

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.



CMIS-UC

Center for Modern Indian Studies
University of Cologne



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.



Prof. Dr. Matthias Pilz
Director



Lea Zenner
Executive Director



Dr. Bala Ramani
Director of the Board



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Center for Modern Indian Studies
University of Cologne

02.04.2014

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Chair of Economics and Business Education



Slide: 3

Drop out rates and informal sector

Education, Training and Drop Out Rates (age group: 15 to 59, 2009/2010)	Current Number (in millions)	Share in per cent (appr.)
Not literate	125	29.72
Primary (up to 5th)	103.2	24.53
Middle (6th to 8th)	74.1	17.61
Secondary (9th to 10th)	50.8	12.07
Higher Sec. and above (11th +)	67.5	16.04
Distribution of workforce having vocational training and technical education		
Formal Vocation Education	7.9	1.9
Technical Education	10.5	2.4

→ 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
& Gengaiyah 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

Participation in Education and Training	Coimbatore	New Delhi
General Education (max. Secondary Education or less)	80%	53%
Participation in formal training	0 %	11%

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

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

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

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



Impressions



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Conclusion

Problems:

- Lack of motivation.
- Lack of financial resources.

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

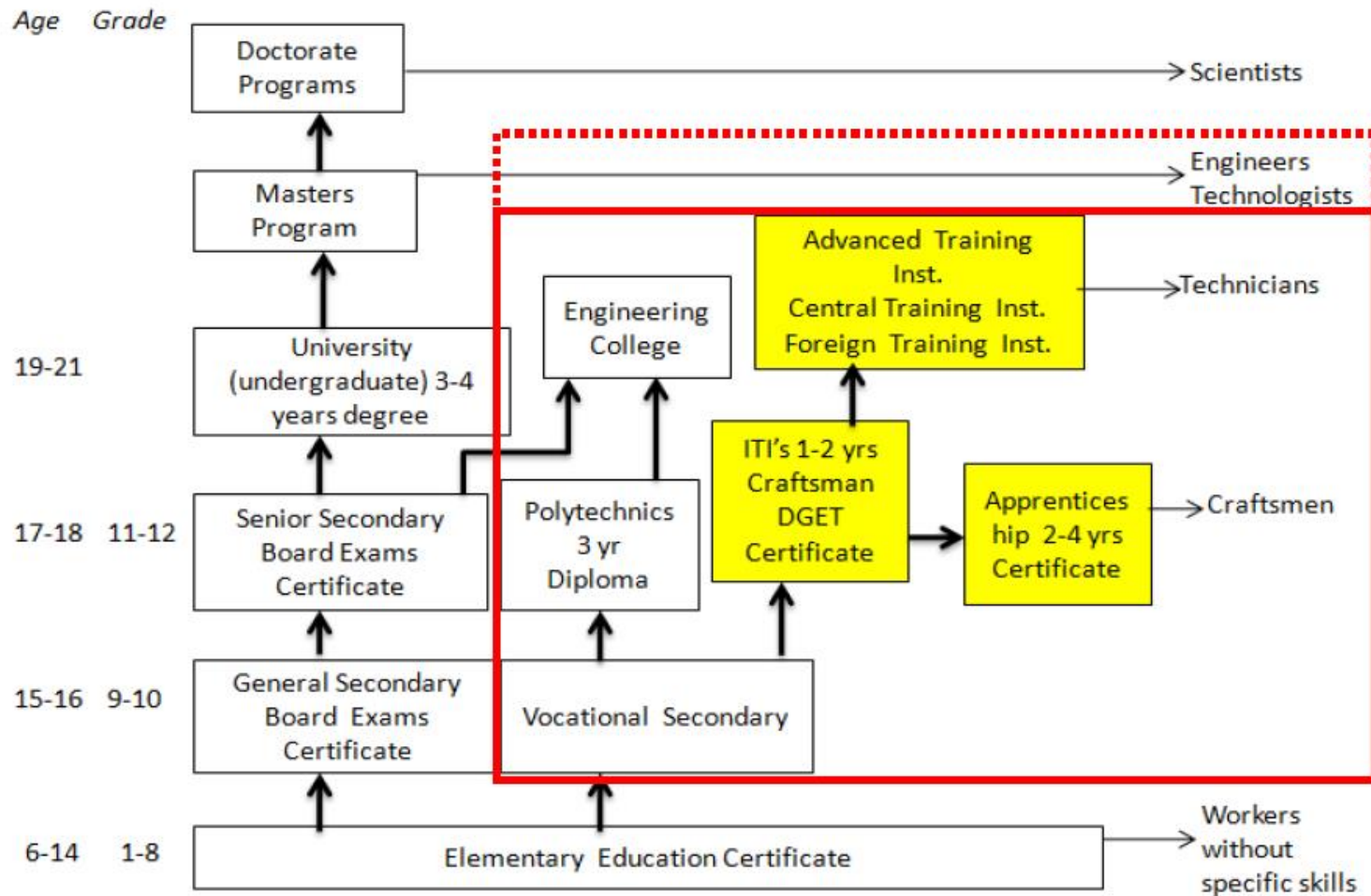
- Formal vocational training plays a minor role in the region of Chilika Lagoon.
 - Offered occupations do not meet regional needs.
 - Drop outs because of financial problems.
- Little interest TVET in this region.

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



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

