

**ACCESSIBILITY OF JOB ORIENTED
VOCATIONAL TRAINING AMONG YOUNG
WOMEN IN SAMPLE DISTRICTS,
ANDHRA PRADESH STATE, INDIA**

By

**POVERTY LEARNING FOUNDATION
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Accessibility of Job Oriented Vocational Training among Young Women in Sample Districts, Andhra Pradesh State, India.

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Abbreviations

AICTE	:	All India Council for Technology Education
AP	:	Andhra Pradesh
APSSDC	:	Andhra Pradesh Skill Development Corporation
ATDC	:	Apparel training designing centre
ATS	:	Apprenticeship Training Scheme
BC	:	Backward Caste
CCs	:	Cluster Coordinators
CTS	:	Craftsmen Training Scheme
CSO	:	Civil Society Organisation
CSR	:	Corporate Social Responsibility
DDU-KGY	:	DeenDayalUpadyay Grameen Kaushal Yojana
DFID, UK	:	Department for International Development,
DGET	:	Director General of Employment and Training
DGT	:	Director General of Training
DRF	:	Dr Reddy Foundation
FGD	:	Focus Group Discussion
GAA	:	Girls Advocacy Alliance
GP	:	Gram Panchyat
IIT	:	Indian Institute of Technology
IT	:	Information Technology
ITC	:	Indian Tobacco Company
ITES	:	IT Enable Services
ITI	:	Industrial Training Institute
JOVT	:	Job Oriented Vocational Training
MEPMA	:	Mission for Elimination of Poverty in Municipal areas
MES	:	Modular Employment skills
MOLE	:	Ministry of Labour and Employment
MSME	:	Medium and Small Scale Enterprise
NAC	:	National Academy of Construction
NGO	:	Non-governmental Organisation
NSDC	:	National Skill Development Corporation
NSIC	:	National Small Industry corporation
NSTI	:	National Skill Training Institute
NVQEF	:	National Vocational Education Qualification Framework
NSQF	:	National Skills Qualification Framework
PLF	:	Poverty Learning Foundation
PMKVY	:	Prdhan Mantri Kaushal Vikas Yojana

Abbreviations

PRI	:	Panchayat Raj Institute
RSETI	:	Rural Self Employment Training Institutes
SBT	:	Swarna Bharathi Trust
SDGs	:	Sustainable Development Goals
SDI	:	Skill Development Initiative
SHG	:	Self Help Group
SC	:	Scheduled caste
SCVT	:	State Council for Vocational Training
SEEDAP	:	Society for Employment Generation and Enterprise Development in Andhra Pradesh
SIVE	:	State Institute of Vocational Education
SRTP	:	SEEDAP Retail Training Programme
SRTRI	:	Swamy Ramanandathirtha Rural Institute
SSC	:	Sector Skill Council
ST	:	Scheduled Tribe
T&HM	:	Tourism and Hospitality Management
TSEC	:	Tata STRIVE Extension Centre
TVE	:	Technical and Vocational Education
UGC	:	University Grants Commission
UNDP	:	United Nations Development Programme
UNESCO	:	United Nations Education, Scientific and Cultural Organisation
USAID	:	United States Agency for International Development and the
VO	:	Village Organisation
VTI	:	Vocational Training Institute
WASH	:	Water, Sanitation and Hygiene
YTC	:	Youth Training Centre

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SECTION 1: INTRODUCTION

Many of the poor don't benefit from economic growth because they lack the skills required to obtain a job- but if they do manage to acquire skills, the impact on their personal income can be dramatic¹. Ensuring a well-trained workforce is a particularly acute challenge in India because most business are small and operate outside the formal economy; they are therefore unlikely to provide the same training opportunities as larger, better established firms.

Youth underemployment, especially among the less educated, perpetuates poverty. Despite the prevalence of youth unemployment, there is little knowledge on how to create smooth school-to-work transition or how to improve the human capital of those who can no longer go back to school. The National Skill Development Corporation (NSDC) of India and international organisations such as the World Bank, the United States Agency for International Development (USAID), and the Department for International Development (DFID, UK), increasingly consider vocational training to be one of the promising avenues through which young adults, particularly women, can acquire marketable skills that can enable them to secure employment.² Despite the large-scale expansionary policies and programmes of these organisations for increasing access to vocational training programmes, women still face many barriers to access them.

The government's efforts to address this issue have included initiatives such as the National Skill Development Corporation. Most of the progress to date has around developing models for workers in urban areas and those with a minimum education level (typically class 12 or graduates). To make economic growth more inclusive, however, vocational education providers need to engage the poorest workers, girls and women, those with lower

¹An illiterate worker who moves from agriculture into light manufacturing can, with appropriate training, realise a 40 percent increase in wages. Similarly, a literate worker who has completed only primary education can expect 70 percent higher wages by moving from the farm into heavy manufacturing after having acquired the relevant skill set.

²Betcherman, G., K. Olivas, and A. Dar (2004), "Impacts of Active Labour Market Programs: New Evidence from Evaluations with Particular Attention to Developing and Transition Countries", Social protection discussion paper no. 0402, World Bank.

levels of education (perhaps no schooling at all or only primary education), and those who live in rural areas.

Mahita-Plan India, under Girls Advocacy Alliance (GAA) programme, considers it important to promote vocational education towards realising the equal rights and opportunities for young girls and women. This booklet analyses Job Oriented Vocational Trainings (JOVTs) implemented in Andhra Pradesh from the perspective of young women. Especially it examines the barriers faced by women in relation to availability, accessibility, affordability and usefulness of JOVTs. This is the outcome of a study commissioned by Mahita-Plan India for analysis of JOVTs from the perspective of young women.

1.1 The GAA Programme

The Girls Advocacy Alliance (GAA) programme, a global initiative, aims to promote equal rights and opportunities for young girls and women. It is an initiative of Plan International-Plan Netherlands, Terre des Hommes-Netherlands, and Defence for Children-ECPAT Netherlands. The GAA programme has been implemented in 10 countries in Africa (Ghana, Ethiopia, Kenya, Liberia, Sierra Leone and Uganda) and Asia (Bangladesh, India, Nepal and the Philippines).

In India, Plan India is implementing the programme with the help of Mahita in selected districts of Andhra Pradesh and Telangana States. The districts covered are: Krishna, Kurnool, and Visakhapatnam in Andhra Pradesh; and Adilabad, Hyderabad, Jogulamba-Gadwal, Sanga Reddy, Vikarabad, Warangal (rural and urban) and Yadadri-Bhuvanagiri, in Telangana. The programme focuses in addressing the issues of child marriage and child trafficking, promoting secondary education for girls, and Job Oriented Vocational Training (JOVT) for young women. The programme works closely with Communities, Civil Society Organizations (CSOs), the Government, and the Private Sector.

As part of this initiative, Mahita-Plan commissioned a study to analyse different vocational courses available for young women and to examine barriers faced by them in availing the skill development or JOVT courses. They assigned the task of conducting the study to Poverty Learning Foundation (PLF). The study was conducted between July and October 2019.

1.2 Statement of the Problem

There is growing importance for skill development, especially in today's context. Acquiring skills has come to be widely recognised as central to labour market outcomes (Lauder et al., 2012). For this reason, improving skills is a central concern of national governments and international donor community alike (UNESCO, 2012; World Bank, 2012). The UN Sustainable Development Goals (SDGs) have a set of targets on vocational education and skill development (see section 2 on policy environment). UNESCO's policy

emphasised on the promotion of equal access of girls and women to technical and vocational education. In recent decades, national governments and development agencies have created a range of vocational and business training programmes to improve skill levels and labour market outcomes of populations. Skill India Mission has brought renewed and stronger focus on skill development³; and it is visible through several government and nongovernment efforts.

Vocational training programmes often target low income, unemployed or under-employed individuals who may or may not be in the formal education system. These programmes typically focus on preparing participants for jobs related to specific occupation or trade, although many programmes are increasingly being tailored to the shifting demands of the labour market. Some of these programmes specially aim to develop women's occupational and entrepreneurial skills in order to increase their employment and earnings and reduce poverty (Blattman & Ralston, 2015).

Women suffer from low levels of economic and social empowerment. The past few decades have witnessed a massive increase in the number of different microfinance and employment intervention programmes that have typically targeted women in developing countries to help them become more economically and socially independent (e.g. Bandiera et al., 2016; Groh et al., 2016). These programmes primarily focused on physical capital support without considering human capital. Gender differences in levels of educational attainment and access to business networks could limit women's ability to benefit from physical support (Field et al., 2010).

There is, thus, a need to overcome the human capital constraint on women by increasing and enlarging their skill sets. The GAA programme, being involved in the promotion of equal rights and opportunities for young girls and women, considers vocational education as a highly pragmatic approach for economic empowerment of young women. At the same time, the programme recognizes that young women face different barriers in accessing JOVTs. The major future challenges in ensuring equal access to girls and women to technical vocational education are:

- Increasing participation of girls, especially rural girls in JOVT
- Removing gender bias in Technical and Vocational Education (TVE) from educational planning, parents, society and employers
- Ensuring positive facilitation of both wage- and self-employment for girls
- Expanded programme of non-formal, low-tech vocational training for rural girls

³The central government has taken a slew of measures including the setting-up and funding of new ITIs, studying the sustainability of vocational models, establishing payee mechanisms, vocational standards, creation of sector skill councils, modular employability schemes, etc. Recently, the government has set up the National Skill Development Agency (NSDA) with a mandate to coordinate all skill development initiatives which have resulted in an increase in capacity in recent years.

- Gender neutral educational and vocational guidance and counselling services for girls and their parents

1.3 Research Issues and Conceptual Framework

It is in the above context that the GAA has responded to this challenge by making greater investments in understanding ‘barriers faced by young women in accessing and benefitting from JOVTs’. The GAA commissioned a study for: “the analysis of Job Oriented Vocational Training (JOVT) Programs in AP and TS from the Perspective of Young Women” to foster knowledge sharing and identify action areas towards furthering the skilling agenda for young women. The findings of the study will be used for supporting the state governments and key stakeholder groups to translate evidence into policy responses for including measures for pro-women JOVT. The immediate objectives of the study are:

- To bring out skill gap analysis for government and privately run JOVT/skill development courses for young women in rural and urban AP and TS.
- To identify the barriers faced by young women in availing the skill development/JOVT courses in terms of accessibility, availability, affordability and usefulness in getting jobs in AP and TS.
- To recommend the areas of immediate action towards furthering the skilling agenda for young women in AP and TS.

1.4 Study Methodology

This research study report is based on fieldwork carried out in GAA operational districts of Andhra Pradesh, namely Krishna, Kurnool and Visakhapatnam. The study relied on both primary and secondary data. Primary data were collected through a survey assessment conducted with select Vocational Training Institutes (VTIs), young women and other key stakeholders. For selection of VTIs, line listing of training institutions was done using secondary data sources. Secondary data collection consisted of existing literature pertaining to policies and programmes on JOVTs, *Skill Gap Analysis Report* (2012) and availability of VTIs and courses offered by them, i.e., mainly using data available in the public domain.

1.5 Sampling

The study was carried out in three GAA operational districts of Andhra Pradesh, as listed in Table 1.1. A purposive sampling method was used to select VTIs, i.e., giving representation to different types of VTIs (Table 1.2). Within each district, two VTIs– one each from rural and urban areas were covered.

Information was also collected from 20 young women, selected randomly, from each VTI operational area. The sample comprised of five women each who are undergoing JOVT and those who got placement after completing JOVT course, and 10 unemployed women from two habitations/sites surrounding the VTI. The study team also conducted structured interviews using a checklist for gathering perspective of key stakeholders which included NGOs, CSRs, government officials, industries and sector specialists.

Table 1.1: Sample for the study (number)

Particulars	Sample per District	Total sample	
		Proposed	Covered
Districts covered	NA	3	3
VTIs	2	6	6
Trainees	10	30	35
Trainees who got placement	10	30	29
Unemployed women from the locality of VTI	20	60	62
Key stakeholders	6	18	10

1.6 Data Collection Instruments Used

The instruments used for the study include, Focus Group Discussions (FGDs) with the Principal and Faculty members /Trainers in six VTIs. A structured questionnaire was administered to three categories of young women. It is comprised of two parts: (i) Common to all the three categories of respondents; (ii) questions specific to each category of respondents (Appendix 1). In addition, a checklist was used for structured interviews with key stakeholders.

1.7 Limitations of the Study

The indicators used to assess the availability, accessibility, affordability and usefulness of JOVTs to young women are specific to the context of the study. To gather perspectives of young women, we collected information only from young women. In other words, the sample does not include young men. Finally, VTIs are purposively selected to understand best possible scenario for young women in accessing and benefiting from JOVT offered under various programmes.

1.8 Structure of the Report

The report has four sections. Section 1 provides the study's background, purpose and objectives and methodology. The second section deals with The Policy Environment and Institutional Framework of Vocational Education and Training. Section 3 examines barriers faced by women in terms availability, accessibility, affordability and utility of JOVTs in Andhra Pradesh. The final section offers conclusions and recommendations.

SECTION 2: THE POLICY ENVIRONMENT AND INSTITUTIONAL FRAMEWORK OF VOCATIONAL EDUCATION AND TRAINING

The main objective of vocational education and training (VET) is to furnish the technical and management skills. Vocational training is required for acquiring relevant skills for world of work. It is intended at developing appropriate attitudes for specific occupations and jobs. Vocational education should be high on the agenda of education system and accessible to all.

2.1 Literature Review

The world would be an increasingly competitive market place where superior skilled human resource and technology would provide an edge to the competing nations. These in effect would set the parameters for the quality of VET for all, and increasing participation of women alongside men, on a level playing field. While working women's continuing education and skill upgradation has to be high on the agenda, the secondary education as a step in lifelong learning may be seen as holding the key to the future challenges. Youth who dropped out of school/college for various reasons must get access to vocational education/training.

According to global statistics, India has 2% skilled workforce of total working population. Women form a significant proportion of this work force in India; however, they are largely concentrated in the informal sector, engaged in vocations characterized by low earning, low productivity, poor working conditions and lack of social protection. There are higher number of unskilled workers in rural than in urban areas, and a greater number of women do not have any skills, compared to men with no skills.

There is a huge mismatch between demand and supply when it comes to skilled workforce and employment opportunities, which could place a strain on the economy in the long run. The World Development Report (2013) on jobs indicated that, “200 million people, a disproportionate share of them youth, are unemployed and actively looking for work”. And a lot of training is required. Many of India’s young leave school ill-prepared even for rudimentary jobs (The Economist, May 2013).” We need to invest in employability of youth, focusing primarily on skills and knowledge required in the job markets. Technical and vocational training is an important enabler for lifelong learning which increases the chance of finding opportunities and decent employment; and it also paves way for building equitable society.

Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. General and academic education builds analytical skills, knowledge and critical thinking, while Vocational Education and Training (VET)⁴ develops craftsmanship, practical experience and practical problem-solving abilities.

‘Technical and Vocational Education’ is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life’ (UNESCO, 2001, p. 2).

The terms Technical Education (TE) and Vocational Training (VT) are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education. In this report, we are dealing mostly with VT or Job Oriented Vocational Training (JOVT).

Skills and knowledge are the driving forces of economic growth and social development of any country (Nitika et.al, 2015). The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Women are the most vibrant and dynamic segment as well as potentially most valuable human resources. However, despite phenomenal capabilities, India is seriously handicapped with a very weak and narrow knowledge and skills base, with 12.3% gross enrolment ratio, as compared to 21% in China, 54.6% in developed countries and the world average of 23.2%.

VET is usually perceived as improving the opportunities of youths who lack the resources, skills or motivation to continue with higher education. Many have argued that VET provides useful skills to prepare these individuals for labour market entry and improve their chances of a successful professional career. Ryan (2001), based on the cross-country evidence, indicated that vocational programmes, and in particular apprenticeships, increase the chances of an early working life. Vocational training/education is essential both for dropouts as well as for those pursuing higher education. For school/college dropouts, provision of training and technical knowledge is important to get them assimilated into new

⁴VET, also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally nonacademic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education and training designed to advance individuals' general proficiency, especially in relation to their present or future occupations. The term does not normally include training for the professions.

economic opportunities. Students at secondary and tertiary levels also need to acquire new knowledge and skills for job markets and enterprises.

According to Manoj Kumar Gandhi (2015), skills development initiatives are critical for sustainable and inclusive growth and development of India's economy. He highlighted the importance of JOVT for under-privileged, marginalized groups and women, as it is a powerful weapon against poverty and hunger, and for women's empowerment.

A survey conducted by Anuradha Choudhary (2018) on the skill India indicated that more female respondents expressed their interest in participating in skill development programs; 19% of the females have already enrolled in such program as compared with 26% of males. While over three-fourths of all female respondents were not aware of any government-run skill development program, a half of females indicated time constraints that inhibited their program enrolment. According to the survey, nearly 51% of the youth in the country perceive the lack of professional guidance in identifying jobs that match their skills to be the main obstacle in searching for a desirable job. On the other side, nearly 34% of youth reported being neither employed nor in education.

Sushendra Kumar Misra (2015) suggested that skill development policy should be modified in accordance with the need of the industry and global market and should promote the private partnership to accomplish the skill targets. Deka, R.J., and Batra, B (2016) observed that for Make in India Mission to be successful, youth need to be skilled through formal education, vocational and technical training. Pandey (2017) discusses the need for bringing the higher education system under the umbrella of NSDC, UGC and Make in India; and recommends a shift in the skill development sector in favour of innovations, improvements and high-quality training.

Vandana Saini (2015) charts the various measures/ initiatives of the government and its partner agencies have undertaken for the effective implementation of the skill development system in the economy.

2.2 Review of Policy Environment

UNESCO's policy to promote the equal access of girls and women to technical and vocational education is based on the Organization's normative instruments: the Revised Recommendation concerning Technical and Vocational Education (1974) and the Convention on Technical and Vocational Education (1989). As these instruments indicate, the continued persistence of inequality in this field calls for specific action in respect of girls and women considering their particular needs and the obstacles to be overcome.

Vocational Training (in India) refers to certificate-level crafts training and is open to students who leave school after completing grades 8-12 from any school. ITIs (government and private) conduct courses under this scheme. Some efforts have been made to create special facilities for training women. For this purpose, DGET has dedicated women training cell to design and structure women's vocational training programmes in the country. At the state level, vocational training for women at craftsmen level is provided through a network of women's industrial training institutes under the administrative control of the state governments.

Apprenticeship training scheme (ATS) provides training facilities to youth in different trades in enterprises under the Apprentice Act 1961.

National Policy on Education, 1986 provides for Vocational Stream in the Higher Secondary Stage. Only about 5% of total student strength in Higher Secondary stage is in Vocational stream (as against the National Policy's target of 25%). *Beti Bachao Beti Padhao*, which aims at empowering the girl child through education, emphasises in creating an enabling environment that provides equal access to education, health, employment/skill development etc.

Vocational Education and Training was one of the thrust areas in the 11th five year plan (2007-12). Hence, a national Skill Development Policy (MoLE 2007) was put in place. Further, the national skill development mission was initiated with 11th plan by the Government of India (GoI) in 2007.

XII plan focuses proposes various measures for the promotion of the vocational education. These are launching new scheme on Vocational Education; Vocational Education to be integral part of the school education system; introduction of pre-vocational subjects at class IX; reorganization of Vocational Courses; boosting of Vocational Education at Tertiary Education Level; and introduction of National Vocational Education Qualification Framework (NVQEF).

A National Policy on Skill Development has been formulated by the Ministry of Labour & Employment. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market. The policy aims to increase the productivity of workforce both in the organized and the unorganized sectors; seeking increased participation of youth, women, disabled and other disadvantaged sections; and to synergize efforts of various sectors and reform the present system.

The National skills qualification framework (NSQF) 2013 provides a qualification framework to facilitate mobility from vocational and general education and vice versa⁵.

⁵ Horizontal mobility from VE to General Education is difficult. NSQF integrates education and training systems encouraging lifelong and continuous learning.

The National Vocational Education Qualification Framework (NVEQF), on the other hand, is a unified system of national qualifications covering schools, vocational education and training institutions as well as the higher education sector (MHRD 2011).

The NSDC has identified challenges faced in building skill development ecosystem which is conducive for the women workforce. The large number of women who need to be trained since currently only 2% of the female workforce is formally trained, (ii) inadequacies in the quality and relevance of TVET (technical and vocational employment training in India), (iii) inadequate Infrastructure, acute shortage of trained women workers, poor quality of training, (iv) lack of mechanisms to judge and certify quality, (v) inequity in access to TVET for women (vi) low level of education of potential women trainees that limits training of women in the formal sector, (vii) lack of recognition of prior learning of potential women trainees (viii) relatively high opportunity cost of learning involved for training women.”

Emphasizing on the need for greater skill development efforts in the country, GOI launched campaign “Skill India” in July 2015. The recommenced and vigorous focus on skill development, which is noticeable in various government and non-government initiatives

Sustainable Development Goals (UNDP, 2017) have clearly set out targets on skills and employability. The SDG 4 is to ensure inclusive and equitable and promote life-long learning opportunities for all; and the SDG 8 is to promote inclusive and sustainable economic growth, employment and decent work for all. The targets relevant to Vocational training under SDG 4 and SDG 8 are given in Table 3.1.

Table 3.1 SDGs and Targets applicable to VET

SDG Target	Narration
Target 4.3	Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.
Target 4.4	By 2030, increase in the percentage of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
Target 8.6	By 2020 substantially reduce the proportion of youth not in employment, education or training.

2.3 The Indian Vocational Education and Training System

Vocational education and training in India has been governed by several educational institutions/organizations functioning under roughly 21 different Ministries of the federal Government (Singh 2012). Vocational education in the country usually starts after the secondary school level and is offered at school level in 11th and 12th standards.

Vocational training⁶, on the other hand, falls outside the formal schooling cycle and includes institution-based training programmes⁷. Vocational training is mainly provided through Industrial Training Institutes (ITIs) and Polytechnics. Polytechnics generally offer three-year diploma courses in engineering/technology trades after the 10th standard.

At a higher level, the technical education and vocational training system in India produces a labour force through a three-tier system: a) Graduate and post-graduate level specialists (Indian Institutes of Technology - IITs- and Engineering Colleges) trained as engineers and technologists; b) Diploma-level graduates who are trained in polytechnics as technicians and supervisors; and c) Certificate-level craft people trained in ITIs as well as through formal apprenticeships as semi-skilled and skilled workers.

Historically, vocational training has been primarily coordinated by the Directorate General of Employment and Training (DGET) under the Ministry of Labour and Employment (MOLE), Government of India; while technical training falls under the Ministry of Human Resource Development⁸.

The Minister of Finance in 2005-06 announced the skill development initiative (SDI) to cater to the needs of unorganized sector. Accordingly, MoLE undertook development of a new strategic framework for skill development for early school leavers and existing workers in the unorganized sectors, known as Modular Employment skills (MES). As part

⁶ Vocational training in India is provided as part-time or full-time basis. Full-time training is typically provided by the ITIs; while part-time programs are offered to the students by the boards of State Technical Education.

⁷ Programmes are administered under two principal schemes, viz., Craftsmen Training Scheme (CTS) and Apprenticeship Training Scheme (ATS). The period of training for various trades varies from six months to three years and the academic entry qualification varies from 8th to 12th standard depending on the requirements of training in different trades.

⁸ The main agencies involved in TVET policy formulation and its implementation at the national level include: National Skills Development Council; Ministry of Human Resource Development; Department of School Education and Literacy (for TVET programmes in senior secondary schools); Department of Higher Education (for Technical Education); Ministry of Labour and Employment, Directorate General of Employment and Training (for Vocational Training); and 20 Central Ministries and Departments which have running some small TVET programmes

of SDI, the GOI created the National Skill Development Corporation (NSDC) which aims to regulate and coordinate all the workforce skills development programs. In addition to creation of the new private vocational training providers, NSDC also created Sector Skills Councils (SSC).

Table 2.2 Skill Development Programs by Central and State Institutions and Departments

Ministries	Policy initiatives/ scheme	Central Institutions/ Departments	State Institutions/ Departments	Delivery mechanism
Ministry of Skill development and Entrepreneurship	India skill Mission	National skill Development Agency (NSDA)	State skills development mission	
	National policy on skill development PMKVY	National skill development corporation (NSDC) Sector skill councils	APSSDC	NSDC training partners Assessing bodies
Ministry of Human Resource development	National Education qualification Framework	National Council of Research and Training Education	Department of School Education and Literacy	Secondary Schools
		All India council for Technical education (AICTE)	Directorate of Technical Education	Polytechnics
	National Education Policy		Department of Higher & technical Education	Technical colleges
Ministry of Rural Development	Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU GKY)	Connects to SSC	SEEDAP	Connects to NSDC training providers
Ministry of Labour and Employment	Skill Development Initiative scheme	Director General of Employment and Training	Directorate of employment and training	State council for vocational training (SCVT)
	Craftsmen Training scheme	National council for vocational training (SCVT)		Industrial Training institutes
	National Vocational Education Qualification Framework	Central institutes (e.g., ATIs)		Vocational Training Providers
Nineteen Ministries	Small TVET programs for skill development	Departments/councils/ autonomous bodies	Respective state departments	Training partners
Private sector				CSRs/NGOs

The Sector Skill Councils are supported to define the National Occupational Standards (NOS) for the respective skills sectors and are responsible for engaging with the central- and state-level implementing agencies in developing the curriculum package, engagement and capacity building of vocational teachers, and assessment and certification of the skills imparted (UNESCO⁹).

Nineteen central government line ministries offer vocational training (other than the ministries of Labour and Human Resource Development already discussed above). Many departments, councils, and autonomous bodies undertake informal skill development programmes targeted at either the smaller formal sector enterprises or informal sector workers.

SECTION 3: ANALYSIS OF BARRIERS FACED BY WOMEN IN ACCESSING JOB ORIENTED VOCATIONAL TRAININGS

India’s transition to one of the largest and faster growing global economies during the last decade has been a remarkable phenomenon. The most frequently mentioned barriers experienced by women when looking for a job is lack of vocational training. This is more often a barrier for women to finding employment than for men. Ramakrishna & Sudhakar (2015), in their study, reported that the percentage of unemployment among educated and qualified women is increasing on one hand and on the other, the opportunities of self-employment for rural youth especially women have also increased significantly. Therefore, it is necessary to encourage this hitherto disregarded segment (educated un-employed women) through entrepreneurship which not only promotes self-employment among them but leads to their creating employment opportunities also to other rural people in their respective areas.

3.1 Profile of sample VTIs and trainees

As stated in the methodology in the previous section, six VTIs were covered by the study (Table 3.1). These included three government institutes; two CSR managed VTIs; and one private institute. All the VTIs are conducting at least one course for women. They are functioning under different institutions or departments or schemes.

Table 3.1: Sample VTIs covered in AP

Sl	VTI	District	Location	Scheme
1	Swasakthi Rural self-employment training centre, SBT, Athukur	Krishna	Rural	CSR of Andhra Bank
2	Cyber Grameen computer Training centre, SBT, Athukur	Krishna	Rural	VB Raju Foundation
3	District Level Training Centre ITI	Kurnool	Urban	ITI
4	Rooman Technologies Pvt. Ltd	Kurnool	Urban	PMKVY
5	SEEDP Retail Training Programme (SRTP), Pendurthi	Visakhapatnam	Rural	DDU-GKY
6	Urban Local Bodies (ULBs) -Yellamachili & Narsipatnam	Visakhapatnam	Urban	MEPMA

3.2 Profile of sample youth

The profiles of sample respondents are analysed in terms of social category, possession of BPL card, age and level of education (Table 4.2). Social category of the respondents shows that about 36% of them are from SC, 33% from BC communities, 16.7% OCs and about 12% STs. Respondents from the minorities constitute less than 2% of the sample. Thus the sample mostly comprised of women from disadvantaged communities.

The analysis shows that 94% of them were BPL card holders, thus making them eligible for a free vocational course. The age composition of the respondents shows that more than 60% of the women were aged between 19-24 years, whereas 25.4% were aged between 25-30 years. Further, only 10.3% respondents were aged below 18 years and 4% were above 30 years. (The sample also comprised of members below 18 years age, as the study had covered paramedical colleges. The age criteria for admission into paramedical courses is 16 and above.)

The education status of respondents shows that 38.9% had completed intermediate and 25.4% had completed SSC. Other respondents were either diploma holders or graduates/post graduates. And 6.3% of respondents had studied less than 9th grade. It may be noted that the diploma holders (i.e., Polytechnic graduates), who have already trained in technical education, have undergone vocational courses to better their chances of getting employment. It should be noted that over 80% of the total respondents were either school dropouts or had finished secondary or higher secondary education.

Table 3.2: Profile of the respondents

SI	Particulars	Undergoing Training	Received Placement	Aspired young Women	Overall	
		Number	Number	Number	Number	%
	N=	35	29	62	126	-
1	Social category					
	SC	7	9	30	46	36.5
	ST	3	5	7	15	11.9
	BC	10	12	20	42	33.3
	OC	13	3	5	21	16.7
	Minority	2	0	0	2	1.6
2	BPL card holders	33	28	58	119	94
3	Age group					
	<18	9	2	2	13	10.3
	19-24	21	19	36	76	60.3
	25-30	3	7	22	32	25.4
	>30	2	1	2	5	4.0
4	Education level					
	<9th class	0	2	6	8	6.3
	SSC	3	4	25	32	25.4
	Intermediate	14	12	23	49	38.9
	Diploma	12	4	5	21	16.7
	Graduate /Post Graduate	6	7	3	16	12.7

3.3 Analysis of Barriers faced by women

Skill development programmes are important for women empowerment, helping women in enhancing income, developing self-confidence and taking up business. This aspect was clearly emphasised by Vijaya & Lokhandha (2013) and Dhruva Hazarika (2011). “Empowering women will be the right approach for growth in this competitive world A special training course for women entrepreneurs (Hazarika (2011).” Skill development for employability is to be used as an agent of change in promoting women’s employment. There is a need to bring change in status and image of women but also in the attitude of society towards them.

Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or otherwise and advancing to higher level jobs. Women in India, like those in some other developing contexts, are subject to gender biased norms that constrain their work, mobility, information, and access to networks (Farré and Vella, 2013; Jayachandran, 2015; Croft et al., 2014; Beaman et al., 2018). Despite investing in various programmes under the aegis of Skill India, not much is known about how well these programmes address specific constraints to women’s participation and success (IGC,)⁹. It is, thus required, to understand the barriers faced by women in terms of availability, accessibility, affordability and usefulness of JOVTs. For the purpose the study, we have looked into a set of indicators (Table 4.3) for analysing the barriers faced by women.

Table 3.3: Indicators used for analysis of barriers faced by women

Parameter	Indicators
Availability	<ol style="list-style-type: none"> 1. Availability of VTIs 2. Availability of courses 3. Geographical reach 4. Gender segregation in trades 5. Courses offered <i>vis-a-vis</i> Industry requirement
Accessibility	<ol style="list-style-type: none"> 1. Reaching trainees in need (e.g., enrolment/mobilisation) 2. Attitudes of stakeholders 3. Parents support 4. Access to information 5. Physical accessibility (Distance to be travelled, transport facility, etc)
Affordability	<ol style="list-style-type: none"> 1. JOVT (direct and indirect costs) 2. Individual capacity to pay 3. Scholarship /stipend 4. Value for money 5. Out of pocket expenses 6. Opportunity cost
Usefulness	<ol style="list-style-type: none"> 1. Women’s aspirations for courses 2. Income expectation

⁹ <https://www.theigc.org/blog/vocational-training-programs-india-leaving-women-behind-neednt-case/>

	3. Placement support 4. Match between Skill and job market 5. Career progression
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Each of the four parameters are analyzed from the perspectives of young women, VTIs and the key stakeholders.

3.4 Availability of JOVTs: Barriers faced by women

This section deals with barriers faced by young women in regard to the availability of JOVTs. The indicators considered for analysis of the availability of JOVTs to young women were: availability of VTIs and their geographical reach; availability of women preferred courses; gender segregation in trades; and courses offered by VTIs vis-a-vis industry requirement.

What does data say? To understand broad picture on the availability of VTIs and JOVTs in the sample districts of the state, the data from online sources was collected, organised and analysed. Using this data, we have examined the geographical distribution of VTIs; and JOVT offered by them.

Availability of VTIs

Table 3.4 gives information on the availability of VTIs in GAA operational districts. The analysis shows that Krishna district has the highest number of VTIs, while Visakhapatnam has large number of courses. Kurnool district has the least number of VTIs as well courses compared to the other two districts.

Table 3.4: Availability of VTIs and courses across the districts

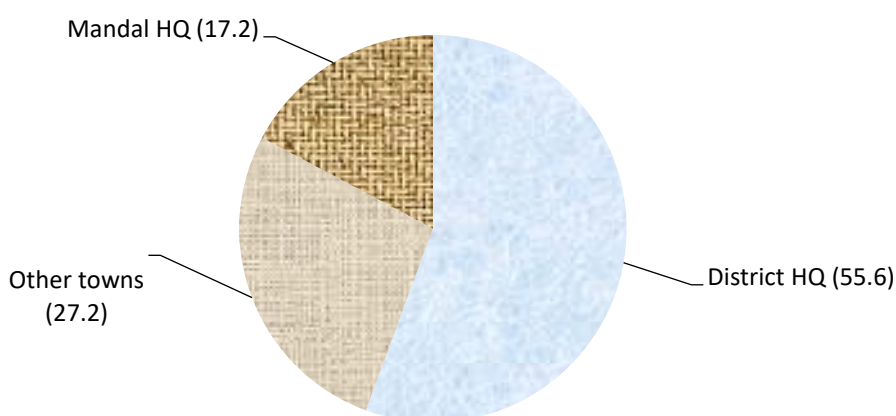
Sl	Particulars	District			Overall	
		Krishna	Kurnool	Visakhapatnam		
1	No. of VTIs available	141	110	129	380	
2	No. of courses offered by VTIs	178	123	203	236	
3	Courses meant for women only	No. of VTIs	10	9	17	36
		No. of courses	19	22	30	71
4	Courses meant for men only	No. of VTIs	39	35	47	121
		No. of courses	63	50	109	82
5	Courses meant for both men and women	No. of VTIs	92	66	65	223
		No. of courses	96	51	64	83

Source: Online information from different departments/institutions

Geographical distribution of VTIs

Geographical distribution of VTIs is one of the determinants of women participation in JOVTs. As can be seen from figure 4.1 (and Table A1) about 82% of VTIs were either located in the district headquarters (50%) or other towns within a district (32%). Only about 18% of VTIs are located in rural areas that too in the Mandal headquarters. The above indicates that VTIs are more urban centric, which might affect the participation of women from rural pockets.

Figure 3.1: Geographical distribution of VTIs



(i) VTIs in practice

FGDs with VTIs staff revealed that VTIs are located, centrally, probably to reach out youth in various parts of the district (or provide better access to youth from different localities). In practice VTI's operations are limited to 20 km in and around its location. Further, three-fourths of enrolled students would come from within 5-7 km radius. Such an approach would hamper the participation of rural women, in particular those from remote and interior places¹⁰.

According to VTIs, women found opting courses keeping in view the utility and immediate benefits¹¹: Rural women show interest for self-employment, while urban women for courses with potential for wage employment. Women from urban locations are interested in trades that have demand in job markets (e.g., retail, IT sectors).

(ii) Women's perspective

¹⁰ Safety and mobility issue restrict rural women to pursue courses in urban locations.

¹¹ They also observed that men have tendency to join courses at will. And men may even join courses as stop gap arrangement during vacations; time available from graduating from one academic course to another and so on.

Women are at disadvantage due various concerns related to availability. Most important among them are: VTIs are largely confined to urban localities; there is gender bias in enrolling women students in certain courses; and not all VTIs are offering women preferred courses.

Courses preferred by females

When asked young women on the vocational courses preferred by them, each one of enlisted courses based on their own experience and understanding. This shows that women are mostly interested in vocational courses pertaining to Agriculture; Apparel; Home Furnishing; Beauty & Wellness; Fashion Technology; Handicrafts; Health; IT-ITES; Logistics; Media and Entertainment; Office Administration; Retail; Telecom and Tourism, and Hospitality.

One of the most striking points emerged from analysis is that women are not showing much interest in men predominant courses. It may be noted that women's preference is as a result of traditional provisions of vocational training which is based on certain stereotypes. It is in consistent with Vossenber, (2013) that gender norms compromise the ability of women to acquire skills that are relevant to the labour market.

VTIs offering women preferred courses

The percentage of VTIs offering such courses is 68 (Table 4.4). Out of this, about 14% of VTIs have exclusive courses for women. This may have negative affect on female participation in technical and vocational education. Also, certain trades such as automobiles and manufacturing are restricted to men alone. Further, not all ITIs are co-educational institutes, thereby limiting the possibilities of female enrolment. This affects skill acquisition of females, and hence they are mostly confined to household activities and are employed in low end jobs.

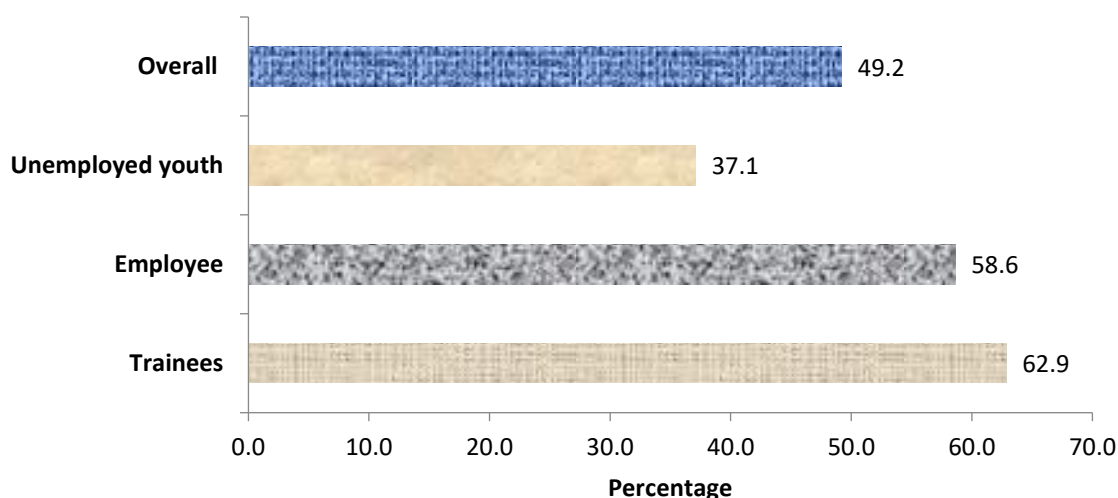
Gender segregated Trades

Several social, cultural, institutional and structural barriers generate a gender gap in skills development, which in turn contributes to the reproduction of gender inequality in the labour market (ILO, 2014). Trades and skills are highly gender segregated, which is also mirrored in the job markets. In our subconscious mind, we see men as engineers. Women also face challenge to compete in trades which are highly saturated.

No specific efforts are being made to overcome gender stereotypes and encourage young women to avail JOVT across all the sectors. Some women have challenged imaginative barriers to enter into male dominated trades. When asked, whether they are interested to

break gender stereotypes in choosing courses, 49% of the respondents gave affirmative answer.

Figure 3.2: Willingness to break gender stereotypes



(iii) Key stakeholders’ views: They stated that there is certain increase in availability of VTIs and vocational courses offered by them, in recent years. This by itself will not address barriers faced women in terms of availability. This observation is in consistent with Bhavna (2015) that despite the various efforts by the government, there is still a long way to bring the skill development mission to completion due to presence of various obstacles in the path of rural women that includes limited fields of training courses for women.

In their opinion, the courses specially meant for women include tailoring, beautician, paramedical, housekeeping, embroidery, soaps and candle making, computer courses, etc. Women prefer such courses as they are suitable for self-employment or homebased economic activities.

They were in particular concerned about non-availability of VTIs in rural areas. The sector specialists in particular felt that not all the available VTIs have been offering courses preferred by women. They were in favour of creating conditions for the participation of young women in every other course. For this to happen, special efforts are needed from government and CSR. GAA staff felt that youth advocates have larger role to play in generating demand for JOVTs (and breaking gender stereotypes) among young women¹².

JOVT system in the country still does not appear to offer many opportunities for girls and young women. Despite dramatic increase girls’ enrolment in schools at all levels, the opportunities for skill development are much more limited for them. As their participation in education increases, they will want to enter the non-agricultural labour force, unlike their

¹² GAA promotes youth advocates in its operational area to play an important part in preventing gender based violence, promoting secondary education and JOVT and young women right to participate in policy making.

mothers. However, if opportunities are not created for them to join the modern sector workforce, they will enter unskilled, lower productive and low wage service sector jobs.

3.5 Accessibility of JOVTs: Barriers faced by women

Enrolments in vocational education in India are small when judged by international comparisons. While existing evidence suggests some programmes can directly benefit women (Attanasio et al., 2011; Bandiera et al., 2017), it is not clear who these programmes in fact benefit. The important barrier faced by women is poor investment in human capital and greater restrictions on access to labour markets. For examining women's accessibility to JOVTs, the following parameters are taken into consideration: Reaching trainees in need; parents support; access to information; physical access; attitudes of stakeholders; and specific needs of women.

(i) VTIs in Practice

While three VTIs had hostel facility (i.e., *Swarna Bharati Trust*, and *SRTP*), functional washrooms were available in five VTIs. VTIs also lack enough trained and qualified teachers (Table A7). Added to this, three VTIs reported of extending support to students for bus pass, opening bank account, and insurance. These VTIs have also been supplying uniform and trainee's kit.

Student mobilisation process is an important determinant in reaching out to the trainees in need (Box 3.1). Lack of awareness in interior villages is coming in the way of mobilisation. In the words of some VTIs staff, they face pressure of mobilising trainees for each batch. (VTI can start a new batch only after mobilising at least 10-15 trainees¹³.) Therefore, VTIs were more interested to get minimum number of students rather than mobilising young women. Under these circumstances, VTIs are not in a position to give emphasis on women's mobilisation. VTIs suggested for convergence between women and child welfare department, and SHGs for mobilisation of women and facilitate greater participation of women in JOVT.

13 A minimum of 10 trainees are required to start a new batch under PMKVY and DDU-GKY. Maximum strength allowed per batch is 30. Another batch can be started if strength is more than 30. ITIs and paramedical colleges allowed 10% over and above sanctioned strength. The demand for paramedical courses is high; and hence some colleges have admitted more than 80 students per class (e.g., Tandur junior college).

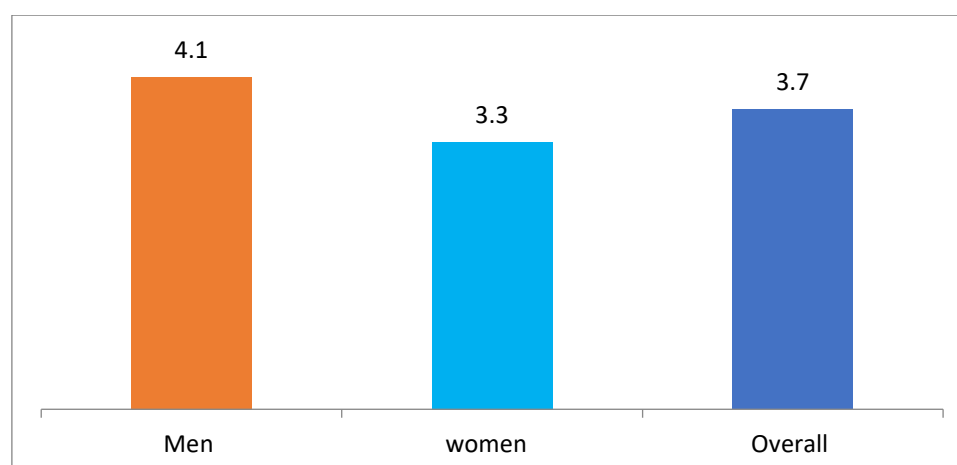
Box 3.1: Different ways of mobilisation

- Paper advertisement is the most commonly used method for mobilisation of students. VTIs were also distributing pamphlets or making announcement using mike fitted to auto at community level.
- Another approach followed is deploying a separate team for mobilisation, mostly in the case of ITC, PMKVY and private ITIs. The best scenario was observed in the case of ITC, which has a specialist team for mobilisation with clearly set targets.
- Demo classes were conducted in schools and colleges, specific to DRF, primarily to use students to spread message at the community level.
- VTIs also sought support of community leaders, village elders and government officials to spread information on JOVTs. VTIs also interact directly with PRI/GP officials and political leaders.
- VTIs have been using the support of SHGs, book keepers and CCs for creating awareness among women and young girls. VTIs participate and share information in SHG and VO meetings.
- VTI staff with the support of old students would carry out door to door campaign. Old students play an important part in mobilisation.

Source: FGD with the principal, faculty and trainers of the sample VTIs

In addition to reaching the need, what is equally important is minimising dropout from vocational courses. The data collected from sample VTIs shows overall dropout rate of 3.7, which is slightly higher for men (Graph 4.3). The reasons for women's dropout, as shared by VTIs, from a course is given in Table A8.

Figure 4.3: Percentage of Trainees discontinued from VTI



Government and private VTIs were found to be having inadequate facilities (Table A9). Best case scenario was observed in the case of VTIs being managed under CSR: This particular VTI had well-equipped class rooms and labs, and hostel facility. And it also had trained faculty and partnership with industry for technical support in running lab. In addition, it was found conducting industrial/ exposure visits to the students.

(ii) Young women's perspective

Women do face various restrictions to enrol into vocational courses. For example, families and communities perceive that women cannot take up certain economic activities. They, therefore, have been facing various challenges in accessing JOVT due to attitudes of parents, government officials and youth themselves; lack of information, exposure and career guidance; and absence of specially targeted programmes for women.

Reaching trainees in need

Currently the demand for JOVT is low, especially because vocational education is not seen as being aspirational. Other reasons for low demand for JOVT include: opportunity cost to youth who decide to undertake JOVT¹⁴; and students from the poor and disadvantaged cannot often bear the financial cost of JOVT. While a few of them are opting JOVT as an important path way for improving their economic status¹⁵, many others have confined themselves either to unskilled work or forced into early marriage.

Low levels of awareness among young women, particularly poor and disadvantaged, on the need for vocational training is acting as a major barrier in getting enrolled in VTIs. The reason for low levels of awareness was due to lack of exposure and limited access to information. Other factors that preventing women from joining JOVT include lack of facilities such as hostel, transport, etc. Hence, young women need improved access to information on the opportunities available for JOVT.

There is, thus, a need for special attention on enrolling young women from poor and disadvantaged communities in JOVT, in particular those left school very early. When asked young women on effectiveness of VTIs in reaching the needy women, it was opined that they face more barriers in finding/accessing JOVT than men. Young women felt that spatial, sector and segmental¹⁶ barriers come in their way of accessing courses. They were also of the view that efforts are totally lacking in mobilising the needy women. Promoting vocational training for women involve building confidence and changing perceptions, both

¹⁴ They cannot enter the labour market, and hence are losing out on wages while undertaking training.

¹⁵ They do so, mostly, forced by circumstances or compulsions or overcome crisis.

¹⁶ Young women define spatial barriers as disadvantages faced by people living certain geographies such as people in rural and remote tribal habitations; sectoral barriers as exclusion of women from some trades or sectoral activities; and segmental as exclusion of women in general and women from disadvantaged social groups.

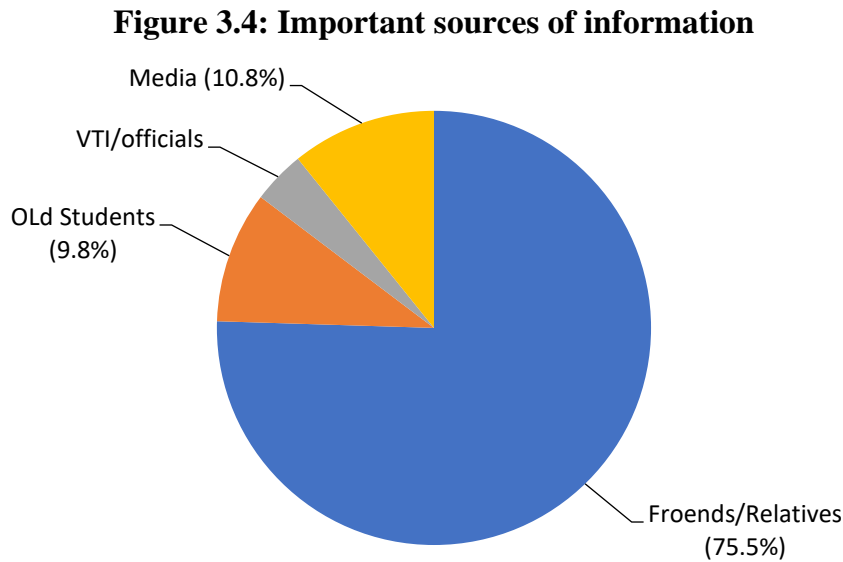
in young women and in those around her. There is also need for introducing specially targeting programmes for women.

Parents' support

A majority of young informed that family members had supported them in pursuing JOVT, contrary to the fact that students found parents to be lacking positive mindset on vocational education. However, 20.6 percent of youth had struggled as there was no support from family. Women have also shared that parents were mainly concerned about their safety; and parents were also not in favour of enrolling their daughters in VTIs where hostel facility is not available¹⁷. Added to this, in a few cases parents (from the poor families) were not ready to join their daughters in JOVT by forgoing income they already earning, leave alone investing additional costs.

Trainees' access to information

Selection of a course is driven by various factors beyond the availability. The exposure and knowledge will determine the choice of JOVT. Hence, a trainee needs complete information about JOVT to be fully aware of the opportunities available; and to make informed choice of courses to take.



¹⁷ The sample women stated that lack of hostel facility is an important barrier. Family members are very concerned on problems likely to be faced by young women during daily commuting such as eve-teasing, transport problems, reaching home late, etc.

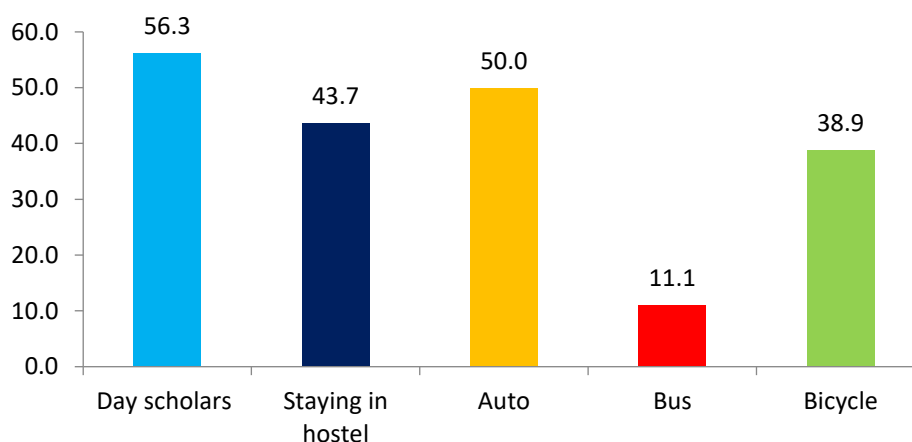
Nearly 41.3% of respondents were aware of availability of VTIs (Figure 3.4 & Table A 4). And slightly higher number of respondents was aware of the courses offered to women. The main source of information for them was friends and relatives, old students and media. The aspiring trainees find it difficult to access the scattered information on VTIs and JOVTs. These limitations force them to make decisions based on limited understanding of opportunities. Therefore, over half of the respondents wanted more information to be provided on JOVTs.

Physical accessibility

The analysis reveals that women also face various barriers in terms of physical accessibility- hostel facility, distance to be travelled, transport facility, etc. Over 43% of the respondents have stayed in hostels. The day scholars (56.3%) travelled on an average 6.6 kilometres, daily. The distance travelled range from 0.5 to 25 kilometres. They used different modes of transport (i.e., bicycle, bus and auto) to travel from home to VTI. A few of them also reported walking to the VTIs (Figure 4.5).

When asked about the improvements needed with regard to physical infrastructure and other facilities in VTIs, students from government and private VTIs suggested for improving toilets, class room and lab facilities. On the other hand, women from CSR managed VTIs were largely happy with physical infrastructure. Women from across the VTIs wanted provision of qualified and adequate teaching faculty..

Figure 3.5: Access to hostel facility and mode of transport



Attitudes of stakeholders

Women choice for vocational training mainly stems from societal outlook and established gender norms. Despite change in aspirations of women and also increase in the availability of JOVTs, women continue to function with restrictive mind-set in so far as vocational education is concerned. Young women from rural areas (in particular those with low education) are mostly interested in self-employment and allied courses. (They prefer home based activity due to family restrictions.) On the other hand, urban (educated) women have shown interest in salaried jobs.

The key stakeholders have been defining courses for women from the traditional mind-set. Although women are eligible to get enrolled for a majority of courses, gender stereo types restrict young women from accessing various vocational training courses. For instance, VTIs do not encourage women joining men dominated courses. There is a need to change the perspective of stakeholders and VTIs; and orientation of job markets on women. Jeemol Unni & Uma Rani (2004) expressed the need for not only to bring change in status and image of women but also in the attitude of society towards them.

(iii) Key stakeholders' views

Women are restricted and forced to choose certain a set of courses which are supposed to be for men (e.g., electrical, welding work). Added to this, within each sector women preferences are determined, *a priory*, as per societal outlook and market orientation (e.g., DTP, tally in IT sector). This is happening despite expanding scope of skilling opportunities made available with intervention of NSDC and sector skill councils; and availability of wide variety of VTIs. In other words, opportunities and scope for women participation are not expanded in commensurate with above changes.

The key stakeholders have also expressed same view as VTI in regard to lack of exposure and understanding on vocational education among women¹⁸. Many young women don't have awareness on the need and importance of JOVT. There is thus need for demand generation on JOVT.

Despite the above scenario, they felt that there is observable change in aspirations of women, which might positively influence them in choosing JOVTs. This is more so in the case of women in urban areas. They also cited how transport facility and assuring women safety has led to entry of large number of women in IT sector.

¹⁸ Choices are made generally by using exposure and knowledge gained through friends, relatives and neighbours. We live in a society where many don't consider vocational education as main option, instead they treat it no option or least possible option. The situation of young women is compounded due to lack of right counselling.

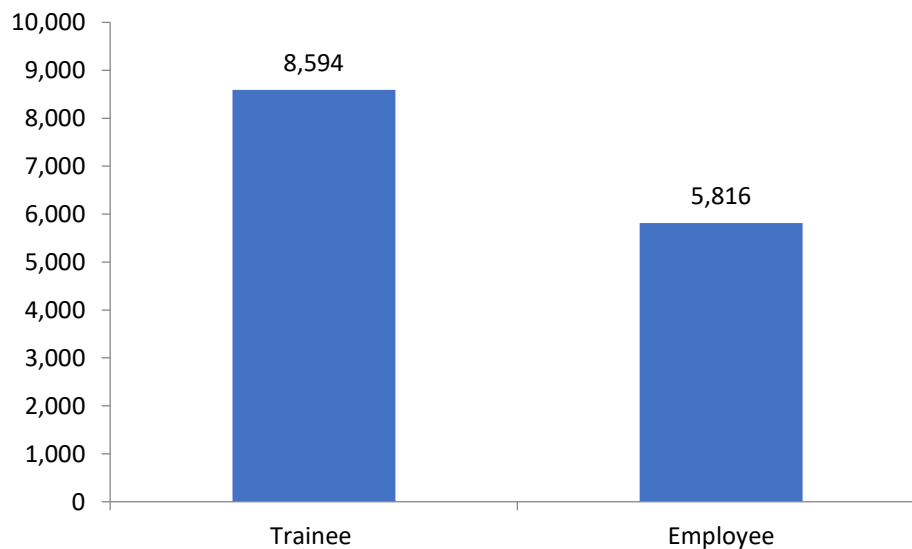
It was observed that women are getting space more in certain sector than some others (e.g., retail, IT, health, health and wellness, et). They need not any more limit to tailoring and allied courses; but instead they may explore opportunities available in different sectors. At the same time, they appear to be reluctant to pursue certain courses within the preferred sectors (e.g., hardware/networking in IT sector). These choices of women are to do with employers' preference and prevailing trends in the service sector¹⁹.

To pace up the change (and help women overcome various barriers), there is a need for intervention at policy and programme levels. Added to this, concerted efforts are needed to provide supportive conditions for women at family, community, industry and VTIs. Young women, their parents and other stakeholders²⁰ may have to be fully informed about the benefits JOVT for economic empowerment of young women and in assimilating them with new economic opportunities.

3.5 Affordability of JOVTs: Barriers faced by women

Affordability of JOVTs for young women is assessed in terms of JOVT (direct and indirect) costs; individual capacity to pay; scholarship /stipend; value for money; out of pocket expenses; and opportunity cost. The analysis of costs incurred by trainees show that they incur various other costs – exam fee, travel, food, study material and raw material for practical classes (Figure 4.6 and Table A7.)

Figure 3.6: Average expenditure incurred by trainees (in Rs)



¹⁹ Owing to jobs available for women in shopping mall and super markets.

²⁰ For this purpose, mass media to be effectively used; and community level awareness and rural connect programmes are to be organised.

BPL card holders are exempted from course fee for JOVTs sponsored by the government under various schemes. However, private ITIs and institutions offering paramedical courses don't offer free courses.

On an average, a student studying free courses incurred Rs.4,736 on travel for the total course period. The expenditure on travel varies depending on the distance to be travelled and duration of the course. The day scholars reported no expenditure on food, as they bring food from home.

Students also reported of spending on raw materials required for practical classes. For instance, MEPMA in Visakhapatnam has asked students to incur the total raw material costs. (On an average each student from MEPMA spent more than Rs.4,000 on raw materials). Income forgone or opportunity cost is high for those working before joining course. Thus, opportunity cost of joining JOVT is high for such trainees.

3.6 Utility of JOVT: Barriers faced by women

The utility of JOVTs is analysed in taking into consideration students' aspirations in terms acquiring skills required in the job market, placement support, income earned, and career progression. When asked about the motivation of students in choosing JOVT, only 4% of them indicated that they have chosen it for acquiring new skill and knowledge. Most of them reported of joining JOVT in anticipation of self-employment opportunities or to get into job markets. Others have undertaken the course for improving income or to better the economic status (Table 3.12).

Table 3.5: Perspective of Trainees on what motivated them to join JOVTs

Sl	Aspiration	Trainees	Trainees' got Placement	Prospective trainees	Overall	
					Number	%
1	Acquiring skill	1	0	4	5	4.0
2	Getting job	19	18	15	52	41.3
3	Self-employment	6	9	39	54	42.8
4	Improved income	3	0	1	4	3.2
5	Better status	5	2	3	9	7.1
	Total	34	29	62	124	100

It is also very common for students to take up JOVT either during a vacation period or gap between completion of one grade and joining another grade in academics. The choice was mainly influenced by the desire to get employment even though poor infrastructure, inadequate and lack of qualified teachers compromised the quality of training offered to trainees. Moreover, it was found that youths lacked information about career choice and advancement besides their long-held belief that JOVTs are for those who have failed in general education.

Courses Undertaken by Women Students

The study also analysed various JOVT courses undertaken by women. Table 3.10 shows that 33% have joined courses for self-employment (i.e., tailoring), 24.2% in IT sector, 18.2% in retail sector and 10.6% in health sector. The remaining sample of students have taken up courses in accounting (4.6%), electrical work (4.6%) and hotel management (1.5%). Women have, thus, shown interest to break gender stereotypes in choosing courses by going beyond traditional sectors. At the same time, 45% respondents did not pursue courses aspired by them; and thus, opted course offered in VTIs. They have done so due to lack of information or influence of friends/peers.

Table 3.6: Trainees perspective on courses aspired and undertaken

Course	Trainees		Trainees got Placement		Overall			
	Aspiration	Course Joined	Aspiration	Course Joined	Aspiration		Course Joined	
	N	N	N	N	N	%	N	%
Banking sector	5	0	1	3	6	9.1	3	4.6
Education sector	13	0	6	0	19	28.8	0	0.0
Health sector	6	2	5	5	11	16.7	7	10.6
Hotel management	1	1	0	0	1	1.5	1	1.5
IT Sector	4	12	4	4	8	12.1	16	24.2
Retail Sector	0	6	0	6	0	0.0	12	18.2
Self-Employment	3	12	9	10	12	18.2	22	33.3
Electricity	2	2	1	1	3	4.6	3	4.6
Service Sector	0	0	2	2	2	3.0	2	3.0
Others	1	0	3	0	4	6.1	0	0.0
Total	35	35	31	31	66	100.0	66	100.0

After completion of course, almost equal proportion of students got into self-employment and entry level jobs. Only two trainees did not pursue any activity, thus not using the skill acquired.

Placement services are important to get trainees assimilated in the job market or new economic opportunity. The percentage of trainees who received support for placement is 62. Of those who got placement support, only 61% were satisfied. Further, not all those provided with placement support have got jobs. Women were not favour working night shifts, overtime and travelling long distances.

About 27.6% of the trainees had faced with skill mismatch, while 10% of them struggled to adjust in entry level jobs. It may be noted that nearly 90% of the trainees was aware of prospects of self-employment or job progression. Yet, only 15 out of 27 were found

continuing with wage employment or self-employment at the time of study. It means 44 percent of them discontinued activity/left job after some time.

Table 3.7: Trainees perspectives on placement services

	Krishna	Kurnool	Visakhapatnam	Overall	%
N=	10	9	10	29	
Ave. time taken for placement (in months)	6.5	2.9	1.4	3.6	
Number of persons					
Received support from VTI for placement	7	5	6	18	62.1
Received placement support/ expressed satisfaction	4	0	7	11	61.1
Got entry level jobs	2	6	5	13	44.8
Self-employment	7	2	5	14	48.3
Reported skill mismatch	0	8	0	8	27.6
Discontinued from job/self-employment	3	7	5	15	51.7
Received post placement support	0	0	0	0	0.0
Reported problems in adjusting to entry level job	2	1	0	3	10.3
Trained in soft skills	0	8	5	13	44.8
Trained on gender aspects	0	0	0	0	0.0
Aware of job prospects	10	9	7	26	89.7

Soft and life skills are critical for students. Students who got training in soft skills is 45%. It is a matter of concern that none of them got any orientation on gender aspects. Keeping in view of the changing requirements of the industry, there is need for regular updating of courses. This is necessary for synchronization of training curricula with the needs of the industry.

Job locations are strong predictors of female outcomes. Table 3.13 shows that about 17% of students are willing to take up jobs anywhere, including outside the district; and these hail from urban localities. Among others, 12% are interested in jobs located nearby their village and over 70% within the district. Thus, women are less likely to accept jobs that require migration, but also that this gap widens for jobs farther from their homes. The study conducted by Fletcher et. al shows that predicted job placement rates for men and women

conditional on job location²¹. The female trainees are less likely to both receive job offers and accept those offers after skilling than men; and they are even less likely to accept jobs that require migration.

Table 3.8: Trainees perspective on preferred location of employment

S#	Aspiration	Trainees	Trainees' got Placement	Prospective trainees	Overall	
					Number	%
1	Any Where	2	7	0	9	7.1
2	Outside the district	3	6	4	13	10.3
3	Within the District	30	16	43	89	70.6
4	Nearby Village	0	0	15	15	11.9

Table 3.9 shows aspiration on income to be earned before students join the course. Nearly, half of them have aspired to earn between Rs.5,000 and Rs.10,000 per month. A quarter of them wants to earn between Rs. 10,000 and Rs.15,000 and another quarter have desire to earn above Rs.15,000. The rest (6%) of the students have limited aspirations, having indicated that they wish to earn less than Rs.5,000.

Table 3.9: Average monthly income earned in entry level job /self-employment activity

Sl	Aspiration	Trainees	Trainees who got placement	Prospective trainees	Overall	
					Number	%
1	Monthly income (Rs)					
	<5000	3	4	1	8	6.3
	5001-10000	16	7	38	61	48.4
	10001-15000	8	8	16	32	25.4
	15001-20000	5	6	6	17	13.5
	>20000	3	4	1	8	6.3
2	Average monthly income (Rs)	14,643	15,379	11,492	13,262	

Vocational training has impact on the wages/income of an individual. The wages of workers with qualifications beyond primary school have grown far more rapidly than those of workers with primary school or less; the greatest increases being for workers with tertiary qualifications. This movement in wages shows that education and skill acquisition are important determinants of job prospects (World Bank 2017).

We found that having vocational training increases the wages. The effect is highest in Visakhapatnam followed by Krishna district (Table 3.10). This clearly indicates that there

²¹ Erin K. Fletcher, Rohini Pande, Charity Troyer Moore (2017) Women and Work in India: Descriptive Evidence and a Review of Potential Policies. (https://scholar.harvard.edu/files/rpande/files/women_and_work_in_india_indiaiflp_workingpaper.pdf)

are good economic returns, which come with formal vocational training, and it makes sense to invest resources in vocational training.

Table 3.10: Trainees perspective on income expected and earned

Particulars	Krishna	Kurnool	Visakhapatnam	Overall
<i>N=</i>	<i>10</i>	<i>9</i>	<i>10</i>	<i>29</i>
No. of people earning income	4(3)	8	10	22 (21)
Ave. monthly income aspired before joining course (Rs)	16,500	10,333	18,800	13,071
Ave monthly income expected after joining course (Rs)	10,700	9,111	18,062	12,351
Ave. monthly income earned in entry-level job (Rs)	14,500	6,125	15,400	9,022
Salary range (Rs)	9,000-19,000	3,000-10,000	3,000-60,000	3,000-60,000
Ave. income earned at the time of study (Rs)	13,750	8,625	21,700	16238

Stakeholders' views: They felt that skilling is not done at right age. Even educated women also not groomed in skills. Skilling is critical for change in situation of families. GAA staff felt that acquiring skills are critical for women not only for immediate gains but also to cope with any crisis in future. She stressed on the need for orienting young women on the possible benefits of vocational knowledge and skills and building their aspiration towards JOVT. They also felt that women without skills may find it difficult to start and manage enterprises. Women are to be encouraged to use loan facility available under Make in India. They also suggested for creating awareness about JOVT right from school level. GPs must play important role in spreading message. They emphasised on the importance of immediate role models to generate interest in JOVTs among young women.

SECTION 4: CONCLUSIONS AND RECOMMENDATIONS

Skill development for employability is an important agent of change. Access to JOVT is necessary for acquiring new knowledge and skills required in job markets, women's empowerment, and inclusive development. The basic questions addressed by this study are:

- Are women being left behind by vocational training programmes?
- How can these programmes address the inherent barriers to women's participation in vocational training and labour markets?

The traditional objective of vocational education is to provide technical and management skills and develop appropriate attitudes for specific occupations and jobs. This needs to be widened to include approaches and interventions that promote capacity building and empowerment beyond training. Vocational training is required for acquiring relevant skills for the world of work.

Skill India mission has contributed largely for expansion of horizon of vocational training and education in India. The Government of India has provided some measures to promote and provide vocational training to women. The women's vocational training programme at the Ministry of Labour & Employment, Directorate General of Employment and Training, was designed and launched in 1977; and had set up exclusive Institutes. Yet, we are far from achieving the goal. We have to take into account the needs, interests and viewpoints of both men and women alike. Looking at the situation of women, gender inequalities and inequities that exist, special gender specific programmes are to be formulated and organized to mainstream women into economic activities.

JOVT should, therefore, be an integral part of general education with a special steam for academically poor performing students. Thus, JOVT gives another chance for advancing education for school/college dropout girls and young women, which would also delay marriage of girls.

The study found that chances of participating in vocational training are higher among urban youth. It may be indicative of the lack of proper vocational training facilities in rural areas. Further, being male increases the odds of receiving vocational training. This implies that certain special interventions are required to encourage young girls to enrol in vocational training programmes. There is also need to identify the areas where women are still facing problems in terms of accessing institutions, resources and knowledge. This suggestion also made by Prasanna Kumar (2014).

Women face a multitude of barriers in accessing skills and productive employment and advancing to higher level jobs. This necessitates emphasis on bringing change orientation²² and aspiration of young women. A special training course for women entrepreneurs must be started to improve their skills (Kittur Praveen 2014).

The barriers faced by young women in accessing vocational training are spatial, sectoral and segmental. This has serious implication on the young women from poor social-economic background.

Young women have burden of making their choices with limited exposure and knowledge, whilst simultaneously dealing with aspects concerning societal outlook and lack of parental support. The study recommends concerted efforts in making them aware of importance of JOVT; building their aspirations; providing improved access to information; and creating enabling conditions for their participation in JOVT (e.g., transportation and accommodation). Mamta Mokta (2014) in her study observed that women need to find their own way in this male dominated society.

Youth advocates may be encouraged to anchor leadership role in creating demand for vocational courses among women. Adolescent girls are to be given career guidance at school level. Exposure visits to schools and college going students on JOVT is needed to give exposure and inculcate right perspectives on JOVT.

Skill development through vocational training will be very effective for women and especially rural women who work on traditional crafts or do manual labour. The focus should also be to develop and achieve sustainable improvements in the livelihoods of the poor.

Inadequate physical facilities, inadequate and poorly trained teachers, affect quality of training and good quality graduates. It is suggested to bring improvement in the quality of training, provide support to needy students, improve infrastructure and provide adequate number of qualified teachers. The study further recommends that a policy of non-discrimination be pursued vigorously to provide equal access for women to skill development and employment; and policy interventions for improved monitoring of VTIs including rating system may be initiated.

²² Trainees, employee and young women surveyed assigned more value for mainstream education rather than vocational training and education.

GPs/PRI/WCD/industries departments also have a role; and they should be effectively used improving access of JOVT to young women. They also need to be informed and oriented on the sectors that have higher potential for employment such as food processing (meat), glass technology, CIEPT, livestock and agriculture.

Box 4.1 The Steps To Be Taken

- **Raising women’s participation: Equal opportunities and training is to be provided to women to make them more efficient. Proactive measures that overcome barriers and facilitate participation, such as hostels for women, scholarships, transport, training materials and loans, be made available on a large scale.**
- **Providing training facilities exclusively for women to help them obtain skills with high wages and self-employment potential.**
- **The Women’s Vocational Training Programmes are to be expanded. The sectors which employ many women need to be identified in order to promote skills and employability of women.**
- **Encourage women’s participation in non-traditional occupations, including the existing and emerging technological fields, to eliminate gender stereotyping in vocational courses.**
- **Skill development for self-employment will be an important component in these skill development efforts in rural areas. Post-training support, including mentoring for access to markets, credit and appropriate technologies, is an important part of skill development strategy for self-employment.**
- **Training modules are to incorporate specific needs of women (e.g., gender training). The delivery of training shall be flexible in terms of hours and duration to encourage participation, particularly among women.**
- **There is geographical imbalance in training opportunities and some parts of the districts are lacking in skill development institutions. In order to provide more equitable access across the district, special efforts shall be mounted to establish training facilities in deficient regions. VTIs need to start sub-centres or dedicated trainers to reach out needy young women in rural and remote locations.**
- **VTIs may have to focus on GP or ...counselling and preparing long duration and advanced courses.**

To conclude, the study findings may be shared with NSDC and ministry of skills and enterprises part of wider dissemination and influencing process. Women, in particular, need support after completing vocational courses. Most importantly, they need guidance for local placement and handholding support for taking up self-employment.

Appendix 1

Additional Tables for Section 4

Table A1: Distribution of VTIs by urban and rural localities

Sl.No		District			Total
		Krishna	Kurnool	Visakhapatnam	
1	VTIs located in district head quarters	65	34	69	168
2	VTIs located in other towns	32	29	21	82
3	VTIs located in mandal head quarters	29	15	8	52
	Total	126	78*	98**	302

* Address for 3 VTIs could not be found

** Address for 16 VTIs could not be found

Source: Online information from different departments/institutions

Table A2: Trainees perspective on willingness to break gender stereotypes

Sl.No	Category of youth	Number	Percentage
1	Trainees	22	62.9
2	Employee	17	58.6
3	Unemployed youth	23	37.1
	Overall	62	49.2

Source: Primary survey with youth (i.e., trainees, employees and unemployed youth)

Table A3: Students discontinued from VTIs

Sl. No	Particulars	2016-17	2017-18	2018-19	Total
1	No. of men admitted	233	1139	826	2198
2	No. of women admitted	427	924	687	2038
3	No. of men discontinued	9	52	29	90
4	No. of women discontinued	10	40	18	68
5	% men discontinued	3.9	4.6	3.5	4.1
6	% women discontinued	2.3	4.3	2.6	3.3
6	Overall (% of students discontinued)	2.9	4.5	3.1	3.7

Table A4: Trainees' awareness and access to information (%)

Sl	Particulars	Trainee type			Overall	
		Trainee	Employee	Young Women	Number	% age
1	Trainees' receiving family support to pursue JOVT	33	26	43	100	79.4
2	Trainees with awareness on VTIs	23	12	17	52	41.3
3	Trainees with awareness on courses offered for women	20	13	27	60	47.6
4	How trainees come to know about VTIs/JOVTs?					
	Friends and relatives	29	19	29	77	75.5
	Old students	1	5	4	10	9.8
	VTI / officials	1	2	1	4	3.9
	Media	4	3	4	11	10.8
5	Trainees needing information on VTIs/JOVTs	17	10	41	68	54

Table A5: Access to hostel and mode of travel

Sl	Particulars	Undergoing Training	Received Placement	Overall
1	No. of day scholars	19	15	34
2	Average distance travelled (Km)	6.7	6.5	6.6
	Range of distance travelled (Km)	0-25	0.5-15	0-25
3	Mode of transport			
	Auto	10	8	18
	Bus	2	2	4
	Bicycle	1	0	1
	By foot	8	5	13
4	No. of students staying in hostel	14	14	28

Table A6: Average itemised expenditure incurred by trainees

Sl	Variable		Paid fee (No.)	Average per trainee (Rs)	Minimum (Rs)	Maximum (Rs)
1	Fee	Trainee	13	748	110	5,000
		Placed	5	1,900	500	5,000
2	Travel	Trainee	11	4,736	1,000	2,000
		Placed	10	3,270	1,000	6,000
3	Food	Trainee	0	0	0	0
		Placed	0	0	0	0
4	Material	Trainee	11	1,973	200	4,500
		Placed	8	3,816	500	6,000
5	RM	Trainee	12	1,042	500	3,000
		Placed	9	3,956	500	10,000
6	Income forgone	Trainee	6	22,667	10,000	48,000
		Placed	0	0	0	0
	Total	Trainee	27	8,594	110	48,000
		Placed	19	5,816	500	20,000

Table A7: Facilities available with the sample VTIs

Facility	Some observations
Classroom	<ul style="list-style-type: none"> ▪ CSR run VTIs have fully digitized and well equipped class rooms. ▪ ITI in Kurnool is poorly furnished classrooms. ▪ A majority of the government institutions are not following the norms regarding classrooms and labs. ▪ Rooman technologies conduct classes in two shifts – separate shifts for men and women.
Labs	<ul style="list-style-type: none"> ▪ Labs in government ITIs have age old equipment. New equipment supplied in 2015 are not installed. ▪ Rooman Technologies and Cyber Grameen don't have adequate number computers. ▪ Sewing machines in ITI and MEPMA are not working properly. ▪ VTIs of CSR have advanced labs for IT based courses.
Faculty	<ul style="list-style-type: none"> ▪ As per norms, ITIs should have two faculty members for trade. As there is no recruitment since long time, dependency on contract staff and guest faculty is high. ▪ Most of the institutions don't have trained staff as they are not willing to pay salaries demanded by qualified trainers. ▪ Students have facing problems due lack of subject knowledge among guest faculty and unqualified trainers (e.g., SBT; ITI, Kurnool) ▪ Single teacher is assigned task of handling classes for multiple trades.
Toilets	<ul style="list-style-type: none"> ▪ Most of the colleges have separate washrooms for girls, except in Kurnool ITI. ▪ Washrooms are not maintained properly due water scarcity in MEPMA run VTI.
Hostel facility	<ul style="list-style-type: none"> ▪ Hostel facility is available with three of six VTIs studied. ▪ The hostels in SBT are well managed

Table A: Reasons for dropout from JOVT

Item	Narration
Hostel	Lack of hostel facility (and safety issues faced while travelling from home to VTI) is an important barrier faced by women. For instance, Swasakthi Rural Self-employment training centre reported high dropout rate of trainees in the first two years when food and accommodation facilities were not provided.
Daily commuting	Problems encountered by women during daily commuting- eve teasing, no provision for bus pass (where accommodation is non-availability); married women in particular are not permitted to reach home late by in-laws/ husband.
WASH	Women may not like to travel long distance during menstruation period, which is further compounded due to lack functional WASH facilities. This will result in irregular attendance and subsequent discontinuation. VTIs don't have mechanism or system to follow-up with irregular trainees.
Lack of friends	A few women, after joining men predominant courses, were found discontinuing due to lack of friends. Women were also found dropping out for pursuing higher education, joining a job, or getting married.
Others	Other factors contributing to trainee dropout are: long distance from home to VTI; inability to meet travel and material cost; lack of regular/trained faculty; change of faculty; poor placement history; lack of flexible timings; and family pressure.

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