and the cost of general education (Rs. 7360).⁴¹

Uptake of VET in India

Uptake of VET takes place at a **much later stage** in a student's life than the expected enrolment age.

Mean age for ITI participants is 26.5 years, and 24.7 years for Polytechnic students.

Outcome of Industrial Training Institute training

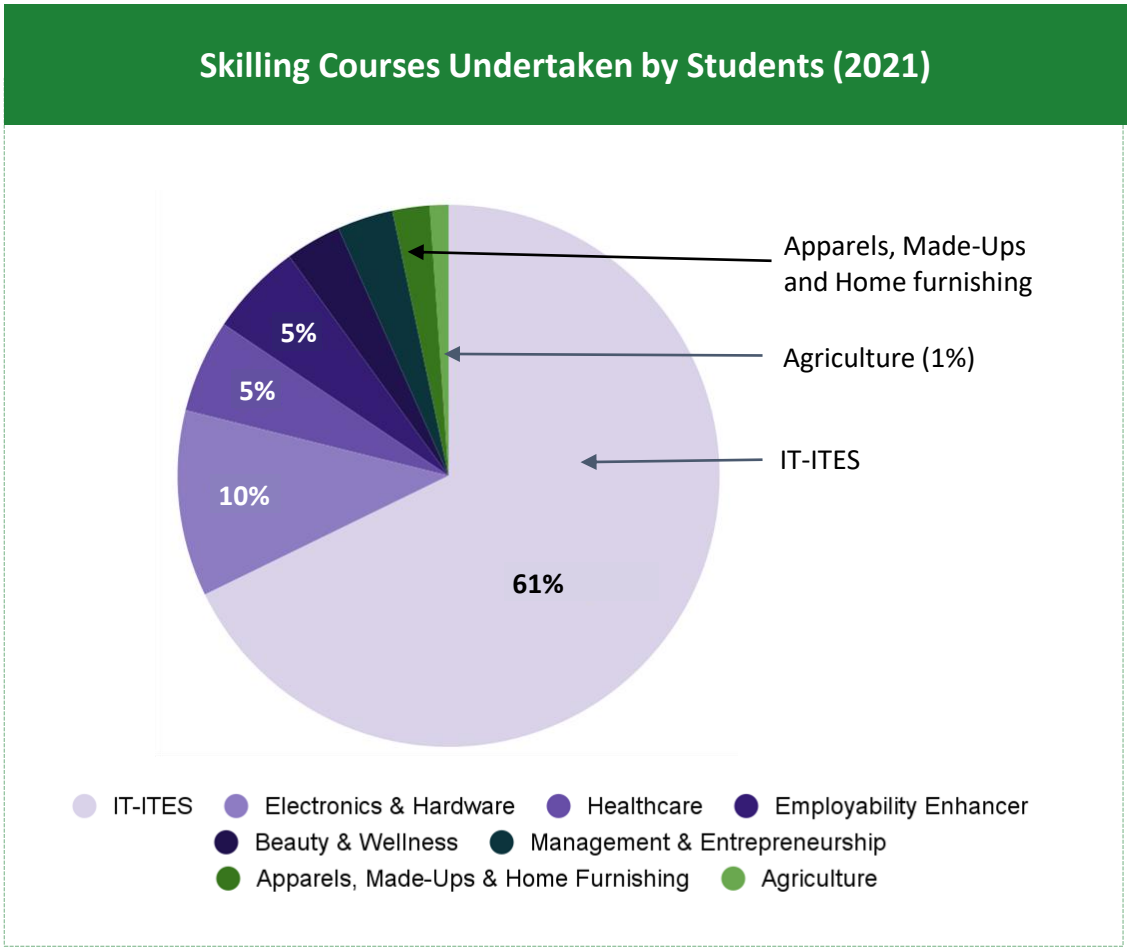
Increasing Order of Difficulty for ITI Trainee (after two years of the course)⁴²



(B. VOC: Bachelors in Vocational Education; CITS: Craft Instructors Training Scheme)

NSSO 64th Round data shows that it is relatively **well-off income groups** who have access to VET.

The MSDE highlighted the requirement of **109.73 million** skilled manpower in **24 key sectors**. However, the uptake of skilling is largely in the IT-ITES and Electronics sectors.⁴³



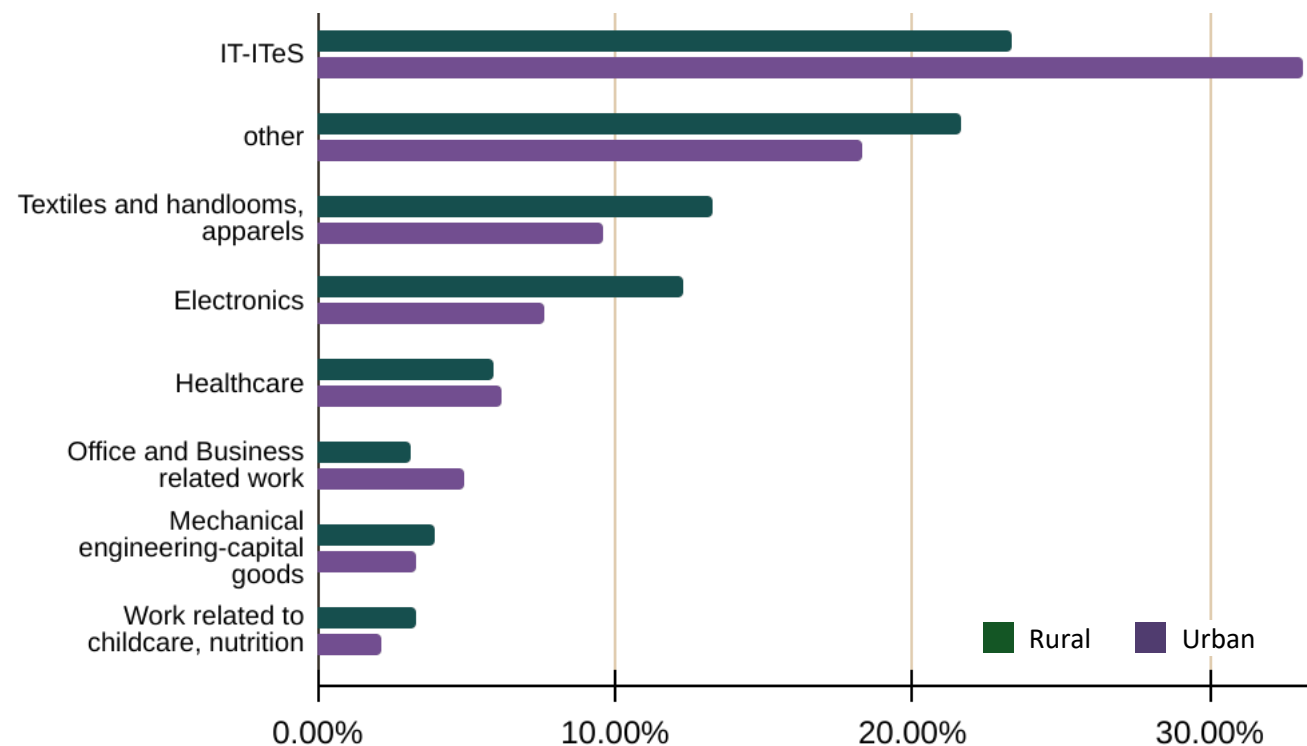
Students accord higher value to getting trained for white-collar jobs, followed by blue-collar jobs in manufacturing.



Students from rural areas aim for desk-based jobs, which are more prevalent in urban areas, rather than considering skill options that could lead to opportunities in their vicinity.

Prevailing social norms and low esteem associated with manual heavy trade (such as masonry), and lack of regional employment opportunities after completion of trainings leads to low uptake of courses apart from IT-ITES.

Rural and Urban Divide in Availability and Uptake of Skilling



Traditional sectors like Agriculture and Construction are not opted by students for skilling. ⁴⁴

In rural areas, **59.9%** of the population is engaged in agricultural activities. But the low uptake of skilling in Agriculture highlights low quality training and irrelevance of the curriculum.

New emerging sectors like Aviation and Aerospace, Media & Journalism etc are completely absent in rural areas. Training for such skills requires one to migrate to urban areas.

More enthusiasm is visible for sectors like IT-ITES, Electronics, and Textiles and Apparels, as desk jobs are being preferred.

Only **32%** of ITI trainees could find a job within a year of graduating from the course.

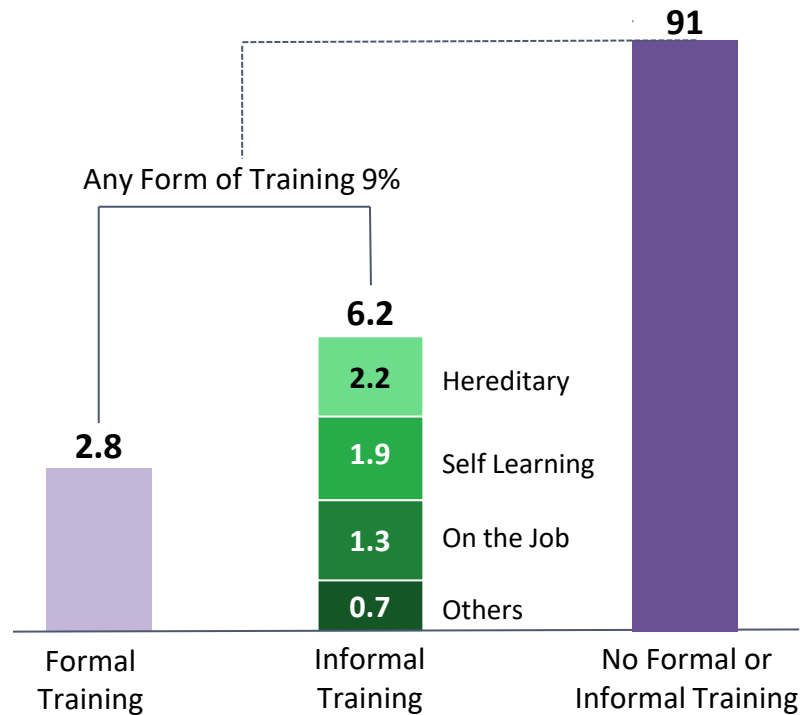
As per the India Skills Report, the employability of ITI alumni has shown a dramatic downturn, falling from approximately **47%** in 2014 to under **30%** in 2018. ⁴⁵



Gender Lens: More than 90% of women received no formal or informal vocational training. Among those who received training, 44% did not enter the workforce.

Skill training also reflects cultural biases, with more men opting for new-age sectors for skilling as compared to women, who are more visible in traditional sectors like textile and care.⁴⁶

Distribution by Type of Vocational Training (%) ⁴⁷



Sector	Male	Female
Beauty & Wellness	0.30%	7.00%
Artisan/Craftsman	0.60%	2.50%
Healthcare and life sciences	3.90%	8.90%
Hospitality and tourism	0.80%	1.20%
Textiles and handlooms, apparels	1%	24%
IT-ITES	31%	27%
Electronics	16%	1.10%
Mechanical Engineering	6.0%	0%
Others	31%	27%

Women are lagging behind across VET spaces. Their presence is largely in traditional sectors of textiles, beauty and wellness, and healthcare.

79.20% of men who received vocational/technical training (VET) were employed, with only **10.20%** categorised as unemployed.

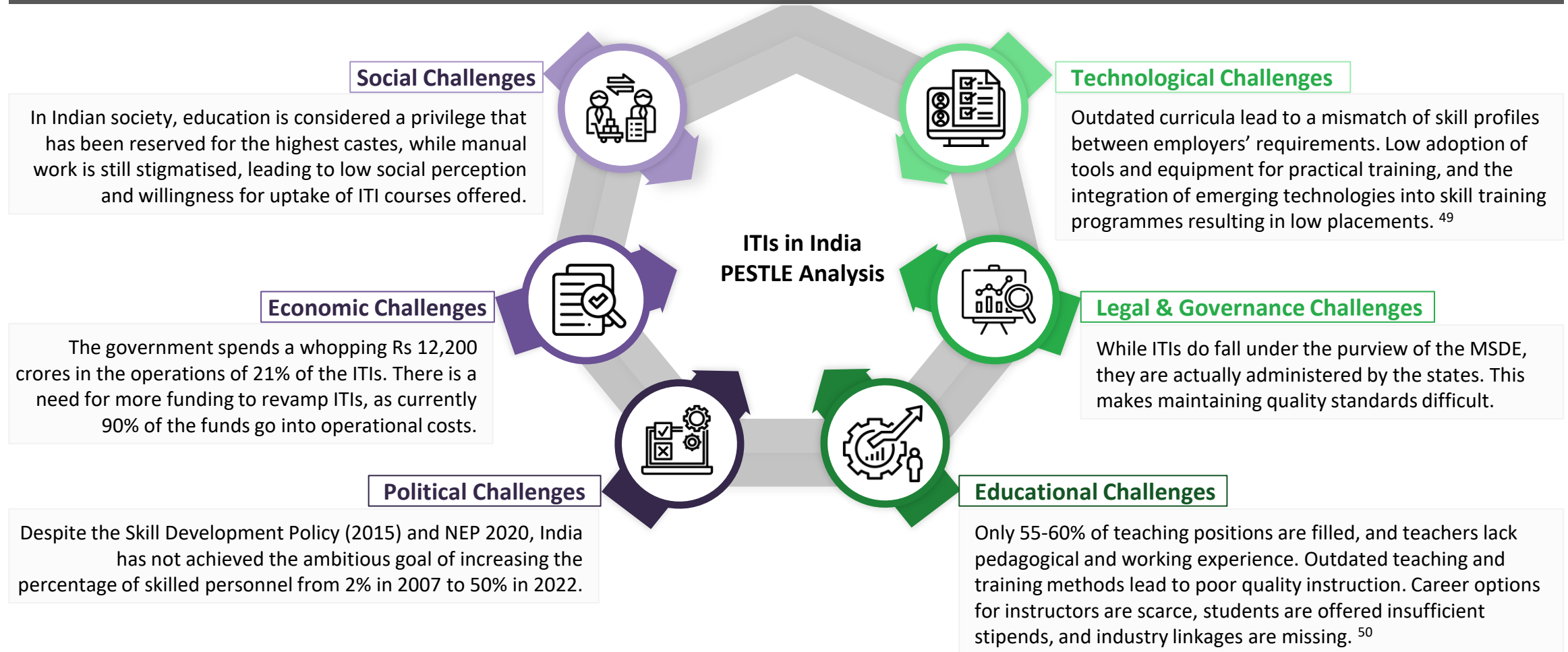
For women who underwent VET, only 48% were employed, and **7.8%** were classified as unemployed.

A significant **44.3%** of women who received formal VET were not present in the labour market, indicating a considerable gap in understanding their aspirations and provisioning of training.



Despite the huge expenditure, ITIs face the twin deficit of low uptake of courses and low placement of students.

The skilling ecosystem for 14 to 18 year-olds rests with Industrial Training institutes (ITIs). Only 21% of these ITIs are government-run, with a high maintenance cost of Rs 12,200 crores per annum. ⁴⁸



INDIA'S VET FRAMEWORK: INSTITUTIONAL & POLICY LANDSCAPE



The Indian Government's' **strategic emphasis on skill development** is key to addressing the dual challenge of shortage of skilled labour in the industry, and the issue of youth unemployment.

Youth Unemployment



Lack of awareness and aspiration-mapping in career choices: The youth is unaware of the range of career options. The available options may not be aspirationally-aligned.



Lack of accessible skilling: If aware, young individuals lack the opportunities to acquire skills for their desired, high-aspiration occupations.



Lack of quality skilling: If skilling is available, it lacks the required quality to ensure employability.



Lack of placement support: If quality skilling is available, links to industry for jobs or entrepreneurship is missing.



Lack of post-placement support: If job/enterprise are facilitated, lack of hand-holding leads to dropping out.



Target: Responding to youth aspirations

Dearth of Skilled Workforce



Lack of access to pool of talent: Industries need to spend large sums to build a human resource pipeline.



Lack of technically skilled talent: Human resources available are not sufficiently technically skilled.



Lack of soft-skilled talent: If technical skills are available, necessary soft skills are missing.



Time consuming hiring process: If skilled human resources are available, there are no partners to link them to the industry.



Low-employee retention: If employees are linked to industry, the latter still grapples with high attrition rate.

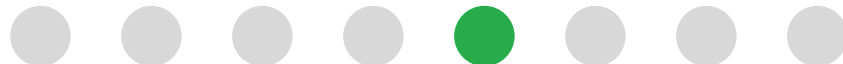
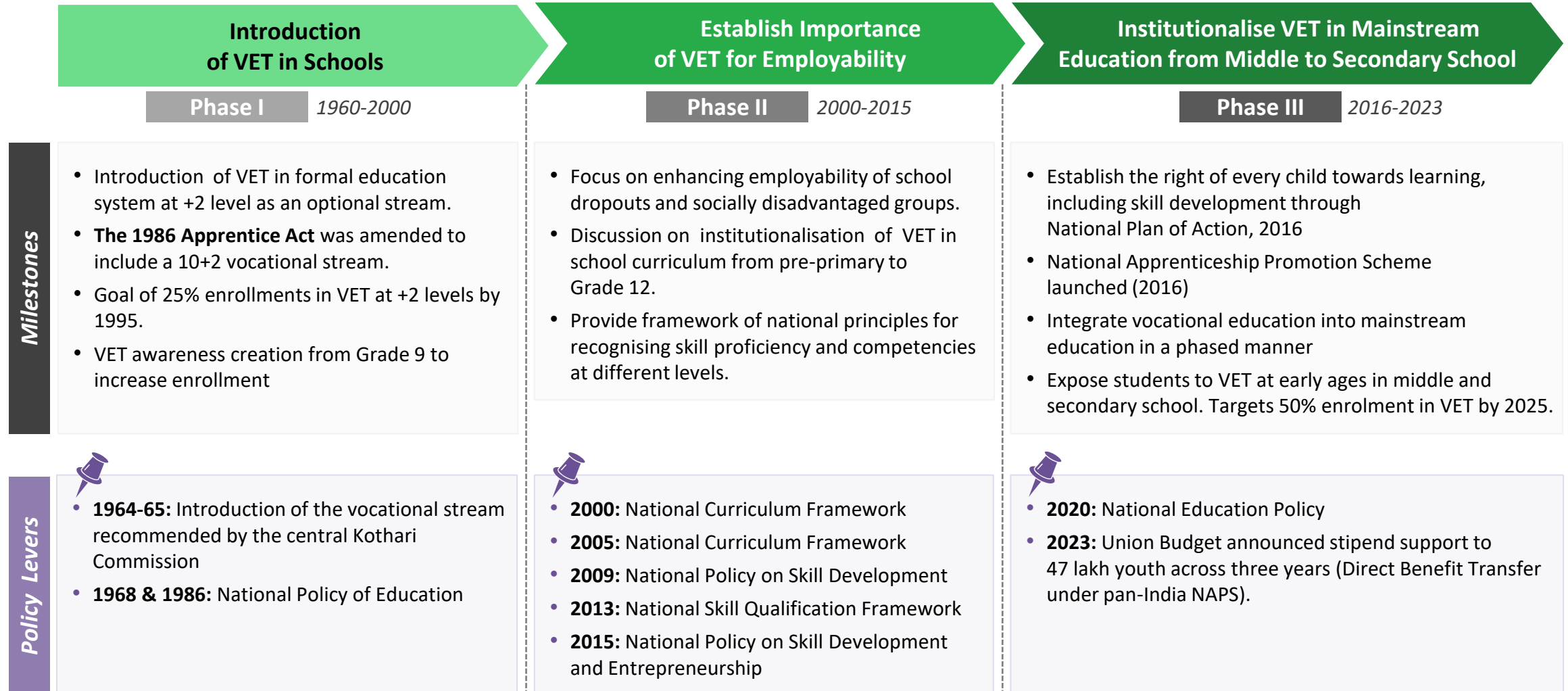


Target: Alignment with industry priorities


















Policy Approach

Although the significance of vocational skills has been acknowledged in policies, its effective implementation at the school level has not resulted in anticipated outcomes.



To overcome the regional disparity in the provisioning and uptake of VET in rural and urban areas, the GoI has initiated several national level schemes.

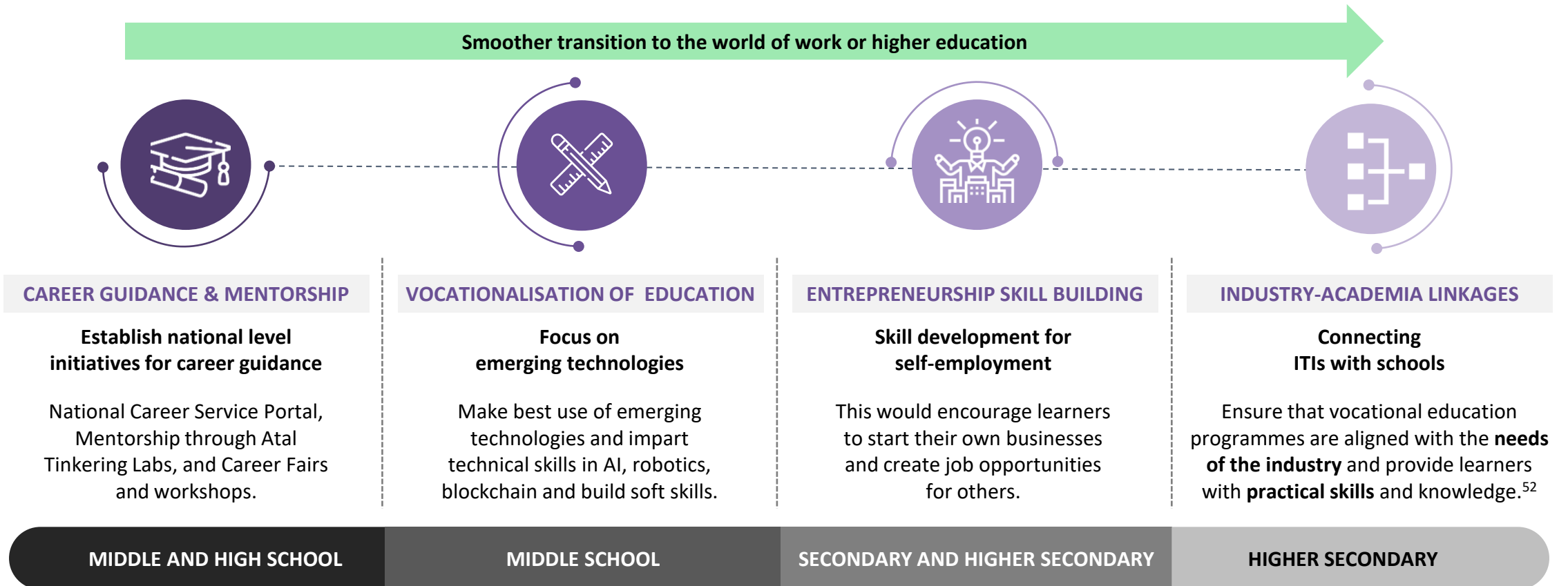
Percentage allocation FY21	Major Schemes	Aspect of VET and initiatives	Intervention areas
67%	 <p>Samagra Shiksha</p>	<ul style="list-style-type: none"> Aims at providing exposure to vocational skills at upper primary level in school Introduces <i>hub and spoke model</i> for VET to enable utilisation of available infrastructure in hub schools by students of nearby (spoke) schools Inclusion apprenticeship through the introduction of 'bagless days' in middle schools 	  
30%	 <p>Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0)</p>	<ul style="list-style-type: none"> Aims to provide industry-relevant skill training Establishes Skill Hub which provides VET opportunities through industry linkages Partners with skilling institutions for better access to training 	 
2%	 <p>Deen Dayal Upadhyaya Grameen Kaushalya Yojana Scheme</p>	<ul style="list-style-type: none"> Public-Private Partnership (PPP) model for Placement-linked Skill Training Initiative for rural population Industry partnership, which give access to new technologies and job training DDU-GKY targets 55 million disadvantaged 18 to 34-year-olds from impoverished backgrounds, comprising 69% of the country's rural youth. 	 
2%	 <p>National Apprenticeship Promotion Scheme (NAPS)</p>	<ul style="list-style-type: none"> Aims to link apprenticeship training to government-approved skilling courses such as PMKVY and DDU-GKY Implements the programme online through technology Provides a centralised platform for both the State and Central governments 	

 Awareness Generation
  Apprenticeship
  Infrastructure Building



By 2036, the labour force in the industrialised world is expected to decline by 4%, while in India it will increase by 32%.⁵¹

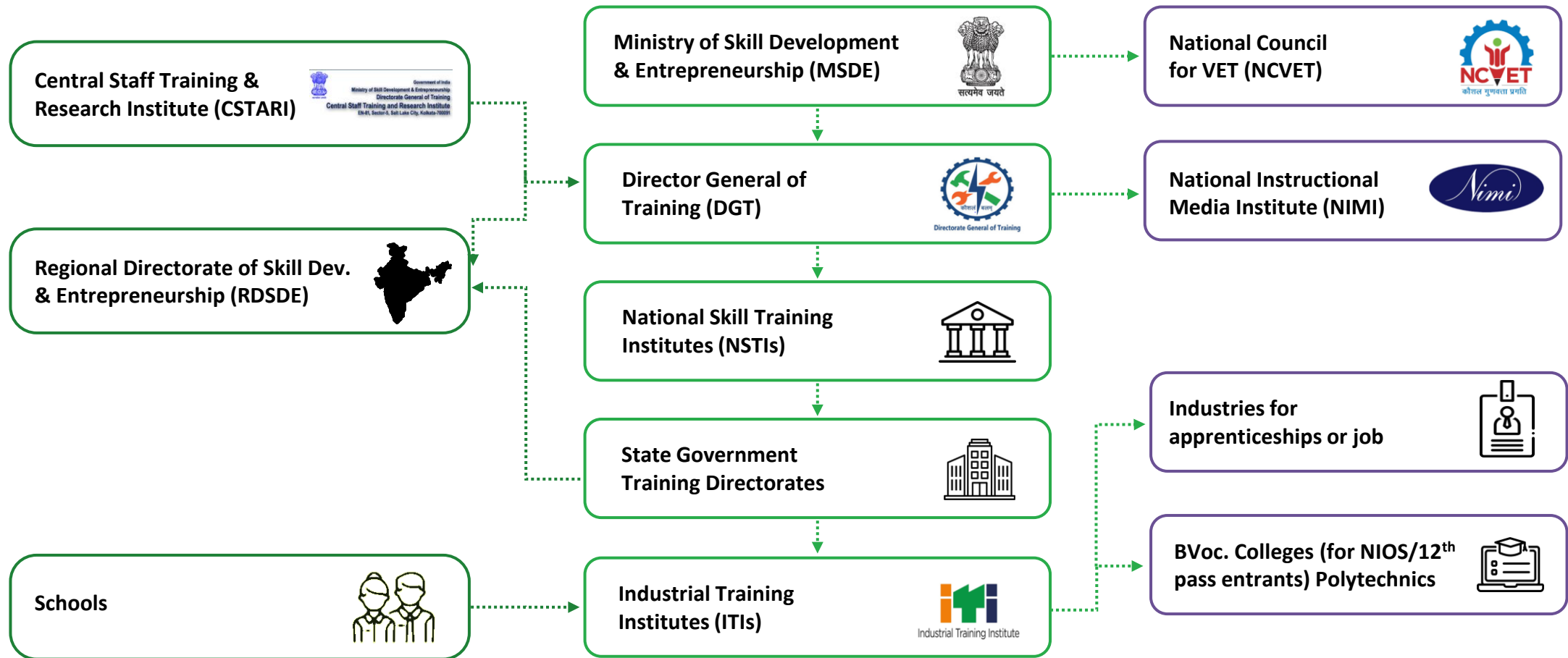
To reap the demographic dividend, the Government of India is working towards strengthening the four pillars of StW transition.



The National Skill Development Corporation (NSDC) and the All India Council for Technical Education (AICTE) are implementing quality assurance mechanisms to ensure that vocational education programmes meet the required **standards of quality and relevance**.



Through collective efforts of various ministries and stakeholders, the Government of India has established a robust system to steer positive outcomes in skill education and training.



Industrial Training Institutes (ITIs) ecosystem of India ⁵³

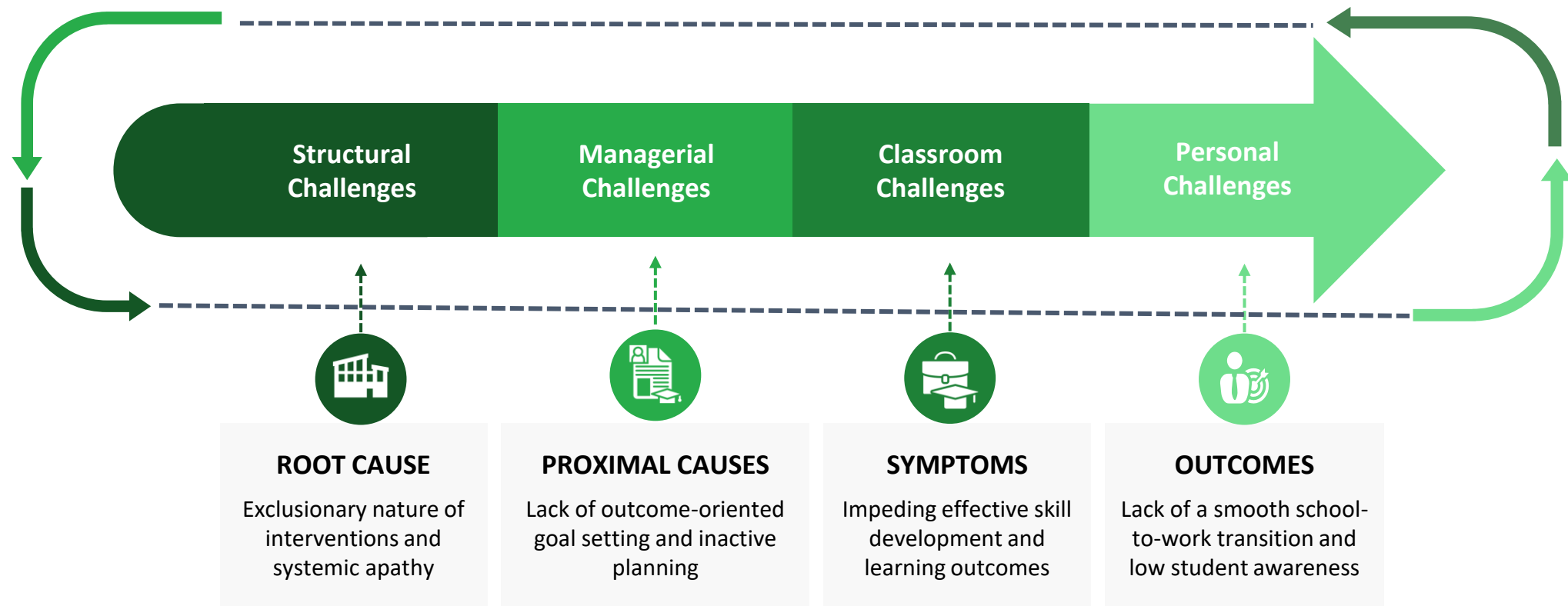
There are 19 ministries, apart from MSDE, that engage with VET. Several ministries like Agriculture, Commerce, Tourism, Medium and Small Enterprises have established their own sector skill councils to address sectoral skill requirements.



VET CHALLENGES IN INDIA



Navigating the hurdles: Challenges in school-to-work transition



Structural Challenges

Structural challenges such as inadequate funding, misdirected budgeting, and a negative societal perception of VET in India make it exceedingly difficult to execute theorised action items, as per the NEP 2020.



Policy-level challenges ⁵⁴

Inefficient Skilling Ecosystem:

- Poor alignment of curriculum and pedagogy.
- Lack of capacity building for bureaucracy.

Vertical Mobility and Access:

- Absence of clear admission criteria to VET.
- Challenges in seamless progression within the VET.



Budget and Funding

Investment vs. Impact:

- Budget constraints have hindered vocational education, infrastructure, and teacher training.
- NEP 2020 aims for 50% of graduates in VET, but with 180 million youth entering the workforce, strategic insight is crucial for turning investment into impact.



Lack of Industry Linkage

Scarcity of Certifications and Apprenticeships:

- The apprenticeship system is extremely underutilised in India, with formal apprentices being just 0.01% of the total labour force. ⁵⁵
- Industry partnerships are also scarce.

Weak Linkages with Employers:

- Ineffective communication of desired skills and qualifications.
- Lack of opportunities after training



Mindset Challenge

Societal Perception of Vocational Education:

- Low enrollment in formal training institutes (15.3%).⁵⁶
- Disparities in rural (24%) and urban (8.3%) enrollment.



Managerial Challenges

Managerial challenges include lack of accountability, suboptimal monitoring, availability of resources and insufficient community engagement, leading to significant hurdles in establishing gender-inclusive vocational pathways.



Monitoring & Accountability

Employer Surveys and Skill Needs:

- Infrequent surveys by DGE&T, NSDC, QCI
- Inconsistent skill assessments, hindering gap bridging.

Lack of Continuity of Training and Competence:

- Absence of upskilling options for teachers via in-service training.

Teacher Engagement and Collaboration:

- Resistance from teachers towards adapting to new regulations.



Access to Experts & Teachers

Challenges in Integrating Vocational Education:

- Ambiguity on integration with subjects creates challenges for teachers. ⁵⁷

Lack of Expert Availability

- Disconnect between Training Centers and schools. ⁵⁸
- Hindrance in accessing specialised expertise.

Poor Capacity Building and Recognition:

- Public perception impacts teacher motivation.
- Rural regions lack training for teachers and teaching equipment.



Parent & Community Engagement

Poor Perceptions of Vocational Education:

- VET seen as last resort rather than mainstream pathway.
- Vacant ITI seats (46%) due to inferior perceptions.

Lack of Gendered Approach and Skilling:

- Gender bias in training choices. ⁵⁹
- Women underrepresented in emerging sectors like logistics.

Early Marriages and Education:

- Early marriages impacting girls' education and career prospects.
- Parents reluctance to send girls to skilling centres due to safety concerns.



Classroom Challenges

Poor integration of VET with mainstream school curriculum, lack of tech infrastructure to bridge the Digital Divide at school levels and resources to encourage Experiential Learning.



Deficit of FLN

25% of surveyed children between the ages of 14-18, were unable to read basic text, according to ASER 2019 Survey.



Teacher Capacity

Deficiency of 21.6% in teacher positions for grades IX and X. Shortage of 26.5% in posts for grades XI and XII, according to AISHE 2019 Report.



Medium of Instruction

English predominance in technical institutions poses a hurdle for students from vernacular language backgrounds, according to research by UNESCO in 2022.



Employability Skills

Limited awareness and opportunities to build 21st century skills and agency amongst the students.⁶⁰

Classroom challenges in implementing quality VET resources continue to deter the growth of VET in India.



Personal Challenges

93% of students aged 14-21 are aware of only seven or fewer career options.⁶¹



Lack of Awareness

Limited Career Options Awareness:

- 250+ career options are available in India, but lack of awareness makes students focus on a few.⁶²

Inadequate Career Guidance:

- Outdated perceptions continue to be major contributing factors.
- Absence of clear direction and insufficient access to proper career guidance.
- Impact on post-training uncertainties.

Unaware of Skill Demand in the Industry:

- Insufficient information, guidance, and socioeconomic challenges.
- Mismatch between acquired skills and industry needs.



Availability of Role Models

Role Models and Career Confidence:

- Lack of role models affects confidence and aspirations.
- Influence of academic motivation and parental involvement.



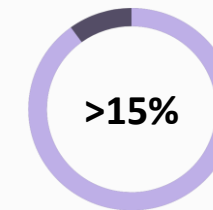
According to UNICEF, 47% of Indian youth are not on track to gain the education and skills necessary for employment in 2030.



Career Aspirations

Career Aspirations and VET:

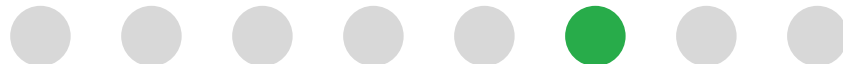
- Scarcity of employment opportunities and limited placements in rural areas.



*ITI trained manpower received placement for the year 2020-21.*⁶³

Hesitancy to Pursue VET:

- Entry-level jobs provided after trainings can also be attained without the VET certification.
- Job dropouts due to living costs and lack of social support.



Apart from supply of skilled workforce, there are other demand-side factors also that influence young people's transition to work.

Barriers to Accessing Stable Work Opportunities

- Lack of labour markets, job search information and experience
- Mismatch between youth aspirations and labour market realities

Barriers to Building Market-relevant Skills

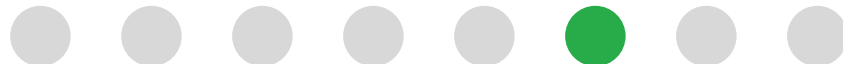
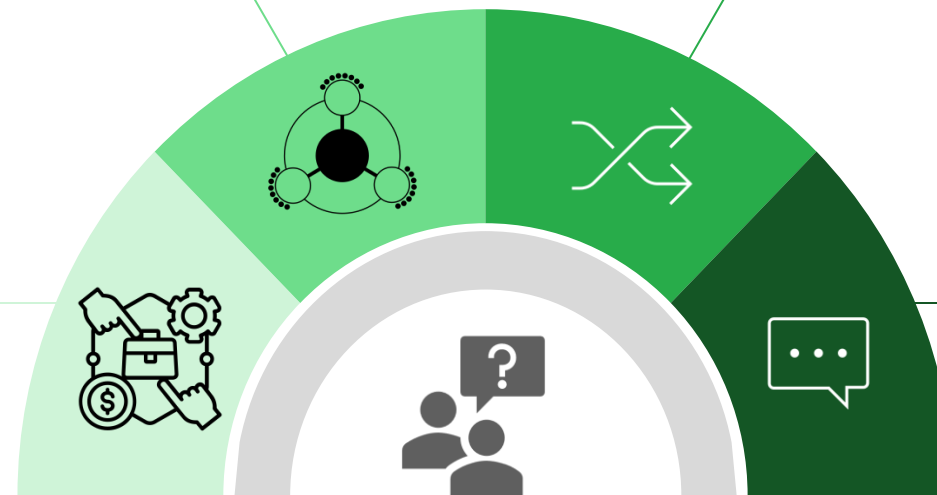
- Outdated curriculum, paucity of teachers and lack of transferable skills like critical thinking, problem-solving among students leave them with skills that are irrelevant for the market.

Barriers to Developing an Enabling Ecosystem

- Access to finance and extent to which the skills are certified and recognised
- Government policies and their implementation leading to job creation

Barriers to Sustain in Entry-level Jobs

- Low-paying entry-level jobs makes it difficult to sustain living in cities
- Jobs mostly demand migration from rural areas, leading to breaking of job-seekers social support systems.
- Low-skilled workers may be priced out of the job market because the value they add is not seen to be equivalent to the new higher level of wages.⁶⁴

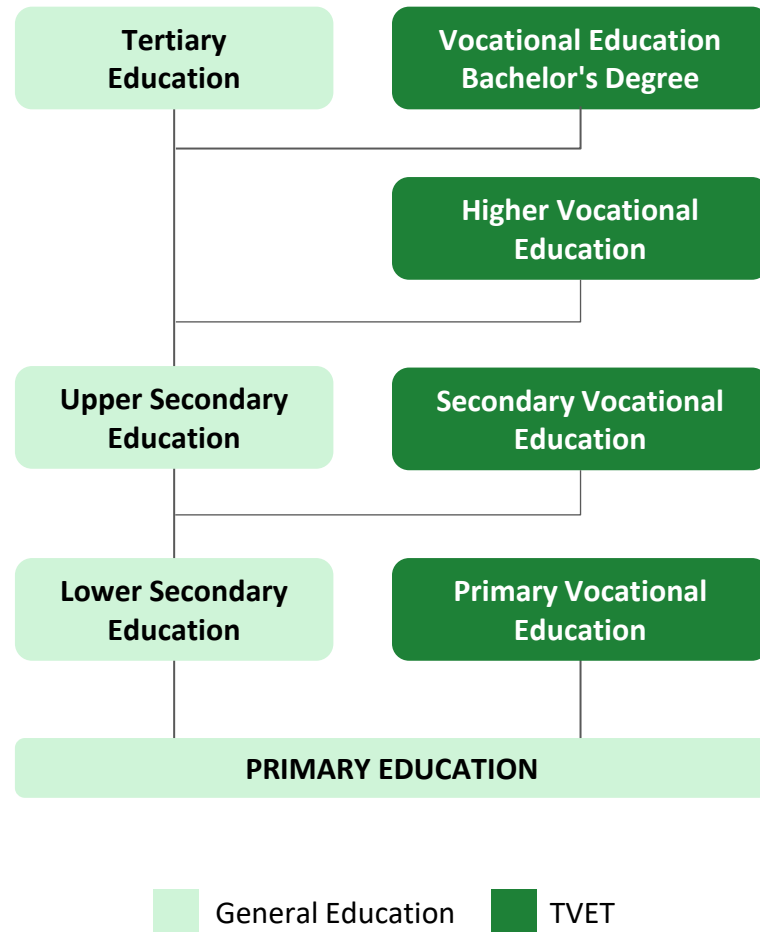


SCHOOL TO WORK TRANSITION: SUCCESSFUL INTERVENTIONS



IN SPOTLIGHT China's Story of Successful Interventions for School to Work Transition ⁶⁵

China's Technical and Vocational Education and Training (TVET) Model



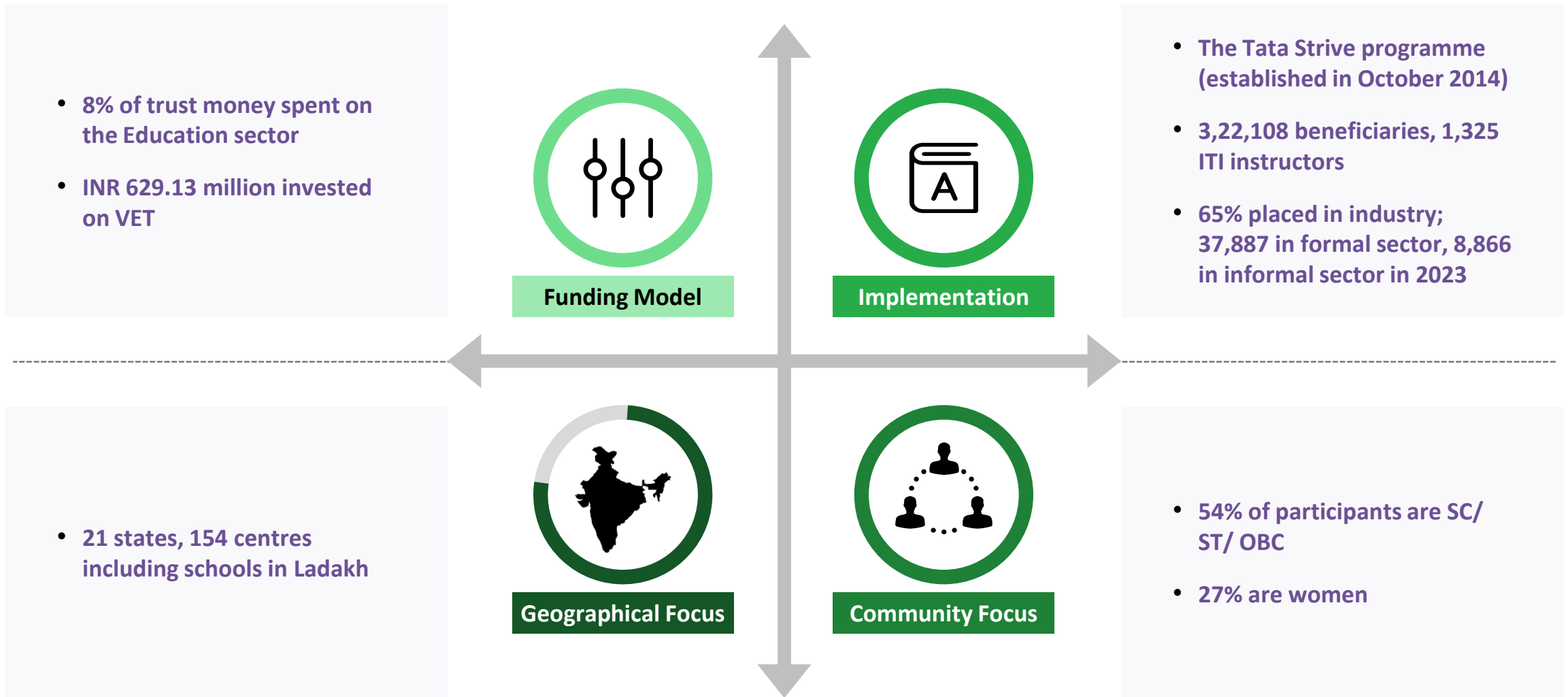
WHY THE CHINA MODEL?

- Economic growth in China was historically driven by abundant, low-cost labour. Only 50% of urban enterprise employees were classified as skilled.
- Market-oriented Technical and Vocational Education and Training (TVET) was instrumental in bridging the skills gap.
- India is currently at a similar inflection point in its economic development.
- India and China share comparable demographics and economic landscapes.

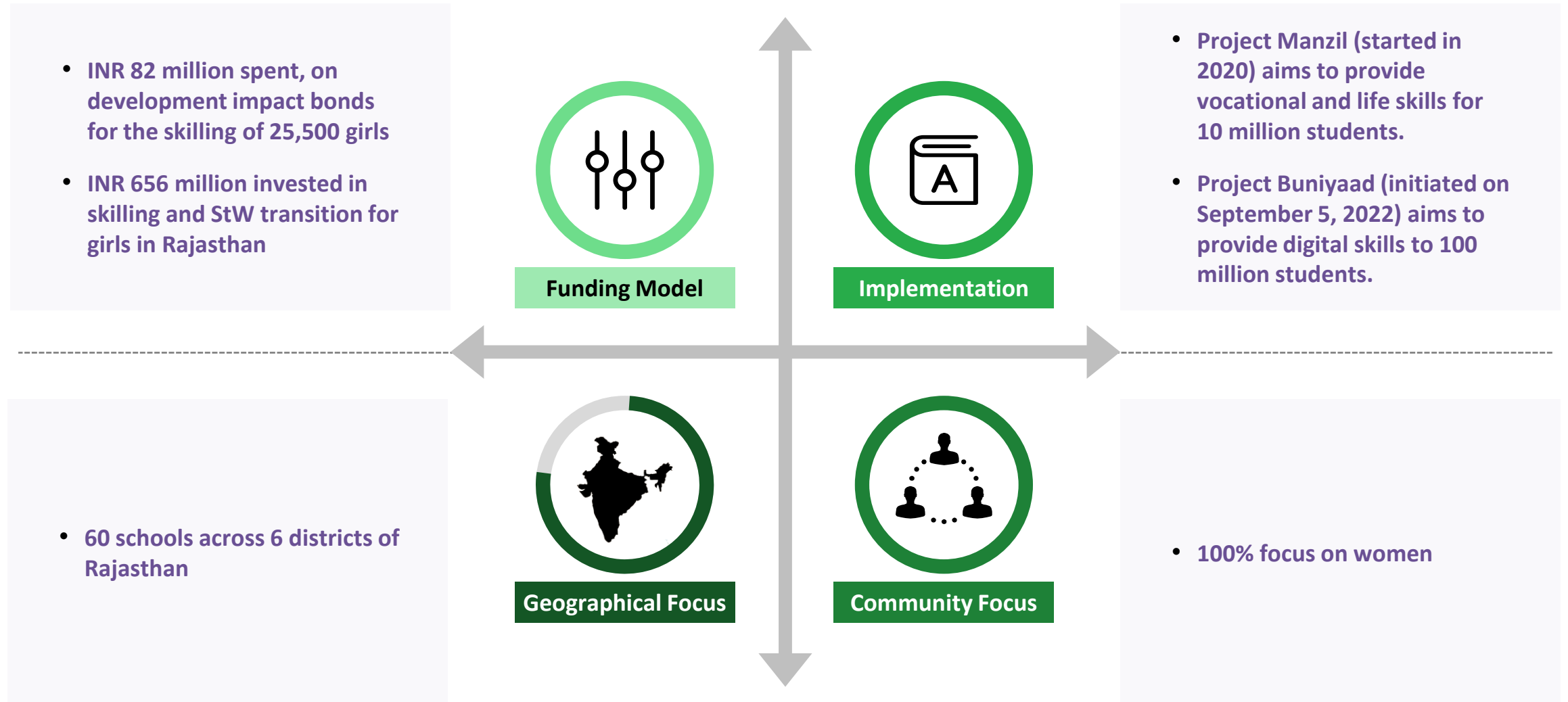
Structural and Managerial	Funding and Partnerships	Approach and Emphasis
<ul style="list-style-type: none"> • Regulated by the Ministry of Education, managed by the Ministry of Human Resources and Social Security. • 1996 VE Law mandates enterprises to provide VET to staff, workers, and potential employees. 	<ul style="list-style-type: none"> • Predominantly government-funded, resulting in free or heavily subsidised education for students. • New regulations promote public-private partnerships for sustainable funding. 	<ul style="list-style-type: none"> • Vocational education is tailored to meet local enterprise needs, emphasising a demand-driven approach. • High priority is placed on vocational education teacher training.



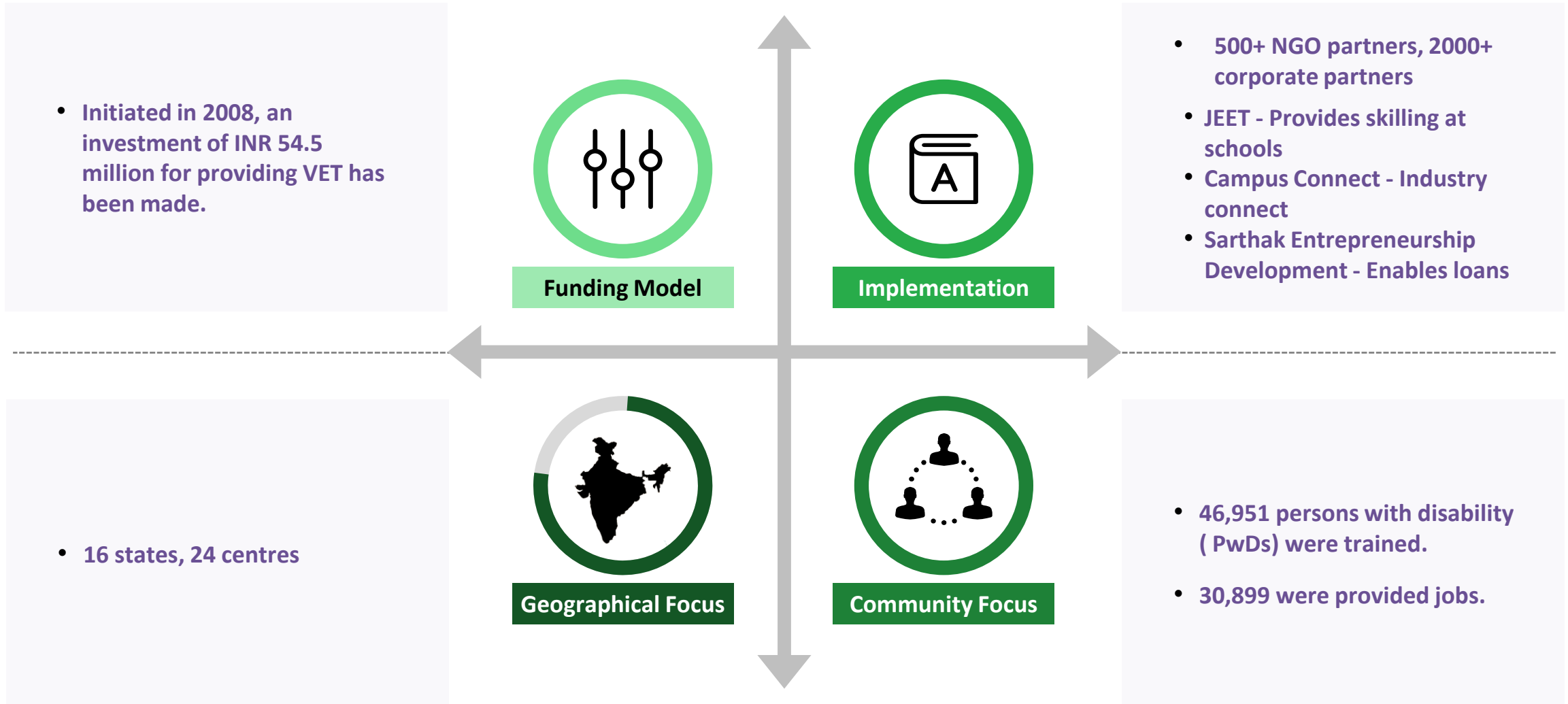
IN SPOTLIGHT Marginalised Youth and Skilling: The Tata Trusts Model ⁶⁶



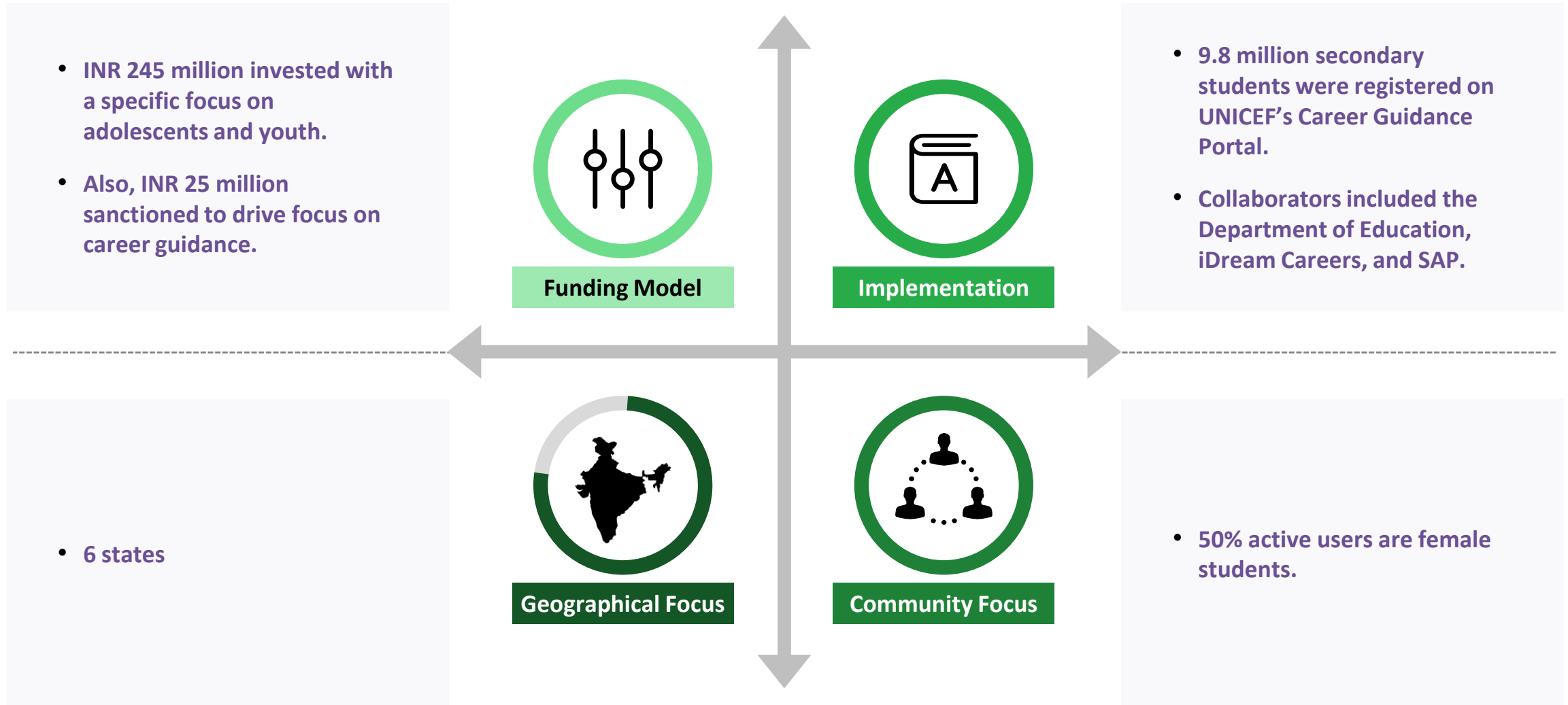
IN SPOTLIGHT Young Girls and Skilling: The CIFF Approach ⁶⁷



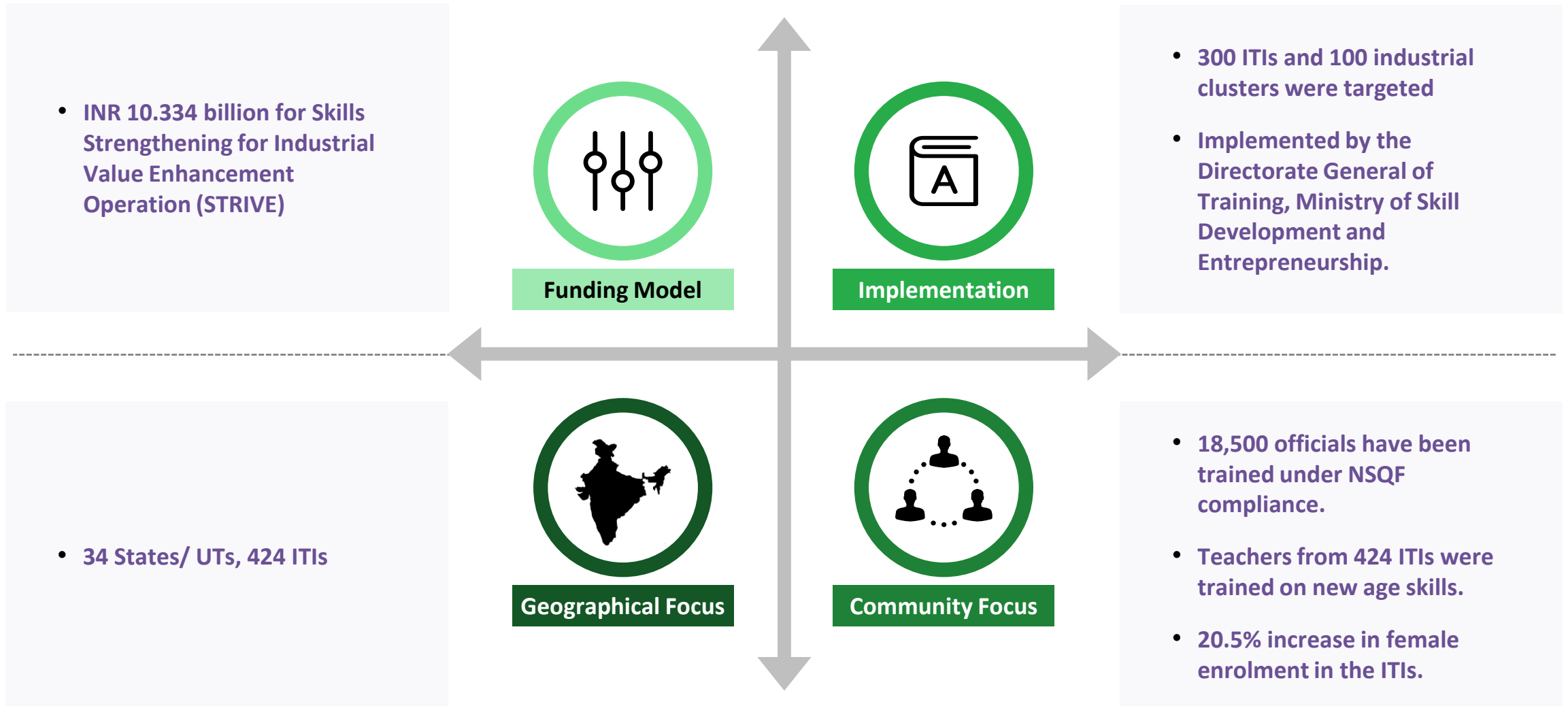
IN SPOTLIGHT People with Disability and Skilling: The Sarthak Approach ⁶⁸



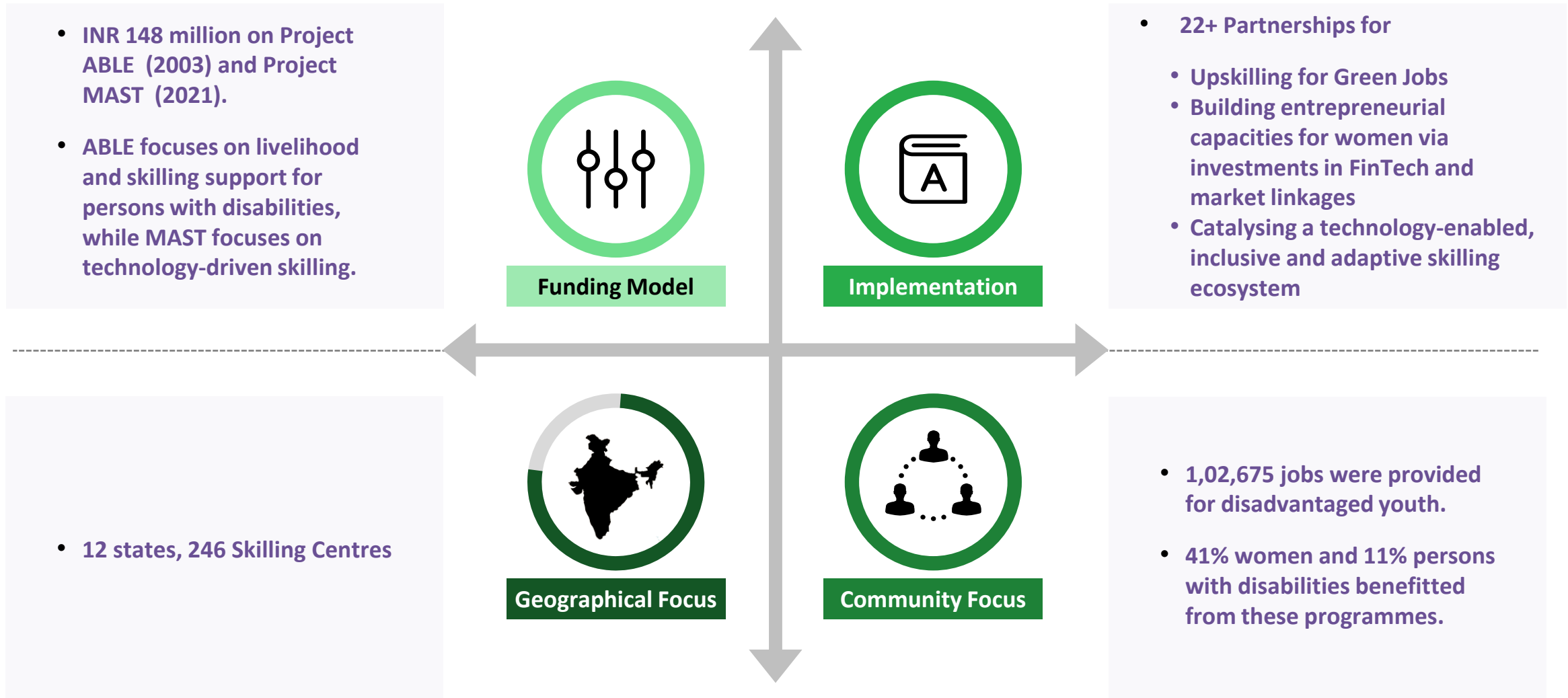
IN SPOTLIGHT

Awareness Building and Career Guidance: The UNICEF Approach ⁶⁹

IN SPOTLIGHT Revitalisation of Institutions: The World Bank Way ⁷⁰



IN SPOTLIGHT Leveraging Technology for Skill Development: American India Foundation ⁷¹



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