



18TH

NATIONAL CONFERENCE ON e-GOVERNANCE

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VENUE MAHATMA MANDIR, GANDHINAGAR, GUJARAT

Skilling and Employability

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“ The world is getting better...
...but it's **not getting better fast enough**
...and it's not getting better for everyone.

-Bill Gates



69%

of the world's population will live in urban areas by the year 2050

2/3

of new jobs available in 2020 have not been invented according to experts

600M

Jobs will need to be created in the next 10 years

1M

people are victims of cybercrimes every day

75M

young people worldwide are unemployed, 2x the overall rate

1.5B

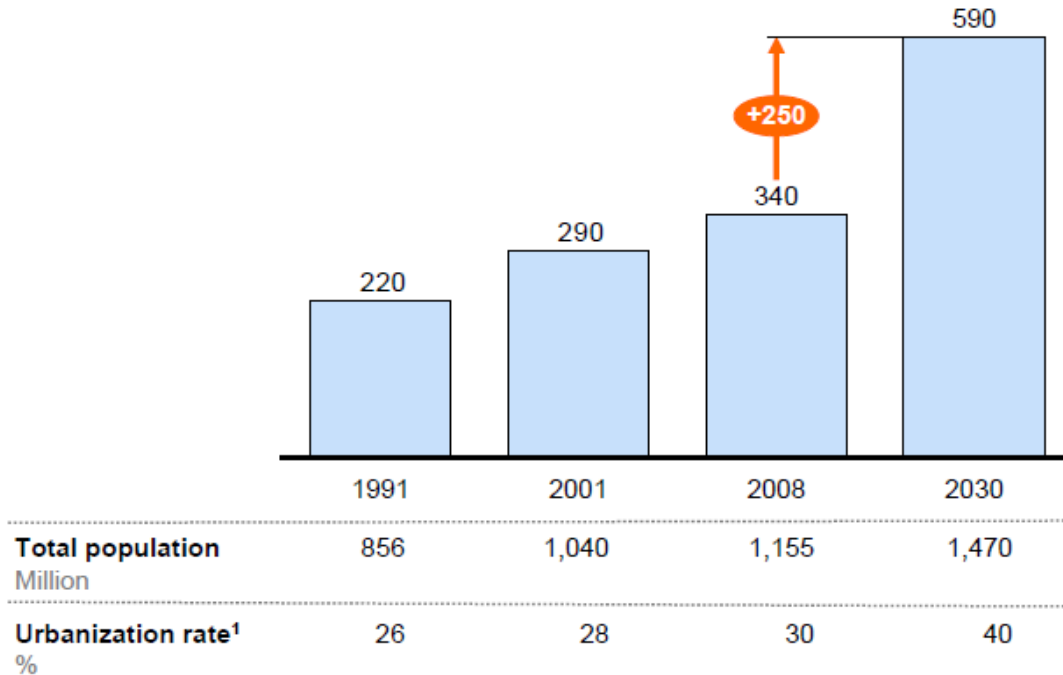
people are off the world's power grids

2B

People will be 60+ years old in 2050, twice the number today

In MGI's base-case scenario, cities are likely to house 40 percent of India's population by 2030

Urban population
Million



¹ Defined as the ratio of urban to total population based on the census definition of urban areas; population >5,000; density >400 persons per square kilometer; 75 percent of male workers in nonagricultural sectors; and other statutory urban areas.

SOURCE: India Urbanization Econometric Model; McKinsey Global Institute analysis

SKILL SETS FOR THE FUTURE JOBS - A COMPETENCY BASED APPROACH



Skill Sets for 2020 & beyond:
IDC research for competencies

- Oral and written communication skills
- Attention to detail
- Problem-solving ability
- Ability to work with IT
- **Organisation Skills**

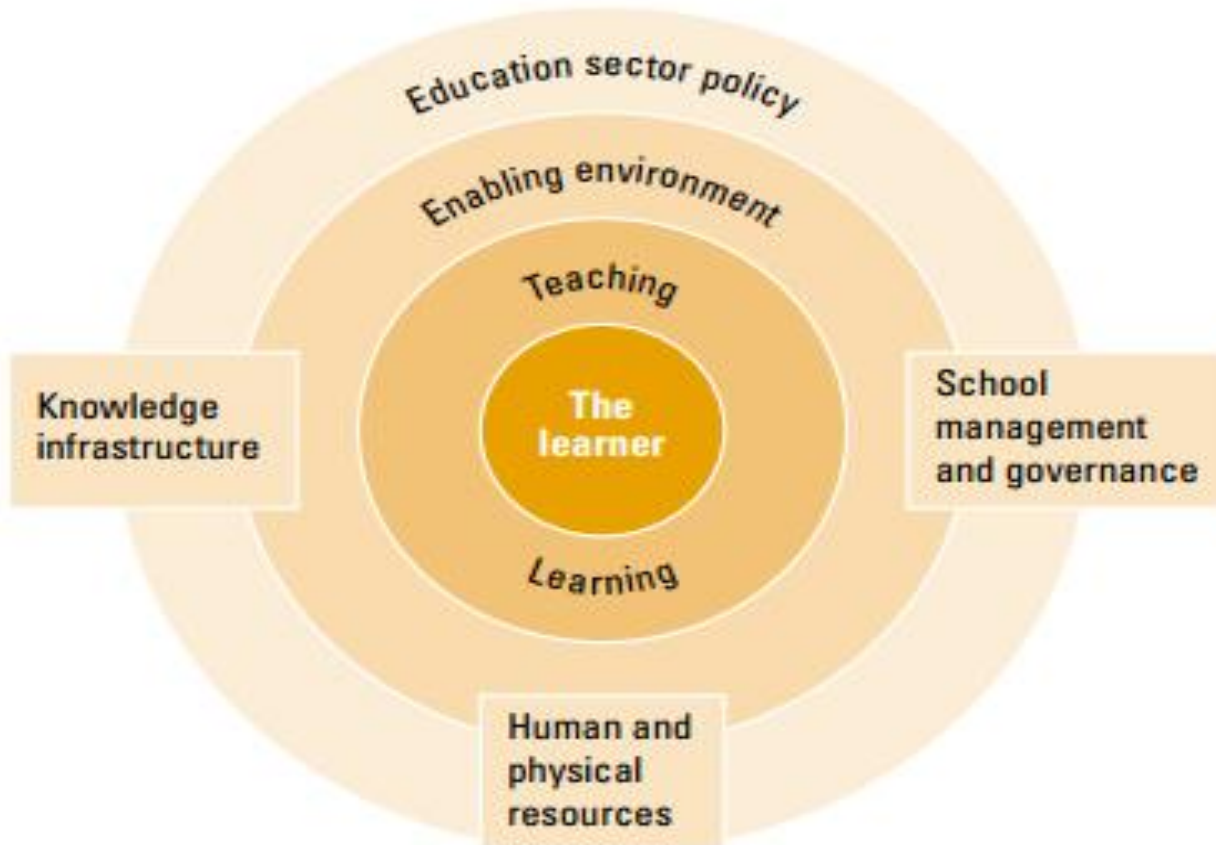
Several Issues to be Addressed

- How will the learning happen and would that be relevant to cope up with the future requirements?
- How can be change brought in?
- What role will various stakeholders play in bringing transformation in India?
- What role can technology play?

State of current vocational education in India

- As per the White Paper put together by PHD Chamber of Commerce and Technopak on Skilling the Indian Workforce, the infrastructure is as follows:
- There are about 22,000 vocational training centres out of which
 - Govt. ITIs - 2284
 - Polytechnics -9900
 - Private ITIs -9680
 - Private Training Centres - -1600

UNESCO's LEARNING FRAMEWORK



A Framework for Innovation

Where/When Students Learn

- Physical & Virtual Environments
- Formal & Informal Environments
- Innovative Uses of ICT



How Teachers Learn/Teach

- Professional Practice & Standards
- Peer Coaching & Mentoring
- Professional Development
- Innovative Uses of ICT

What/How Students Learn

- 21st Century Skills & Standards
- Curriculum & the Learning Paradigm
- Assessment
- Innovative Uses of ICT

Develop, Sustain, & Scale School Improvements

- Innovation Culture
- Leadership Development
- Learning Community
- Innovative Uses of ICT

Based on Round Table Across Sectors- Dec 2014- PHD Chamber

- Key Areas
 - New areas where talent pipeline needs to be built
 - IT, Healthcare, Retail, Banking and Insurance
- Key competencies
 - Ability to collaborate with others
 - Good knowledge and understanding of an area
 - Ability to work as a team member
 - Good communication skills
 - Ability to solve problems
 - Practical exposure to industry and develop an understanding of requirements of work life
 - Positive attitude and willingness to learn
 - Ability to deploy technology meaningfully
 - Language competencies
 - Good organization skills
 - Adaptability
 - Attention to detail
 - Ethical orientation and respect for standards

Key Challenges across Sectors

- Lack of qualified faculty
- Lack of industry engagement
- Lack of credit recognition for industry certifications
- Internships – poor exposure and lack of seriousness- duration?
- Lack of industry exposure by faculty
- Pedagogical challenges
- Lack of project oriented approach
- Lack of infrastructure

A photograph of three students in school uniforms. A male student in a grey sweater is leaning over a female student in a dark blue school uniform who is sitting at a desk and looking at a tablet. Another female student in a dark blue school uniform is standing next to her, also looking at the tablet. The background is a bright pink wall.

Employability

- Competency based approach- Industry based intervention
- Learning Outcomes based approach
- Accreditation Processes- Global benchmarks
- Educator training- pedagogy, technology deployment , assessments and feedback

Employability for Students

- Technology deployment but enmeshed with practical and face to face intervention
- Role of industry in training and internships
- Faculty industry sabbaticals
- Policy level interventions: attracting the best talent, retaining and investing in them
- Campaign on dignity for various vocational opportunities



Driving Excellence in Education

- Vision for excellence: **Global benchmarks and accreditation** which links takes education beyond just physical measurements of the physical assets
- **Investments in curriculum** which drives competencies to be successful in the 21st century
- **Learning and pedagogy** which takes the learners beyond the realms of rote learning and transforms them to be learners who can really become knowledge creators
- Generating employability through **applied learning and also embedding components of industry training and certifications**
- Educational institutions to be **power houses of innovation**
- **Encouraging entrepreneurship and innovation** from Universities
- Encouraging the **deployment of digital technologies** to drive superior learning experiences
- **Building faculty competencies** as each such intervention can drive change across thousands of students collectively
- **Making research investments** and collaborating to learn from some of the best global experiences