Policy Overview of Vocational Education and Training in India
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Introduction
## Project Background & Objectives

### About AEI
- Australian Education International (AEI) is the international arm of the Department of Education Employment and Workplace Relations (DEEWR)
- AEI represents Australia's education, training policy and strategic interests overseas in 16 Australian diplomatic missions.

### AEI Strategic Goals
- AEI’s vision is for Australia to be recognised as a regional and world leader in education and training excellence and a partner of choice for international collaboration. Including:
  - Providing quality international education
  - Building strong international partnerships
  - Supporting internationalisation
  - Providing strategic leadership

### Project Objectives
- To understand the Indian Government’s policy towards Vocational Education and Training (VET) policy directions. To use this critical understanding in developing strategic collaborations to deliver VET programs
- This report identifies the following specific objectives:
  - Analyse the policy framework and key bodies involved
  - Assess international and private players
  - Identify strategic partnership opportunities
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Assessing Body</td>
</tr>
<tr>
<td>AICTE</td>
<td>All India Council for Technical Education</td>
</tr>
<tr>
<td>AITT</td>
<td>All India Trade Tests</td>
</tr>
<tr>
<td>ASSOCHAM</td>
<td>Associated Chambers of Commerce</td>
</tr>
<tr>
<td>ATS</td>
<td>Apprentice Training Centre</td>
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<tr>
<td>CIBC</td>
<td>Canada-India Business Council</td>
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<tr>
<td>CIEC</td>
<td>Canada India Education Council</td>
</tr>
<tr>
<td>CII</td>
<td>Confederation of Indian Industries</td>
</tr>
<tr>
<td>CTS</td>
<td>Craftsman Training Scheme</td>
</tr>
<tr>
<td>DGE&amp;T</td>
<td>Directorate General of Employment &amp; Training</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FICCI</td>
<td>Federation of Indian Chambers of Commerce and Industry</td>
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<tr>
<td>ICSAT</td>
<td>Indo Canadian School of Advanced Technology</td>
</tr>
<tr>
<td>NMCC</td>
<td>National Manufacturing Competitiveness Council</td>
</tr>
<tr>
<td>NPSD</td>
<td>National Policy on Skills Development</td>
</tr>
<tr>
<td>NSDC</td>
<td>National Skill Development Corporation</td>
</tr>
<tr>
<td>NVQF</td>
<td>National Vocational Qualification Framework</td>
</tr>
<tr>
<td>NVEQF</td>
<td>National Vocational Education Qualification Framework</td>
</tr>
<tr>
<td>OPET</td>
<td>Office for Professional Education and Technology</td>
</tr>
<tr>
<td>PPP</td>
<td>Public Private Partnership</td>
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### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>QCI</td>
<td>Quality Control of India</td>
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<td>RDAT</td>
<td>Regional Directorate of Apprenticeship Training</td>
</tr>
<tr>
<td>SDC</td>
<td>Skill Development Centres</td>
</tr>
<tr>
<td>SDIS</td>
<td>Skill Development Initiative Scheme</td>
</tr>
<tr>
<td>SICC</td>
<td>Swiss-Indian Chamber of Commerce</td>
</tr>
<tr>
<td>SME</td>
<td>Small and Medium Enterprises</td>
</tr>
<tr>
<td>SVIFET</td>
<td>Swiss Federal Institute for Vocational Education and Training</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>UKIBC</td>
<td>United Kingdom India Business Council</td>
</tr>
<tr>
<td>UKIERI</td>
<td>United Kingdom India Education and Research Initiative</td>
</tr>
<tr>
<td>UKISF</td>
<td>United Kingdom India Skills Forum</td>
</tr>
<tr>
<td>USD</td>
<td>United States Dollar</td>
</tr>
<tr>
<td>UT</td>
<td>Union Territory</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>VTIP</td>
<td>Vocational Training Improvement Project</td>
</tr>
<tr>
<td>VTP</td>
<td>Vocational Training Provider</td>
</tr>
</tbody>
</table>
Executive Summary
Policy Overview

Ministries of Human Resource Development and Labour and Employment are the key decision makers for Vocational Education and Training in India

- Ministry of Labour and Employment (MoLE) and Ministry of Human Resource Development (MHRD) are the two ministries formulating policies for the Vocational Education and Training (VET) sector in India
- MHRD is assisted by the All India Council for Technical Education (AICTE) and National Council for Education Research and Training (NCERT) as highlighted:
  - AICTE: Prepares curriculum and imparts vocational higher education through polytechnics
  - NCERT: Prepares curriculum and imparts vocational education at school level through open schools
- MoLE is assisted by Directorate General of Employment and Training (DGE&T) which imparts vocational training through Craftsmen Training Scheme (CTS) and Skills Development Initiative Scheme (SDIS)
  - CTS: Provide training to 1.2 million people through Industrial Training Institutes (ITIs)
  - SDIS: Provide training to 1 million people through Vocational Training Providers (VTPs)
- Both the ministries are developing separate frameworks called National Vocational Qualification Framework (NVQF) and National Vocational Educational Qualification Framework (NVEQF) for curriculum design, standardisation and certification
- National Policy on Skills Development (NPSD) is a Prime Minister’s initiative and is the main driver policy:
  - It has set a target of providing skills training to 500 million people by 2022
  - The target has been divided between 20 ministries/departments/organizations
- Under NPSD, National Skill Development Corporation (NSDC), a Public Private Partnership (PPP) has been set up to provide funding, facilitation and advocacy by means of 21 Sector Skill Councils (SSCs)
- All policies are framed at the Centre and implemented at state level by the state governments/departments

Source: Synovate Interviews & Analysis
Policy Framework

MHRD regulates polytechnics and school-level vocational education while MoLE regulates Industrial Training Institutes and Vocational Training Providers

Prime Minister

Ministry of Human Resource Development (MHRD)
- All India Council for Technical Education (AICTE)
- National Council of Educational Research and Training (NCERT)
  - Polytechnics
  - School-level Vocational Education
  - National Vocational Education Qualification Framework (NVEQF)

Ministry of Labour & Employment (MoLE)
- Directorate General of Employment and Training (DGE&T)
  - Industrial Training Institutes (ITIs)
  - Vocational Training Providers (VTPs)
  - National Policy on Skills Development (NPSD)
  - Skills Development Initiative Scheme (SDIS)
  - Craftsmen Training Scheme (CTS)
  - National Vocational Qualification Framework (NVQF)

Source: Synovate Interviews & Analysis
National Policy on Skill Development

National Policy on Skill Development aims to train 500 million people in vocational skills by 2022

Prime Minister’s National Council on Skill Development

- MoLE (DGE&T)
  - CTS
  - 8800 ITIs
  - NVQF
  - AITTs
- NCVT
- Other schemes
- Funding, Facilitation, Advocacy
- SSCs
  - Facilitation
  - Advocacy
  - LMIS
  - Funding
- MHRD
  - Vocational Schools
  - Higher Education
- NSDC

17 ministries and departments

- MoLE has a target of providing skills training to 100 million people by 2022
- National Council for Vocational Training (NCVT) is mandated to design, develop and maintain the National Vocational Qualification Framework (NVQF) and conducts All India Trade Tests (AITTs) for certification
- MHRD has a target of providing skills training to 50 million people by 2022
- Other ministries have a combined target of 200 million skilled people by 2022
- National Skill Development Council (NSDC) is a public-private partnership. It aims to provide skills training to 150 million people by 2022. It has identified 21 high growth sectors and plans to set up Sector Skill Councils (SSCs) for these and other areas
- 6 SSCs have been set up till now which manage their tasks for themselves
- For the sectors whose councils have not been formed yet, NSDC directly manages their tasks such as funding, facilitation and advocacy

Source: MoL&E, Synovate Interviews & Analysis
Key Government Schemes

These two flagship schemes of the DGE&T (under MoLE) train about 2.2 million people annually and receive support from Government as well as industry

**Craftsmen Training Scheme (CTS)**

**Overview**
- The scheme was initiated by DGE&T to provide vocational training to semi skilled workers and school leavers to reduce unemployment.
- The 8800 ITIs provide vocational training to 1.22 million people annually in 116 trades.

**Delivery Mechanism**
- The courses are of six months to four years duration.
- The trainees are required to appear for All India Trade Tests.
- The successful trainees receive certificates from NCVT which can be used to apply to Central Government.

**Skills Development Initiative Scheme (SDIS)**

**Overview**
- The scheme of DGE&T is targeted at workers seeking skill upgradation or certification of skills acquired informally.
- Almost 6400 VTPs provide vocational training to 1 million people annually in 1257 courses.

**Delivery Mechanism**
- The courses on Modular Employable Skills ranges from four weeks to six months.
- Testing of skills is done by independent Assessing Bodies and certificates are provided by NCVT.

Source: Synovate Interviews & Analysis
Other Entities in VET Space

Industry Associations and International bodies are also actively involved in policy discussions

<table>
<thead>
<tr>
<th>Main Entities</th>
<th>Role &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry Associations</strong></td>
<td>• Industry lobbies that voice the needs of business • Leading role in policy debates</td>
</tr>
<tr>
<td><strong>International Bodies</strong></td>
<td>• Advisory role to government bodies on policy formulation • Financial aid for development of vocational education and training</td>
</tr>
<tr>
<td><strong>PPP Models/ Private Players</strong></td>
<td>• Providing financial assistance • Development of private vocational training institutes</td>
</tr>
<tr>
<td><strong>Other Countries</strong></td>
<td>• Institutional collaboration • Knowledge transfer</td>
</tr>
</tbody>
</table>

*Source: Synovate Interviews & Analysis*
International Bodies’ Initiatives

The World Bank is providing huge financial assistance whereas the European Union is providing financial as well consultative help for skills development

• The ILO is collaborating with the MoLE and the workers and employers partners at both policy and systems levels
• It provides technical consultancy on National Policy on Skill Development
• It facilitates skills development in the informal economy
• Implementation of skill development programs in selected areas using cluster based approach

• The World Bank has provided financial assistance of USD 280 million (INR 11.27 billion) for the Vocational Training Improvement Project (VTIP) with DGE&T. The assistance is being provided over a timeframe of 2007-2012
• The project aims to:
  • Upgrade 400 ITIs
  • Train the instructors
  • Promote systemic reforms and innovations
  • Support the development of NVQF

• The EU is supporting SDIS by providing a grant of 6.5 million Euros (INR 417.5 million)
• The project duration will be 69 months from commencement that is second half of 2011.
• Purpose of the EU support is to increase the capacity of DGE&T, NCVT and NSDC. Results expected are:
  • Development of NVQF
  • Development of Labour Market Information System (LMIS)
  • Establishment of linkages between EU and Indian agencies
  • Exchange of personnel for know how transfer
  • Training the trainers

Source: Synovate Interviews & Analysis
Private Players’ Initiatives

Leading education providers as well as corporates are also exploring the opportunities in this sector

• Educomp is a globally diversified education solutions provider and the largest education company in India
  • It has entered into a joint venture with Pearson’s Education to form IndiaCan to provide vocational training

• Bharti is one of the largest business groups in the telecom and retail space in India
  • It has established Centum Learning to provide end-to-end learning and skill-building solutions aimed at increasing the productivities of business

• Manipal Education is the largest education services provider in India
  • It has entered into a joint venture with City & Guilds UK to form IndiaSkills that provides industry-relevant skills training and certifications

• Infrastructure Leasing & Financial Services Limited (IL&FS) is one of India’s leading infrastructure development companies
  • It has established a business unit called the Cluster Development Initiative to address requirements of Small and Medium Enterprises (SMEs) including skills training

Source: Synovate Interviews & Analysis
Australian Collaborations

Various modes of engagement are being developed and strategies are being formulated for the future to develop a pathway to success for Australia and India

India- Australia Engagements

Bilateral Body for Engagement
- The Australia India Education Council is comprised of leaders from government, training organisations and industry who identify strategic goals of mutual benefit in strengthening the bilateral education, training and research relationship

Current Engagement
- Currently Australian state governments are engaging with Indian state governments
- Australian companies provide training in India
- Australian education providers are collaborating with their Indian counterparts

Future Engagement Strategy
- Engagement in the future will include:
  - Curriculum assessment and development
  - Innovative teaching strategies
  - Capacity building
  - Changing the perception of VET in India

Source: Synovate Interviews & Analysis
Other Foreign Collaborations

**Germany, UK, Switzerland and Canada are undertaking various initiatives like institutional collaboration, sector skill councils and curriculum development**

**Germany**
- The Federal Ministry has collaborated with NSDC to provide knowledge transfer, and institutional collaborations
- Rhine-Main Chamber of Skilled Crafts and IL&FS signed an Memorandum of Understanding (MoU) to support 100 Multi Skilled Schools

**UK**
- The UK India Business Council (UKIBC) formed the UK India Skills Forum (UKISF) as a single platform to access skill trainers for both countries
- British Council is working with CII and City & Guilds to facilitate creation of Sector Skills Councils

**Switzerland**
- The Swiss-Indian Chamber of Commerce launched the Swiss-Indian VET initiative to introduce the Swiss dual-track vocational system to India for factory labour
- Economiesuisse, Swiss Business Federation signed an MoU with FICCI to collaborate in various sectors including VET

**Canada**
- The Canada India Education Council is working with various academic institutions from India and Canada to provide joint training courses
- Canada-India Business Council has been working with Canadian universities in efforts to open campuses in India

*Source: Synovate Interviews & Analysis*
Recommendations
Strategic Collaboration

Australian institutions could develop strategic tie-ups at all levels to ensure holistic presence in vocational education in India

### Develop Strategic Tie-ups

#### Government-to-Government

- **Target Entity**
  - Directorate General of Employment & Training, Ministry of Labour & Employment, Government of India

- **Areas of Engagement**
  - Knowledge Partner
  - Advisory role in National Vocational Qualification Framework (NVQF)
  - Curriculum Design for courses under Skill Development Initiative Scheme (SDIS)

#### Industry Associations

- **Target Entity**
  - Federation of Indian Chambers of Commerce and Industry (FICCI)

- **Areas of Engagement**
  - Formulate Sector Skill Councils (SSCs)
  - Active participation in events conducted by FICCI Skill Development Forum
  - Country Partner in Global Skills Summit

#### Private Partnerships

- **Target Entity**
  - National Skill Development Corporation (NSDC)

- **Areas of Engagement**
  - Encourage Australian private companies to tie-up with Indian companies to provide vocational education
  - Provide assistance with setting up of Sector Skills Councils

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*Source: Synovate Interviews & Analysis*
Government-to-Government Collaboration

The Australian Government can collaborate in specific areas of knowledge sharing, framework formulation and curriculum development

Knowledge Partner

• The Australian Government could collaborate with Directorate General of Employment & Training, Ministry of Labour and Employment to provide:
  • Domain expertise in sectors such as hospitality
  • Participation in technical discussions
  • Australian framework and strategies for vocational training

National Vocational Qualification Framework

• The Australian Government could provide assistance in development of National Vocational Qualification Framework:
  • Provide studies and international consultation
  • Develop quality standards, curriculum, assessment and testing procedures for a specific field

Skill Development Initiative Scheme

• The Australian Government could provide support to the Skill Development Initiative Scheme for Modular Employable Skills in the following areas:
  • Development of course curriculum for various trades
  • Train the trainers module

Source: Synovate Interviews & Analysis
Collaboration with Industry Associations

Collaboration with FICCI would ensure greater visibility and representation of Australian entities at different forums and events

Event Participation

- Australian institutions could be an active participant in the events, discussion forums and conferences conducted by FICCI:
  - Global Skills Summit conducted annually
  - Round Table Meetings on Livelihood Development
  - State-specific Regional Conferences

Sector Skills Council

- FICCI is setting up Sector Skills Council in four sectors - Retail, Food Processing, Media and Entertainment, and Tourism/Hospitality
- Australian entities could partner with FICCI to provide skill development models, qualifications and competencies for the specified sectors

Country Partner

- FICCI organises the Global Skill Summit annually to bring together key policy makers, skill development specialists and corporates at both the national and international level for deliberation and interactions
- Australia could become the Country Partner in this event

Source: Synovate Interviews & Analysis
Private Partnerships

**Australian companies can form joint ventures to impart vocational education or collaborate with NSDC to form Sector Skill Councils**

- Australian companies in the education space could collaborate with similar Indian companies to form joint ventures in India to impart VET.
- Acceptability of such a collaboration is high since it will foster accountability on the part of both partners. Steps required are:
  - Bring Australian expertise to India
  - Initiate knowledge transfer
  - Establish linkages with industry to design courses and provide placements to students

- Australian Government could provide assistance to NSDC for the development of skill councils for the identified sectors. It could:
  - Provide technical advice to maintain skill inventory and develop Labour Market Information System
  - Design curriculum, course structures, standards and certifications
  - Facilitate funding and advocacy on setting up training institutes

*Source: Synovate Interviews & Analysis*
Key Policies & Initiatives

• National Policy on Skill Development
• Skill Development Initiative Scheme
• Craftsmen Training Scheme
• National Vocational Qualification Framework
• National Vocational Educational Qualification Framework
## Overview: National Policy on Skill Development

The National Policy on Skill Development aims to enhance India’s competitiveness in the global market by empowering people through improved skills, qualifications and access to employment.

### Governance
- Prime Minister’s National Council on Skill Development under the Chairmanship of Prime Minister has been set up as the apex institution for policy direction and review.
- Planning Commission, National Manufacturing Competitiveness Council, National Skills Development Council, seven ministries and six skill experts are members of the Council.

### Aims
- Enhancing individual’s employability
- Improving productivity and living standards of people
- Attracting investment in skill development

### Objectives
- Create opportunities for all – youth, women and disadvantaged groups
- Promote commitment by all stakeholders to own skill development initiatives
- Enable establishment of flexible delivery mechanisms

### Scope
- Institution-based skill development including ITIs, vocational schools, technical schools, polytechnics and professional colleges
- Formal and informal apprenticeships
- Learning initiatives of sectoral skill development by different ministries/departments
- Adult learning, retraining of retired/retiring employees
- Training for self-employment / entrepreneurial development
- Non-formal training by civil society organisations
- E-learning, web based learning and distance learning

Source: MoL&E, Synovate Interviews & Analysis
### Target: National Policy on Skill Development

**NSDC, MoLE and MHRD have a target of providing vocational training to 300 million people out of the total target of 500 million**

<table>
<thead>
<tr>
<th>Ministry/Department/Organisation</th>
<th>Present Training Capacity per annum (million people)</th>
<th>Target (million people by 2022)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Skills Development Council</td>
<td>-</td>
<td>150</td>
</tr>
<tr>
<td>Ministry of Labour &amp; Employment</td>
<td>1.2</td>
<td>100</td>
</tr>
<tr>
<td>Ministry of Tribal Affairs</td>
<td>0.006</td>
<td>30</td>
</tr>
<tr>
<td>Ministry of Rural Development and IL&amp;FS</td>
<td>0.548</td>
<td>20</td>
</tr>
<tr>
<td>Ministry of Human Resource Development</td>
<td>3.36</td>
<td>50</td>
</tr>
<tr>
<td>Construction Industry Development Council (under Planning Commission)</td>
<td>0.464</td>
<td>20</td>
</tr>
<tr>
<td>Other Ministries/ Departments</td>
<td>4.37</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.95</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

*Source: MoL&E, Synovate Interviews & Analysis*
Overview: Skill Development Initiative Scheme

The Skill Development Initiative Scheme aims to provide vocational education to one million people annually by the end of 2012

**Governance**
- Apex Committee at the national level is chaired by the Secretary of Labour & Employment
- Ministry of Social Justice & Empowerment, Ministry of Housing and Urban Poverty Alleviation, Ministry of Finance, Planning Commission, trade unions, industry chambers, and representatives of two State Governments are other members of the Committee

**Target Groups**
- Workers seeking certification of their skills acquired informally
- Workers and ITI graduates seeking skill upgradation
- Early school drop-outs and unemployed
- Former child laborers and their families

**Approach**
- Provide demand driven short-term training courses based on Modular Employable Skills (MES) identified and decided in consultation with industry
- Total cost of the scheme is INR 5.50 billion and is fully funded by the Central Government

**Course Structure and Training Fees**
- There is a total of 1257 courses

<table>
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<tr>
<th>Module Duration</th>
<th>Training Fee</th>
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<tr>
<td>Up to 90 hours</td>
<td>INR 500</td>
</tr>
<tr>
<td>From 91 hours to 180 hours</td>
<td>INR 1,000</td>
</tr>
<tr>
<td>From 181 hours to 270 hours</td>
<td>INR 1,500</td>
</tr>
<tr>
<td>More than 270 hours</td>
<td>INR 2,000</td>
</tr>
</tbody>
</table>

Source: MoL&E, Synovate Interviews & Analysis
**Structure: Skill Development Initiative Scheme**

*The scheme is being effectively monitored to ensure delivery of desired outcomes*

- Apex Committee
  - Review and revise policies, norms, criteria, funds allocation, expenditure, costs, procedures etc.
  - Scheme monitoring and assessment of labour market demand

- National Project Management Cell
  - Responsible for implementation as well as monitoring of the activities of SDIS

- 6 Regional Directorates of Apprenticeship Training (RDATs)
  - Implementation and monitoring at regional level
  - Periodic inspection of Vocational Training Providers (VTPs), Assessing Bodies (ABs), quality assurance, supervision, promotion and publicity and issuance of certificates to trainees

- State Cells
  - Administrative function related to finance and fund utilisation

- State Committees
  - Prepare annual training plan for the state
  - Assess labour market demand, publicize, manage Vocational Training Providers
  - Support Assessing Bodies (ABs), monitor scheme

- Vocational Training Providers (VTPs)
  - Assess competencies of trained persons
  - Does not conduct training programs
  - Assist DGE&T in developing standards and qualifications

- Assessing Bodies (ABs)
  - Provide counseling, training facilities, impart training, support to trainees in getting employment. Develop training infrastructure in emerging areas. Track trainees for three years or until they get gainfully employed, whichever is earlier. Network with industry for placement of trainees. Maintain accounts and ensure proper utilisation of funds

*Source: MoL&E, Synovate Interviews & Analysis*
Overview: Craftsmen Training Scheme

CTS is one of the successful schemes of Central Government which has attracted the attention of and investment from World Bank, International Labour Organization and the private sector

Introduction

The DGE&T in the MoLE initiated Craftsmen Training Scheme (CTS) with the objective of
- providing semi-skilled/skilled workers to industry by systematic training to school leavers
- reducing unemployment by providing youth with suitable skills for industrial employment

Governance

- ITIs function under the administrative control of the respective State Governments /Union Territories (UTs) / private organizations
- The ITIs are affiliated to NCVT which prescribes syllabi and conducts All India Trade Tests
- Training in Government ITIs is provided free of cost or nominal fee is charged

Approach

- ITIs would provide training in various courses and after competition of training, trainees would be required to appear for AITTs conducted under the aegis of NCVT
- Successful trainees would be awarded National Trade Certificate which is recognized by GoI for recruitment to subordinate posts and services under the Central Government

Facts and figures

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<table>
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<tr>
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<tbody>
<tr>
<td>Number of trades</td>
<td>116</td>
</tr>
<tr>
<td>Number of govt. and private ITIs</td>
<td>8800 (govt. 2217 and private 6583)</td>
</tr>
<tr>
<td>Seating Capacity</td>
<td>1.22 million annually</td>
</tr>
<tr>
<td>Entry qualification</td>
<td>8th to 12th standard</td>
</tr>
<tr>
<td>Minimum age</td>
<td>14 years</td>
</tr>
</tbody>
</table>

Source: MoL&E, Synovate Interviews & Analysis
Almost 1950 ITIs are under the process of upgradation and 1500 new ITIs are expected to be set up

### Qualitative Initiatives for the development of ITIs

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Details</th>
<th>Target</th>
<th>Investment</th>
</tr>
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<tbody>
<tr>
<td>Upgradation of 100 ITIs through domestic funding</td>
<td>These 100 ITIs will be developed into Centres of Excellence for producing multi-skilled workforce of world standard</td>
<td>100 trainees per year per ITI</td>
<td>INR 1.15 billion</td>
</tr>
<tr>
<td>Vocational Training Improvement Project</td>
<td>Upgradation of 400 ITIs with World Bank assistance. The World Bank is proving USD 280 million (INR 11.27 billion) under this scheme</td>
<td>100 trainees per year per ITI</td>
<td>INR 15.81 billion</td>
</tr>
<tr>
<td>Upgradation of 1396 ITIs in Public Private Partnership (PPP) mode</td>
<td>Amount of INR 200 million is released to each ITI as an interest free loan</td>
<td></td>
<td>INR 35.50 billion</td>
</tr>
<tr>
<td><strong>Since 2007-08 INR 25.5 billion has been released for upgradation of 1020 ITIs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancing ITI infrastructure in North Eastern (NE) states</td>
<td>Upgradation of 20 ITIs and supplementing infrastructure deficiencies of 28 ITIs in NE states and Sikkim</td>
<td></td>
<td>INR 574 million</td>
</tr>
<tr>
<td><strong>A fund of INR 128 million has been released to the states of Sikkim, Nagaland and Arunachal Pradesh</strong></td>
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<tr>
<td>Kaushal Vikas Yojana: Set up 1500 ITIs in disadvantaged blocks</td>
<td>The ITIs would be set up in hilly, difficult and backward areas. The scheme is yet to be appraised by the Planning Commission</td>
<td>200 trainees per year per ITI</td>
<td></td>
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**Source:** MoL&E, Synovate Interviews & Analysis
Overview: NVQF

The objective of developing a National Vocational Qualification Framework (NVQF) is to strengthen the skills framework to provide diplomas and degrees in addition to certificates.

Objectives

- Facilitate vertical and horizontal mobility of students and provide them options of multiple entry and exit through schools, colleges and institutes of vocational education.
- Facilitate international recognition of national standards and that of Indian qualifications from secondary to doctorate levels of education.
- The framework will have a competency based modular approach with provision of credit accumulation and transfer.
- There will be collaboration with SSCs and industry for development of quality standards, model curriculum, assessment and testing procedures.

Key Developments

- DGE&T has initiated discussions with International Labour Organization, World Bank and European Union (EU) for developing a strategy to create NVQF.
- An MoU between Government of India (GoI) and EU for cooperation in skill development including NVQF has been signed.
- ILO conducted a workshop in February 2011 to discuss experiences from different countries on National Vocational Qualification Framework development.

Source: MoL&E, Synovate Interviews & Analysis
Overview: NVEQF

The National Vocational Educational Qualification Framework (NVEQF) is expected to bring school level vocational education and polytechnics under its purview

Objectives

Facilitate vertical and horizontal mobility of students and provide them options of multiple entry and exit through schools, colleges and institutes of vocational education

Facilitate international recognition of national standards and that of Indian qualifications from secondary to doctorate levels of education

The framework will have a competency based modular approach with provision of credit accumulation and transfer

There will be collaboration with SSCs and industry for development of quality standards, model curriculum, assessment and testing procedures

Key Developments

• A meeting of State Education Ministers on the NVEQF was held in January 2011 under the Chairmanship of Union Minister of Human Resource Development. A Group of State Education Ministers (in charge of Vocational Education) was formed for recommending a NVEQF and preparing a roadmap for its implementation

• The Group of Ministers will submit its report on a suitable framework and a roadmap by 31 July 2011
Profiles

- Government Entities
- Industry Associations
- International Bodies
Government Entities

- Ministry of Human Resource Development
- Directorate General of Employment & Training
Ministry of Human Resource Development

MHRD has structure for imparting vocational education at all levels

Overview

• The Ministry of Human Resource Development (MHRD) is responsible for provision of education and apprenticeship. It has two departments
  • Department of School Education and Literacy
    o Responsible for elementary education, secondary education and adult education
    o Responsible for academic and vocational education at school level
  • Department of Higher Education
    o Responsible for university and technical education
    o Responsible for academic, technical and vocational education after class XII
• MHRD administers apprenticeship training through its four boards of Apprenticeship Training
• MHRD is also responsible for the development of NVEQF

Specific Initiatives

• The Department of School Education and Literacy has the National Council for Education Research and Training (NCERT) which is responsible for curriculum design for school level education.
  • PSS Central Institute of Vocational Education designs curriculum specifically for vocational courses at school level.
  • Vocational education at school level is imparted through Open Schools which are under National Institute of Open Schooling and are focused at providing general and vocational education to marginalized students
• The Department for Higher Education has All India Council for Technical Education (AICTE)
  • Education on vocational courses is imparted through polytechnics affiliated to AICTE
  • For polytechnics, state boards of technical education lay down curricula, conduct exams and award diplomas

Source: Synovate Interviews & Analysis
The Directorate General of Employment & Training (DGE&T) in Ministry of Labour and Employment (MoLE) is the apex organisation for development and coordination at national level for the programs relating to vocational training and employment services.

DGE&T particularly works in the following areas for Industrial Training Institutes (ITIs):

- Policies and procedures
- Training of instructors
- Trade testing
- Standardisation and certification
- Day-to-day administration of employment exchanges and ITIs rests with State Governments/Union Territories

National Policy on Skill Development (NPSD): DGE&T has a target of providing skills training to 100 million people by 2022 under the policy.

National Vocational Qualification Framework (NVQF): National Council for Vocational Training (under DGE&T) to facilitate NVQF which will lay down national standards for training and certification.

Craftsmen Training Scheme (CTS): Train almost 1.2 million people annually at ITIs.

Apprenticeship Training Scheme (ATS): Train 300,000 instructors annually.

Skill Development Initiative Scheme (SDIS): Train one million people annually with effect from 2012 at Skill Development Centres (SDCs).

Upgradation of 1,900 ITIs and setting up of 1,500 ITIs and 5000 SDCs.

Source: DGE&T, Synovate Interviews & Analysis
Industry Associations

- FICCI
- CII
- ASSOCHAM
# Federation of Indian Chambers of Commerce and Industry

*In the national skill development mission, FICCI aims to catalyse various initiatives*

## Overview

- FICCI is a non-government, not-for-profit organisation which works closely with Government on policy issues, enhancing competitiveness, expanding business opportunities and building global linkages.
- FICCI is active in 39 sectors of the economy. FICCI has joint business councils with 79 countries around the world.
- It has direct membership from the private as well as public sector and an indirect membership of over 83,000 companies from regional chambers of commerce.
- It also conducts events such as seminars, workshops, exhibitions and lectures in various industrial fields, sponsors awards and other relevant events.

## Specific Initiatives

- FICCI, in association with Film and TV Producers guild and Indian Broadcasting Association, has set up the SSC for media and entertainment.
- FICCI conducts various seminars, workshops and studies in Skills Development where it brings together key industry stakeholders, international players and Government bodies on a common platform to develop strategies.
- FICCI launched a Skill Development Forum which aims to examine skill development policies, interact with NSDC and put forward views of the private sector and vocational training providers.
- The forum has an 8-Point Agenda - build awareness, mobilize funds, create infrastructure, create standards, vocational training framework, generate employment, career progression and non-linear growth enabled through technology.

*Source: FICCI, Synovate Interviews & Analysis*
Confederation of Indian Industry

**CII is actively pursuing its mission of making India the Skills Capital of the World**

### Overview

- CII is a non-government, not-for-profit, industry led and industry managed organization
- It works closely with Government on policy issues, enhancing competitiveness and expanding business opportunities for industry through specialized services and global linkages
- It provides a platform for sectoral consensus building and networking
- CII has 64 offices in India, 9 overseas offices and institutional partnerships with 211 counterpart organizations in 87 countries
- It has established a Skills Development Trust which prepares reports, facilitates dialogue, organizes events, solicits funds and undertakes projects in the areas of skills development

### Specific Initiatives

- CII is supporting the 1,396 ITI upgradation project by taking responsibility of 237 ITIs by deploying 138 industry members
- CII has been empanelled as National Assessing Body for all States/UT's of Modular Employable Skills (MES) in all courses under the SDIS
- CII has partnered with British Council to attract investment from European Union for providing vocational education to two marginalized groups - Sirsa (Haryana) and Sitapur (UP)
- CII organized 22nd National Work Skills Competition Bengaluru in 2010 in association with the DGE&T on the lines of the Skills Olympics organized by the industry in Europe
- CII has MoUs with Indira Gandhi National Open University, Ministry of Overseas Indian Affairs, Kuoni Academy, Educomp Solutions, Edexcel and A4E India for various skill development initiatives

*Source: CII, Synovate Interviews & Analysis*
Associated Chamber of Commerce

**ASSOCHAM conducts independent and government vocational training programs**

### Overview

- Associated Chamber of Commerce (ASSOCHAM) is an apex chamber of corporate India which
  - Articulates genuine needs of its members
  - Impacts the policy and legislative environment to foster balanced economic, industrial and social development
- It provides an interface between Government and industry on policy initiatives with Union and State Ministries, Diplomatic Missions and visiting delegations
- It is an equity holder and board member of Quality Control of India (QCI)
- It has a pan-Indian membership with an outreach of over 200 Chambers, Trade Associations catering directly and indirectly to above 200,000 members

### Specific Initiatives

- The Chamber has imparted various skill upgradation trainings under various Government schemes covering about 10,000 persons
- These skill upgradation programmes have been conducted in the states of Uttarakhand, Orissa, Rajasthan, Uttar Pradesh, Jharkhand and Kerala.
- ASSOCHAM conducts skill assessment in 19 sectors and issues certificates to successful trainees
- It has a representative on the board of NSDC
- ASSOCHAM has proposed a methodology to assist the Government in the implementation of SDIS by:
  - Collecting information on VTPs and candidates,
  - Preparing end-to-end assessment plan
  - Sorting and preparing trade-wise list
  - Creating teams and delegating responsibilities and day-to-day reporting

*Source: ASSOCHAM, Synovate Interviews & Analysis*
International Bodies

• International Labour Organization
• European Union
• World Bank
International Labour Organization

**ILO's major focus is on enhancing employable skills in the informal sector**

### Overview

- The International Labour Organization (ILO) is the international organisation responsible for drawing up and overseeing international labour standards.
- It brings together representatives of governments, employers and workers to jointly shape policies and programs. This unique arrangement gives the ILO an edge in incorporating real world knowledge about employment and work.
- The ILO provides support through integrated Decent Work Country programs developed in coordination with its constituents with gender equality as a crosscutting objective.
- The ILO has four strategic objectives:
  - Creating Jobs
  - Guaranteeing Rights at Work
  - Extending Social Protection
  - Promoting Social Dialogue

### Specific Initiatives

- The ILO is collaborating with the MoLE, workers and employers at both policy and systems levels through:
  - supporting the multi-stakeholder preparation and technical processes of the National Policy on Skills Development (NPSD)
  - supporting operational initiatives on skills development in the informal economy, i.e. implementation of SDIS in selected clusters
  - relevant studies, for evaluation of ITIs and methodology for identification of skills needs
  - implementation of pilot programs in selected areas
- ILO's programs on child labour are training adolescent unorganised workers by obtaining insights into labour market forecasts at local levels and by provision of demand-driven training and post-training support.

*Source: ILO, Synovate Interviews & Analysis*
The European Union (EU) is a unique economic and political partnership between 27 European countries. It is composed of many institutions and bodies to carry out various tasks. The EU works in the policy areas of agriculture, environment, economic and monetary affairs, employment and social affairs, foreign and security policy and many others. It awards money in the form of grants in order to implement projects in relation to EU policies. These grants may be awarded within fields as diverse as research, education, health, consumer protection, protection of the environment, and humanitarian aid. The EU also issues tender notices for public procurement from Europe and EU institutions.

The EU is supporting SDIS by providing a grant of 6.5 million Euros (INR 417.5 million) over a period of 69 months starting from second half of 2011. The purpose of the EU support is to increase the capacity of DGE&T, NCVT and NSDC to efficiently implement the NPSD agenda. Results expected are:
- Progress in the development of NVQF
- Development of LMIS and analysis practices

Main activities planned:
- Establishment of sustainable linkages between relevant EU and Indian agencies
- Visits and exchanges of personnel between India and Europe for know how transfer
- Provision of international technical support in policy advice, development of SSCs and quality assurance
- Training the trainers

Source: Synovate Interviews & Analysis
As an international organization, World Bank has provided maximum funds for skills development

Overview

• The World Bank is a source of financial and technical assistance to developing countries around the world
• It provides low-interest loans, interest-free credits and grants to developing countries for a wide array of purposes that include investments in education, health, public administration, infrastructure, financial and private sector development, agriculture and environmental and natural resource management
• The World Bank’s Country Strategy for India for 2009-2012 focuses on helping the country to fast-track the development of infrastructure and to support the seven poorest states achieve higher standards of living for their people
• The strategy envisages a total proposed lending program of USD 14 billion

Specific Initiatives

• World Bank has provided financial assistance of about INR 11.27 billion (USD 280 million) which is more than 70% of the total cost of INR 15.81 billion for the Vocational Training Improvement Project (VTIP)
• The project aims to:
  • Upgrade 400 ITIs out of which 325 ITIs have opted to be upgraded to Centres of Excellence and the rest of them would be upgrades under the Craftsmen Training Scheme
  • Train the instructors
  • Promote systemic reforms and innovations
  • Support studies and international consultations to help set up a NVQF
  • Provide incentive funds to reward states for good performance in project implementation

Source: World Bank, Synovate Interviews & Analysis
Public Private Partnership/ Private Sector Initiatives

- National Skill Development Corporation
- IndiaSkills
- IndiaCan
- Centum Learning
- IL&FS Cluster Development Initiative
The National Skill Development Corporation (NSDC) was set up under the Prime Minister’s National Council for Skill Development in 2009.

It is the first Public Private Partnership (PPP) in the social sector that facilitates skill development.

NSDC is a not-for-profit company set up by the Ministry of Finance.

It has an equity base of INR 100 million, of which the Government of India holds 49%, while the private sector holds 51%.

It aims to promote skill development by catalysing the creation of large, quality, for-profit vocational institutions. It provides viability gap funding to build scalable vocational training initiatives.

It is also mandated to enable, support and improve systems such as quality assurance, information systems and delivery mechanism.

NSDC is mandated to provide skills training to 150 million people by 2022.

It has identified 21 high growth sectors and is encouraging private sector investment and initiatives in skill development in these sectors.

NSDC has funded 30 training projects to date.

It is mandated to set up Sector Skill Councils (SSCs) which bring together all stakeholders – industry, labour and academia.

SSCs’ main tasks are to:

- Develop Labour Market Information System (LMIS)
- Develop skills development plans
- Develop standards and qualifications
- Train the trainers
- Provide Career Guidance

Auto, Security, Energy, Retail, Media and Entertainment and Information Technology (IT) SSCs have been set up.

Source: NSDC, Synovate Interviews & Analysis
## IndiaSkills

**IndiaSkills is one of the leading initiatives in the private sector with an investment of INR 2 billion**

### Overview

- IndiaSkills, a joint venture between Manipal Education and City & Guild was formed in 2009 with an investment of INR 2 billion
- It provides industry-relevant certifications and job assistance through its industry partners
- It currently has 30 vocational training centres across India and plans to reach 500 centres by 2015

### Key Bodies Involved

- **Manipal Education:** One of India’s foremost education service providers that has four universities and 20 institutions in India and abroad
- **City & Guilds:** Global leader in skills training and certification and one of the biggest names in UK vocational education

### Courses Offered

- The following courses are offered by IndiaSkills:
  - Diploma in Financial Advisory and Marketing
  - Hairdressing
  - Certificate in Food and Beverage Services
  - Certificate in Retail Skills
  - Diploma in Security Operations
  - Level 1 Certificate in Workplace Skills
  - International English Qualification

### Industry Partners

- [Reliance Fresh](#)
- [Madura Garments](#)
- [BMI](#)
- [Café Coffee Day](#)
- [Bata](#)
- [Mars](#)
- [PAL Heights](#)
- [Shoppers Stop](#)
- [Life ware](#)

*Source: Synovate Interviews & Analysis*
# Overview

IndiaCan is a joint venture between Educomp and Pearson with the aim of training over 500,000 people annually by 2012.

It is a pioneering initiative with a view to bridge the gap between employment opportunities, skills and knowledge base of the unemployed youth.

## Key Bodies Involved

- Educomp: Leading education company involved in various stages of education including preschool, school, higher education and online learning.
- Pearson Education: Global education service provider with expertise in developing best quality content and effective training methodologies.

## Courses Offered

The following courses are offered by IndiaCan:

- Certificate Course in Sales
- Certificate Course in Retail
- English Language Courses
- Information Technology
- Accounting

## Industry Partners

Source: Synovate Interviews & Analysis
Centum Learning is working very actively in the skills development sector along with industry partners.

**Overview**
- Centum Learning is Bharti associate company which provides end-to-end learning and skill-building solutions. It has more than 170 learning centres in 150 cities across India.
- Centum Learning has launched Centum U, which offers workforce degrees in association with globally acclaimed universities and institutes.

**Courses Offered**
- Diploma courses are offered by Centum Learning in the following fields:
  - Insurance
  - Telecommunication
  - Sales Management
  - Banking & Finance

**Key Bodies Involved**
- Centum Learning works with the Bharti Group of companies like Bharti Airtel, Bharti AXA Life Insurance, Bharti Walmart and Bharti Infratel.
- Centum Learning has also partnered with National Skill Development Corporation to establish Centum WorkSkills India Limited which has a target to skill 12 million people by 2022.

**Industry Partners**

Source: Synovate Interviews & Analysis
IL&FS Cluster Development Initiative

**Overview**
- IL&FS has established a business unit called the Cluster Development Initiative to address the infrastructure, market access, technology and finance requirements of SMEs.
- The total project cost is INR 2.16 billion with a target to train 1.95 million people in 10 years.

**Courses Offered**
- Vocational courses would be offered in the following sectors:
  - Textile & Leather
  - Construction
  - General Engineering
  - Automotive and Auto Components
  - Logistics

**Key Bodies Involved**
- IL&FS is one of India's leading infrastructure development and finance companies which would be providing a broad range of turnkey services under this initiative.
- IL&FS is working with various industry associations and state governments to develop the curriculum and framework for the identified sectors.

**Industry Partners**

*Source: IL&FS, Synovate Interviews & Analysis*
Australian and Foreign Collaborations

- Australia
- United Kingdom
- Germany
- Switzerland
- Canada
**Australia-India Bodies for Engagement**

**All Australia-India engagement initiatives are following a structured approach with defined objectives and priority areas of work**

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**Australia-India Education Council (AIEC)**

- The Australia-India Education Council is a critical forum for leaders representing government, training organisations and industry to identify strategic goals of mutual benefit to both nations in strengthening the bilateral education, training and research relationship.
- The Council’s current priority areas of work are:
  - the skills agenda
  - collaboration in higher education
  - student mobility
  - mutual recognition of quality assurance, and
  - research collaboration

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**Bureau of Vocational Education and Training Collaboration**

- The Bureau for Vocational Education and Training Collaboration (BVETC) facilitates VET partnerships between institutions, industry and governments.

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**Australia India Higher Education Exchange**

- The newly formed Australia India Higher Education Exchange facilitates higher education partnerships between institutions, industry and government.
- The Exchange and BVETC meet regularly to consider collaboration proposals from the sector and provide advice on the best ways to achieve successful partnerships in country.

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*Source: Synovate Interviews & Analysis*
Many engagement initiatives are being taken simultaneously at government, institutional and industry levels

**Government Collaborations**

• National Institute of Open Schooling, India and New South Wales Technical and Further Education Commission, TAFE New South Wales Western Sydney Institute - Open Training and Education Network MoU to collaborate and promote vocational education, in the area of distance education up to pre-degree level

• Victoria and Karnataka State Government MoU to strengthen the capacity of the vocational education and training workforce in the state

**Institutional/Industry Collaborations**

• Cooperation on the development of India’s Sector Skills Councils

• Australian companies provide training in India, to enable locals to work for the company. In this way, companies can determine quality and can set benchmarks

• Australian education and training institutions in Australia assisting Indian partners in a range of areas including curriculum development

• MoUs are also being signed between institutions in vocational education and training, and in higher education.

Source: Synovate Interviews & Analysis
Future Engagement Strategy

Australia should continue strengthening collaboration with government, NSDC, industry and institutions

Future Strategy
- Cooperation with the Indian government to develop models of VET engagement
- Tie up with NSDC to develop sector skill councils or set up educational institutions
- Strategic alliances with education institutions providing education and training in country
- Partnerships with Indian State governments will also be beneficial

Areas of Focus
- Enhancing employability in the country for VET students
- Changing the perception of VET in India
- Capacity building and governance
- Innovative teaching strategies
- Curriculum and assessment development
- Set up training centres which deliver Australian qualifications

Source: Synovate Interviews & Analysis
The UK India Education and Research Initiative (UKIERI) started in April 2006 with the aim of enhancing educational links between India and the UK. UKIERI aims to work with a range of different skills and training bodies to enable participation and facilitation of skill development needs in the two countries.

The UK India Business Council (UKIBC) formed the UK India Skills Forum (UKISF) as a collective umbrella for UK skills and vocational training providers. The UKISF offers UK-based skills providers a single entity through which they can collectively seek opportunities in this area and engage with Indian entities to provide vocational training skills. UKISF offers Indian companies - both public and private - a single platform through which they can access the broadest range of skills provision.

British Council is working in a joint project with CII and City & Guilds to facilitate creation of Sector Skills Councils (SSCs), deliver skills training across the manufacturing, agro-processing and tourism sectors and providing linkages to employment, deliver English language skills for employability.

United Kingdom: Key Initiatives

UK is working actively in the vocational education sector through organisations like British Council, UKIERI and UK India Business Council.
Germany: Key Initiatives

**German Ministries and Chambers of Industries are collaborating in both Government and private initiatives in the Indian vocational education sector**

- iMove is the initiative of Federal Ministry of Education and Research, Germany to promote international collaborations in vocational training
- An Memorandum of Understanding (MoU) was signed between NSDC and iMove to cooperate in skills development with the specific objectives of knowledge transfer, institutional collaborations and fostering private sector initiatives

- The Rhine-Main Chamber of Skilled Crafts is one of Germany’s largest chambers comprising around 30,000 skilled craft enterprises
- ILF&S Cluster Development Initiative Limited and Rhine-Main Chamber of Skilled Crafts signed an MoU to support 100 Multi Skilled Schools through identification of skills and competencies, preparation of course curriculum, testing and certification and train the trainee programs

- The Government of Karnataka has entered into technical collaboration with German Technical Cooperation GIZ, which is the world leader in providing technical support and consultancy in the areas of course design, course implementation and quality assurance
- GIZ will assist the Karnataka Government to establish model Multi Skills Development Centres offering advance technology training courses

Source: Synovate Interviews & Analysis
Switzerland: Key Initiatives

Swiss-Indian Chamber of Commerce and Economiesuisse are working along with Swiss and Indian stakeholders to facilitate VET collaboration

• Swiss-Indian Chamber of Commerce (SICC) is a bi-national, private sector, non-profit association with 400 Swiss and Indian members
• SICC launched the Swiss-Indian VET initiative in partnership with the Swiss Federal Office for Professional Education and Technology (OPET), Swiss Federal Institute for Vocational Education and Training (SVIFET) and The Swiss Mechanical and Electrical Engineering Industries (Swissmem)
• The initiative aims to introduce the Swiss dual-track vocational system to India in order to address the shortfall of skilled factory labour
• Select industrial training institutes from Maharashtra and Karnataka, as well as four Swiss companies, Bobst India, Burckhardt Compressions India, Bühler India and Rieter India, are participating in the pilot project

• Memorandum of Understanding (MoU) was signed between FICCI and Economiesuisse, Swiss Business Federation in 2011
• It is aimed to foster entrepreneurial initiative, intensify bilateral trade and investment, increase innovation and strengthen the competitiveness of firms of both countries
• Collaboration is expected in areas of R&D, finance, tourism, engineering, vocational education, logistics, transport, power generation and construction

Source: Synovate Interviews & Analysis
Canada: Key Initiatives

Canada India Education Council and Canada India Business Council are working with the Indian entities to promote vocational education tie-ups

• Canada India Education Council (CIEC) is an independent, not-for-profit, membership based, event driven organization established to enhances ties and creates opportunities for academic institutions and learners from India and Canada
• Various educational tie-ups have been formed to provide skills training in graphic designing, nursing, hotel management and information technology
• A key example is Indo Canadian School of Advanced Technology (ICSAT) in Faridabad, Haryana. It was set up by Algonquin College, Ottawa and Manav Rachna Education Society, India to offer vocational courses in Graphic Design, Journalism-Print, Tool and Die Making

• The Canada-India Business Council (CIBC) is Canada's private sector, member driven, not-for-profit national business association that has been working for promotion of bilateral trade and investment growth between Canada and India
• CIBC has been lobbying along with Canadian universities to open campuses in India and offer dual training courses in vocational education sector

Source: Synovate Interviews & Analysis
Further information on Australian and Indian collaboration can be found at the Australia India Education Links information portal: www.australiaindiaeducation.com