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‘Brainstorming Session to Strengthen the Capacity Needs of Vocational Teachers and Trainers’

Opening Remarks by Dr. B. Shadrach
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- ▶ Warm welcome to everyone! The best brain in the room from the Technical and Vocational Education and Training (TVET) space! The two missing constituencies are: international organisations and the actual learners for whom we are striving.
- ▶ The purpose of our meeting is to figure out if we can address one of the many challenges facing the TVET space, especially the trainers/teachers who are at the helm of affairs
- ▶ Happy Teachers' Day (belated)! They say, teaching is not a profession, but a vocation. If so, we are discussing today the needs of those, who are in this noble vocation, for improving vocational education.

Indian Landscape

- ▶ School domain, 10K schools offering 160 courses under various boards of secondary education.
- ▶ Industrial Training Institutes (ITIs), 12K private and public ITIs offering 126 trades, also negotiating apprenticeship schemes between 6 months and 4 years.
- ▶ Universities, preparing teacher educators as well as practitioners.
- ▶ Skill Centres, numerous those offering employment-oriented courses.
- ▶ Santosh Mehrotra calls it five pillars: Schools, National Skill Development Corporation (NSDC), private training providers, public and private ITIs, the industry, and skill development schemes of 16 ministries, coordinated by Ministry of Skill Development and Entrepreneurship (MSDE) to some extent.
- ▶ There are also captive service providers, skill development centres and others.
- ▶ We have many actors - MSDE, NSDC, Department of Labour and Employment (DoLE), National Council for Vocational Education and Training (NCVET), Directorate of Technical Education (DoTE), Sector Skill Councils (SSCs), etc.

Demand

- ▶ Half a billion people in the workforce; about 250M in agriculture of whom only 75M in Gross Value-added Services
- ▶ 70M in industry of whom only a fourth in value-added services; and, 190M in services of whom over 120M in value-added services.
- ▶ More than 54% of Indian population in working age group of whom only one out of 20 persons go through vocational education (as compared to 68% in the UK and 96% in Korea).
- ▶ 85% workforce is in the unorganised sector.
- ▶ 12M enter the workforce each year, but only 4.3M supplied through formal institutions
- ▶ Lack of trained workforce - unskilled
- ▶ Educated youth lack employment skills - unemployable

National Policy on Skill Development and Entrepreneurship 2015

- ▶ Squarely placed to address the skill needs of young people
 - ❑ Instructors/trainers/teachers are to prepare them (pre-service)
 - ❑ Instructors/trainers/teachers are to make them employable
- ▶ Lack of instructors in pre-service
- ▶ Lack of trained instructors
 - ❑ Ad hoc instructors
 - ❑ A third of them possess only ITI certificates
 - ❑ Only a fifth of them have completed instructors' training
 - ❑ A small percentage of them have been to university to earn degrees
- ▶ Entire training cadre recognises the importance of ICTs, training skills and exposure to innovative training methodologies
 - ❑ 90% of them lack motivation to improve their skills or qualifications

Contd...

- ▶ Vocational Education and Training (VET) is miniscule
 - Modules on training methodology covers
 - Principles of teaching
 - Learning psychology
 - Workshop administration
 - Motivation
 - Use of computers and audio-visuals in teaching
 - Preparation of lesson plans
 - Clearly twin transition is missing
 - Digital technologies
 - Greening effects of industrial practice

Contd...

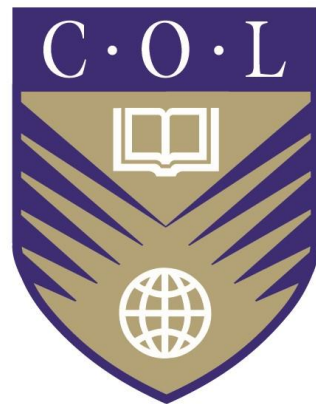
- ❑ Many more might be missing
 - Theory heavy; less practice
 - Practice heavy; less rooted in pedagogy and/or ID
- ▶ Global scenario
 - ❑ Committee of Experts on the Application of the Recommendations concerning Teaching Personnel in TVET (jointly organised by UNESCO and ILO) have come up with a set of recommendations.
 - Coherence
 - ✓ Complexity and heterogeneity of TVET system demands greater coherence, streamlining institutional mechanisms and responsibilities.
 - Collaboration
 - ✓ Public sector straddling work and education demand higher collaboration among all sectors and at all levels.
 - Evidence-based
 - ✓ Identifying internationally comparable data for TVET and undertaking nuanced research on TVET teacher/trainer experience for future programming.

Contd...

□ Other recommendations:

- Promote and develop pre-service training programmes that are cognizant of multi-faceted role of TVET teacher/trainers
- Support them with CPD throughout the length of their career
- Ensure working conditions to make TVET teaching attractive
- Facilitate participation of TVET teachers in quality and systematic social dialogue from local level upwards

Thank You!



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