

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. Since 2000, development partners such as the Department for International Development of the United Kingdom (DFID), the European Union, and the World Bank have been supporting the Government of India's *Sarva Shiksha Abhiyan* (Education for All Campaign) and *Rashtriya Madhyamik Shiksha Abhiyan* (National Secondary Education Mission), which are programs for universalizing primary and secondary education. In addition to strengthening school infrastructure and enrolment levels in primary and secondary schools, these projects also focus on improving teacher training and learning outcomes. The World Bank has also been supporting the reform and modernization of India's technical and vocational education and training (TVET) system. German development cooperation through GIZ supports three multiskill development centers in Karnataka, and vocational training centers focused on backward tribal communities in Gujarat through public-private partnership. The International Labour Organization continues to be involved in policy dialogue, reform, and technical cooperation with India in regard to labor standards, quality assurance, occupational safety and health, improvement of working conditions, and upgrade of technical facilities. It works with the government and workers' organizations to promote "decent work" programs.

2. In recent years, the development partners have been assisting India in implementing the mandate of the National Skill Development Policy, 2009, and the National Policy on Skill Development and Entrepreneurship, 2015, which aim to move TVET away from the traditional, government-led model to one that involves the private sector in design and execution, and is more decentralized, i.e., driven by the states as per their priorities. For example, under its Skills for Jobs project, DFID is helping the National Skill Development Corporation (NSDC) in assisting the skills development missions of Jharkhand and Madhya Pradesh in aligning their training schemes to the National Skills Qualification Framework, encouraging industry partnerships, and introducing entrepreneurship courses for students in the TVET system. DFID is also supporting eight sector skills councils in standardizing occupational profiles for entry-level jobs. The India-European Union Skills Project, approved in 2012, is helping the National Skill Development Agency (NSDA) in developing national occupational standards and qualification packs in three high-growth sectors, designing a labor market information system, and training trainers in selected areas. The World Bank's recently approved Skills Strengthening for Industrial Value Enhancement Operation project focuses on improving the long-term technical education programs in selected industrial training institutes (ITIs), while the Skills India Mission Operation aims to improve the market relevance and quality of short-term training programs (3–12 months or up to 600 hours) at the national and state level.

3. The Asian Development Bank (ADB) entered the TVET sector in India in 2011 at the request of the Department of Economic Affairs, Ministry of Finance, Government of India. Three loans are currently being implemented in the states of Meghalaya, Kerala, and Odisha.¹ Capacity development technical assistance financed by the Japan Fund for Poverty Reduction (JFPR) is also being provided to all three states. ADB also provided technical assistance to the National

¹ ADB. 2013. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Administration of Technical Assistance Grant to India for Supporting Human Capital Development in Meghalaya*. Manila; ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Results-Based Loan and Administration of Technical Assistance Grant to India for Supporting Kerala's Additional Skill Acquisition Program in Post-Basic Education*. Manila; ADB. 2017. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Administration of Technical Assistance Grant to India for Odisha Skill Development Project*. Manila.

Skill Development Corporation and the National Skill Development Agency.² In addition to the proposed project for Himachal Pradesh, a loan is currently being designed to support the TVET reform efforts of Madhya Pradesh.

4. While the Japan International Cooperation Agency is not directly involved in TVET in India so far, the Government of Japan has been providing crucial support for ADB's skills development projects. As noted in paragraph 3, the capacity development technical assistance projects for the three ongoing loans are financed by JFPR.

Major Development Partners, 2000–2016

Development Partner	Project Name	Duration	Amount (\$ million)
ADB	Supporting Kerala's Additional Skills Acquisition Program in Post-Basic Education	2015–2018	100.0
	Supporting Human Capital Development in Meghalaya	2014–2018	100.0
DFID	Support for SSA	2003–2013	680.0
	Support for RMSA (financial assistance)	2012–2016	80.0
	Support for RMSA (technical assistance)	2012–2016	27.0
	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
World Bank	Skill India Mission Operation (SIMO)	2017	250
	Skills Strengthening for Industrial Value Enhancement Operation (STRIVE)	2017	318
	Technical Education Quality Improvement Project III	2016	201.5
	Tejaswini: Socioeconomic Empowerment of Adolescent Girls and Young Women	2016	63.0
	Madhya Pradesh Higher Education Quality Improvement Project	2015	300.0
	Enhancing Teacher Effectiveness in Bihar	2015	250.0
	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

² ADB. 2011. *Technical Assistance to India for the Skills Development for Inclusive Growth*. Manila; ADB. 2014. *Technical Assistance to India for the Capacity Building of the National Skill Development Agency*. Manila.

Development Partner	Project Name	Duration	Amount (\$ million)
	Gujarat District Primary Education Project	2001	15.7
	Rajasthan Second District Primary Education Project	2001	74.4
	Third Technician Education Project	2000	64.9

ADB = Asian Development Bank, DFID = Department for International Development of the United Kingdom, EU = European Union, RMSA = *Rashtriya Madhyamik Shiksha Abhiyan*, SSA = *Sarva Shiksha Abhiyan*.
Source: Asian Development Bank.

B. Institutional Arrangements and Processes for Development Coordination

5. At the country level, ADB coordinates with all multilateral and bilateral development partners while designing the overall India assistance program. Although none of the development partners is directly engaged in skills development in Himachal Pradesh, their assistance to various national programs (e.g., reform of ITIs, facilitation of public-private partnerships in skills development, alignment of all training to the National Skills Qualification Framework) will benefit the state indirectly. ADB staff have been in touch with the respective World Bank project teams to ensure that there is no duplication with their ongoing projects. The institutional development plans designed under HPSPDP for reforming the ITIs of Himachal Pradesh will be aligned to the reform indicators proposed under STRIVE. Moreover, the ITIs of Himachal Pradesh receiving support under the HPSPDP will not access additional funding under STRIVE. Similarly, ADB has been coordinating with DFID to ensure that some of the reforms related to entrepreneurship development, apprenticeship, and industry partnerships and training programs piloted under the latter's technical assistance support for Madhya Pradesh are reinforced and scaled up under ADB's proposed support.

C. Achievements and Issues

6. The establishment of the MSDE in 2014 was a major step by the Government of India to bring about convergence across the 20-plus ministries involved in skills development. The NSDA, NSDC, and the Directorate General of Training now come under MSDE. These are the main bodies charged with the responsibility of strengthening the policy and regulatory framework of India's skills ecosystem.

D. Summary and Recommendations

7. Some of the common priorities for all development partners working with MSDE include strengthening of the quality assurance standards for assessment and certification as laid down in India's National Skills Qualification Framework, improving the quality of skills training, building the capacity of counterpart staff in different states and ministries involved in TVET, and emphasizing rigorous monitoring and evaluation of TVET programs so that lessons can be learned on what is working well and what is not. Given the size, scale, and diversity of India's needs in this sector, it is critical for the development partners to continue to consult and coordinate with each other. This will facilitate cross-learning and avoid duplication of efforts across different agencies.