

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. In India's education sector, the United Kingdom's Department for International Development (DFID), the European Union (EU), the United Nations Children's Fund, and the World Bank have been supporting the central government's *Sarva Shiksha Abhiyan* (SSA) program for universalizing elementary education for children aged 6–14. Given India's steady progress in raising enrollment rates at the elementary level, the central government launched the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA)—National Secondary Education Mission—in 2009, to accommodate the increasing number of students entering the secondary level.¹ The table below shows that these donors are also supporting RMSA's attempts to universalize access to secondary education by 2017 while focusing on improving learning outcomes, increasing attendance and retention rates, training teachers on interactive learning processes, and incentivizing education for girls and marginalized populations.

Major Development Partners (2000–2014)			
Development Partner	Project Name	Approval	Amount (\$ million)
ADB	Supporting Human Capital Development in Meghalaya	2013	100.0
DFID	Support for SSA	2003–2013	680.0
	Support for RMSA	2012–2016	80.0 (FA) 27.0 (TA)
	Odisha Girls' Incentive Program	2012–2016	40.0
	Teacher Education through School-Based Support—India	2012–2016	16.0
	Skills Development Project	2013–2018	60.0
	Skills for Jobs	2013	6.0
EU	Support for SSA	2002–2013	351.0
	Support for SSA and RMSA	2011–2015	104.0
	Education component of State Partnership Program for Chhattisgarh	2006–2012	41.6
	India–EU Skills Project	2012	9.1
ILO	Portfolio of 30 small projects and initiatives with vocational training components	1999–2013	
World Bank	Elementary Education III (for SSA)	2014	1,006.2
	Secondary Education Project	2012	500.0
	Additional Financing for Second Elementary Education Project	2010	750.0
	Elementary Education II (for SSA)	2008	600.0
	Elementary Education I (for SSA)	2004	500.0
	Technical/Engineering Educational Quality Improvement Project II	2010	300.0
	Vocational Training Improvement Project	2007	280.0
	Technical/Engineering Educational Quality Improvement Project I	2002	250.0
	Third Technician Education Project	2000	64.9

ADB = Asian Development Bank, DFID = Department for International Development, EU = European Union, FA = financial assistance, ILO = International Labour Organization, RMSA = *Rashtriya Madhyamik Shiksha Abhiyan* (National Secondary Education Mission), SSA = *Sarva Shiksha Abhiyan* (Education for All Campaign), TA = technical assistance.

Source: Asian Development Bank.

¹ For example, between 2002 and 2013, the EU committed €270 million to support the SSA. It committed an additional €80 million in 2011 to support the SSA as well as the RMSA. The EU also supports education through its State Partnership Program in Chhattisgarh and numerous initiatives led by nongovernment organizations.

2. In addition to DFID, EU, and the World Bank, German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organization (ILO), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) are active in the technical and vocational education and training (TVET) sector in India. GIZ is currently supporting three multi-skill development centers in Karnataka and establishing five vocational training centers focused on backward tribal communities in Gujarat in the public–private partnership (PPP) mode. ILO is involved in policy dialogue, reform, and technical cooperation with India in the areas of labor standards, quality assurance, occupational safety and health, improvement of working conditions, upgrade of technical facilities, and vocational training. It works with the government and workers’ and employers’ organizations to promote “decent work” programs. ILO is helping the National Skill Development Corporation (NSDC) set up a sector skills council (SSC) for domestic workers. UNESCO is undertaking a detailed review of India’s TVET policy and of the relevance of life-long learning in raising employability. It is also supporting an Entrepreneurship Education Network. Through the Vocational Training Improvement Project, the World Bank is helping to reform and modernize 400 industrial training institutes (ITIs) under the Ministry of Labour and Employment. It is also supporting the government in upgrading 1,396 government ITIs into centers of excellence through PPPs.² The World Bank’s Technical/Engineering Education Quality Improvement Projects I and II are helping reform India’s technical education system; develop the capacity of technical education policy planners and instructors; and modernize research and development so that graduates are more employable.³

3. Over the past 5 years, most development partners have focused on assisting India in operationalizing the mandate of the National Skill Development Policy, 2009. This policy marks a fundamental shift from the traditional government-led TVET model to a more decentralized approach that involves the private sector and is driven by the states in line with their evolving priorities. Under its Skills for Jobs project, which began in March 2014, DFID will (i) build the capacity of the NSDC to promote commercially viable skills training business models targeting the poor in selected low-income states of India, (ii) assist SSCs in standardizing occupational profiles for pro-poor and entry-level jobs, (iii) strengthen skills development missions of some low-income states, (iv) design first loss guarantee schemes to encourage banks to give loans to trainees from low-income groups, and (v) support monitoring and evaluation of and research on vocational training. The India–EU Skills Project, approved in 2012, is helping develop national occupation standards and qualification packs in three high-growth sectors, design a labor market information system, and train trainers in selected areas.

B. Institutional Arrangements and Processes for Development Coordination

4. At the country level, the Asian Development Bank (ADB) coordinates with all multilateral and bilateral development partners while designing the overall India assistance program. Interactions take place during programming meetings and sector consultations. While designing the proposed loan for Kerala, ADB organized a meeting of all development partners (DFID, EU, GIZ, ILO, Japan International Cooperation Agency [JICA], and UNESCO) at the India Resident Mission on 20 April 2014. Representatives of the Australian High Commission and the Canadian High Commission also participated. The Australia India Education Council is facilitating bilateral cooperation in skills development. Australia’s industry skills councils are working closely with the

² Under this program, each government ITI has to engage with an industry partner to reform its curriculum and teaching methods. An institute management committee having industry representation is constituted. It is given an interest-free loan of \$500,000 to upgrade its training infrastructure.

³ The World Bank also supports a number of livelihood and rural development projects such as the North East Rural Livelihoods Project, 2011–2017 (\$130 million), and the Bihar Rural Livelihood Project, 2007–2015 (\$100 million).

NSDC and have formed partnerships with India's SSCs in retail, mining, agriculture, telecommunications, and entertainment to prepare industry-led competency, accreditation, and training standards. Joint Australia–India skills conferences are being supported. JICA has not been directly involved in vocational training so far. However, given the growing investment by Japanese companies in India and Japan's support for infrastructure development programs, JICA is initiating dialogue with the NSDC and the Government of Tamil Nadu regarding ways to overcome the skills constraint. Japan has been supporting ADB's skills development initiatives through the Japan Fund for Poverty Reduction (JFPR) as elaborated below.

C. Achievements and Issues

5. In the South Asia region, ADB has substantial experience in education and TVET in Bangladesh, Nepal, and Sri Lanka. It is relatively new in this field in India. ADB's first loan for skills development and reform of secondary education to India, Supporting Human Capital Development in Meghalaya, was approved in September 2013. It aims to enhance the employability of Meghalaya's youth by improving the quality, access, and delivery of its secondary education (grades 9–12) and TVET programs. It will also catalyze participation of private training providers, engage with SSCs, and support employment-linked training for the youth of Meghalaya. The loan became effective on 7 March 2014. A \$2 million capacity development technical assistance (TA) grant financed from the JFPR accompanies this loan. ADB will coordinate with DFID, EU, and the World Bank to ensure that the reforms in secondary education that they are pursuing nationally get effectively operationalized in Meghalaya.

6. At the national level, ADB is providing a TA to the NSDC and the National Skill Development Agency. It is assisting the NSDC in preparing national occupation standards and accreditation frameworks for the construction and health care SSCs.⁴ Since the EU and DFID are also working with the Ministry of Labour and Employment and the NSDC to support operationalization of SSCs and the National Skills Qualification Framework, ADB keeps them informed about the ongoing work to tap synergies. Support is also being provided to Assam and Kerala to prepare a road map on how the effectiveness of their respective skills development missions can be enhanced. On the other hand, ADB will assist the National Skill Development Agency in (i) building the capacity of selected state skills development missions, (ii) operationalizing the National Skills Qualification Framework, (iii) undertaking surveys and benchmarking studies to assess the effectiveness of skills development programs, and (iv) facilitating cross-learning between states and ministries.⁵ This \$1.5 million TA is also funded from the JFPR. While designing this TA, detailed discussions were held with the Embassy of Japan and JICA. During implementation, all the development partners will be kept informed.

D. Summary and Recommendations

7. Although none of the development partners is directly engaged in skills development in Kerala, their assistance to various national programs (e.g., the reform of ITIs and facilitation of PPPs in skills development) will benefit the state indirectly. ADB will therefore continue to consult closely with relevant development partners while implementing the proposed loan. At the meeting on 20 April 2014, it was agreed that workshops will be held every 4–5 months so that the development partners can update one another and improve coordination to reinforce India's efforts toward modernizing its skills ecosystem and supporting vocational training.

⁴ ADB. 2012. *Technical Assistance to India for Skill Development for Inclusive Growth*. Manila

⁵ ADB. 2014. *Technical Assistance to India for Capacity Building of the National Skill Development Agency*. Manila.