DISCUSSION - ENCOURAGE FEMALE PARTICIPATION IN VOCATIONAL TRAINING THROUGH ITIs

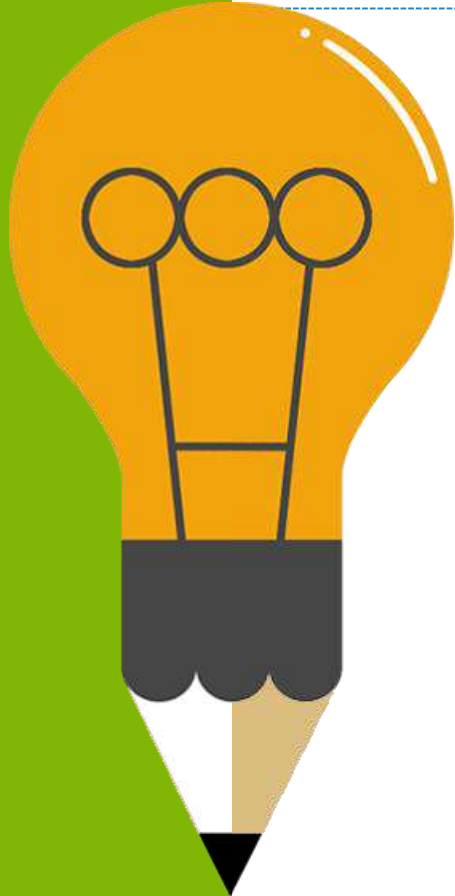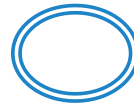## 11 SEPTEMBER , 2020

MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP
DIRECTORATE GENERAL OF TRAINING

Agenda

1 **Women in vocational training**
Gender imperatives under STRIVE

2 **Gender Study commissioned by DGT**
Objectives and reach of the study

3 **ITIs through gender lens**
Key findings of the study – challenges and barriers

4 **Gender friendly index for ITIs**
Key focus areas for interventions

5 **Recommendations**
Policy, strategy and implementation level suggestions

1

Women in vocational training

Gender equality : An essential element for sustainable development

The Sustainable Development Goals (SDGs) have gender equality as an underlying principle for all areas of development. These are based on the premise that providing equal access to women and girls towards, education, health care, opportunities to work, and participation in political and economic decision-making will help economies become sustainable.

Studies show that, gender bias norms around work, mobility, information, and access to networks, hinder full optimization of the benefits of the various education and skill programs

Sustained efforts by the government and other stakeholders, have resulted in remarkable progress with respect of female participation in primary and secondary education

GER (females) 2018-19 →Primary : 93.76%, Elementary : 94.32%, Secondary : 81.32%

Gender parity index 2018-19 →More than **1** from primary through higher secondary
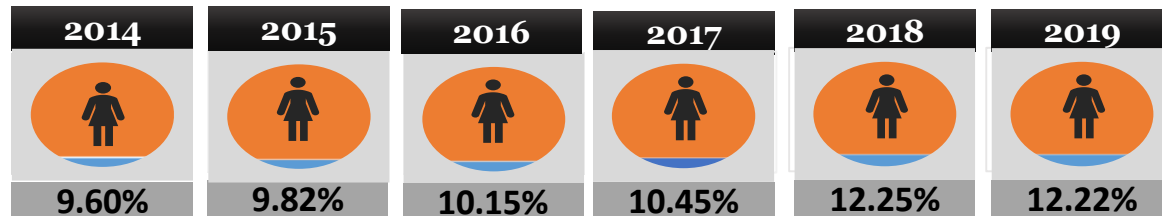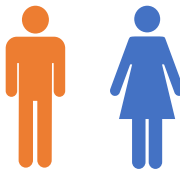
However, female participation in skilling and vocational training programs in India has not been very satisfactory

50% females in short term training courses (2019) , ~12% females in long term training courses (2019)

Female Participation in ITI over the Years

Male Female enrolments in ITIs in – 2014 - 2019

	2014	2015	2016	2017	2018	2019
	9.60%	9.82%	10.15%	10.45%	12.25%	12.22%

Year	2014	2015	2016	2017	2018	2019
Female enrolments	91,296	1,08,209	1,21,953	1,27,214	1,78,334	1,47,905
Male enrolments	8,59,848	9,94,029	10,79,268	10,90,429	12,77,061	10,62,859

Proportion of females out of total enrolments in engineering and non engineering trades

Year	2014	2015	2016	2017	2018	2019
Engineering trades	3.63%	3.63%	3.90%	4.02%	4.50%	4.28%
Non engineering trades	55.79%	55.1%	54.09%	53%	55.65%	54.69%

1. Female enrolments in ITIs grew by 62% in 5 years

2. Participation of females remains to be 1/10th of the enrolments ITIs

3. Females formed less than 5% of the cohort in engineering courses

4. Females form more than 50% of the enrolments in non engineering courses

5. Women only ITIs resort to enrol men to cover their costs

Gender dichotomy seen through concentration of female trainees across select few trades in ITIs

Data from ITIs all over the country shows that between 2014-18, female ~85% of the female trainees enrolled across maximum of 13 job roles

- ► Computer Operator and Programming Assistant
- ► Sewing Technology
- ► Electrician
- ► Basic Cosmetology
- ► Dress Making
- ► Fashion Design & Technology
- ► Health Sanitary Inspector
- ► Stenographer & Secretarial Assistant (Hindi)
- ► Fitter
- ► Electronics Mechanic

Women in mainstream engineering trades are almost negligible

Concentration around conventional trades "perceived to be suitable for women" (exception electrician, fitter, electronics mechanic..)

More than 1/3rd of the females are enroled in sectors with low market demand

Addressing gender inclusion through STRIVE

One of the objectives of STRIVE aims to make trainings at ITI more gender responsive through measures such as performance-based funding approach for ITIs and industry clusters to incentivize them for taking steps towards increasing enrolment of female

The "performance based grants" given to the ITIs and ICs aims to facilitate the following

Increasing the enrolment of females in ITI (min 15% by 2022)
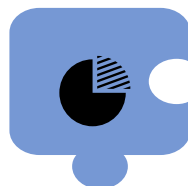
Increasing career counseling and marketing of ITI programs among female youth

Introduction of new courses with good labor market prospects for women

Hostels and improvement of sanitary facilities for female trainees

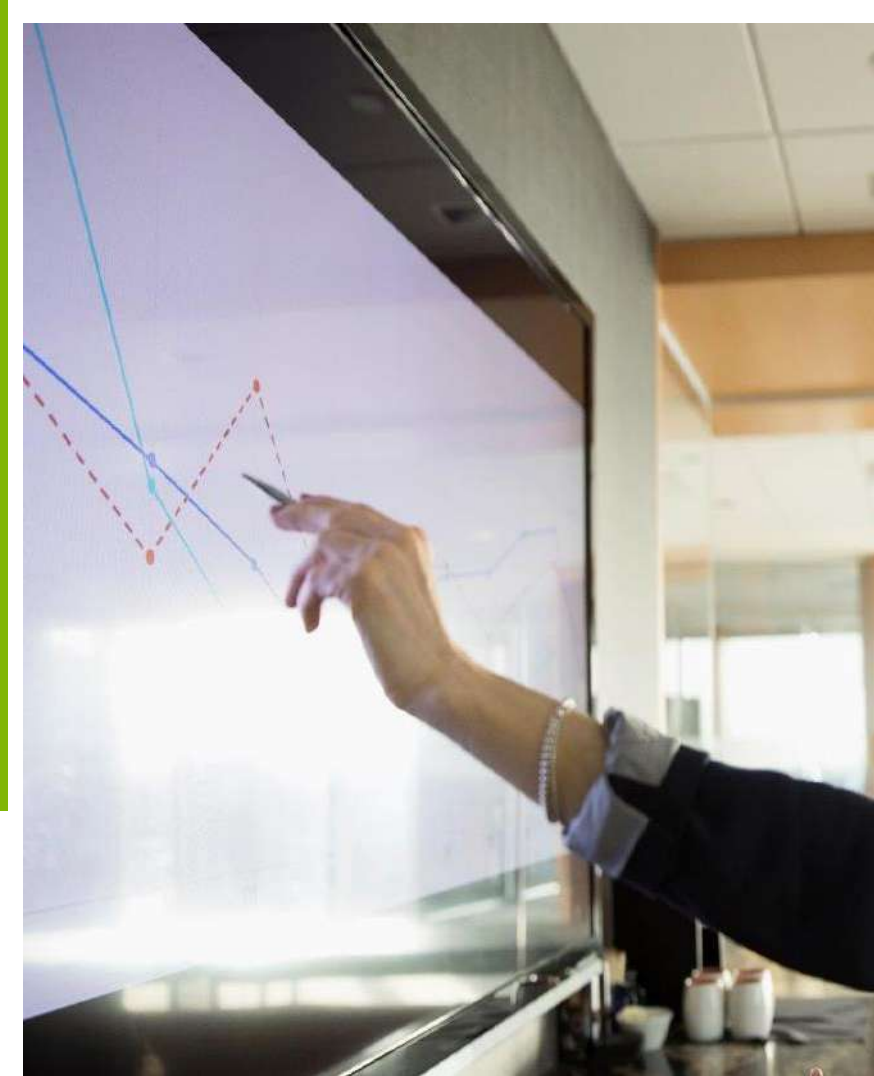Earmarked employment promotion activities for females

Recruitment of female teachers

Increasing female participating in apprenticeship through IAI grants in ICs

Development of institutional gender policies and gender training of teaching and management staff

2

Gender Study under STRIVE

Given the under representation of females in ITIs and vocational training, a gender study was commissioned under STRIVE by DGT to identify the key challenges to female participations in ITIs and apprenticeship

Determine the demand and supply side constraints for women in undertaking ITI and apprenticeship training, and thereafter transition into the labour market
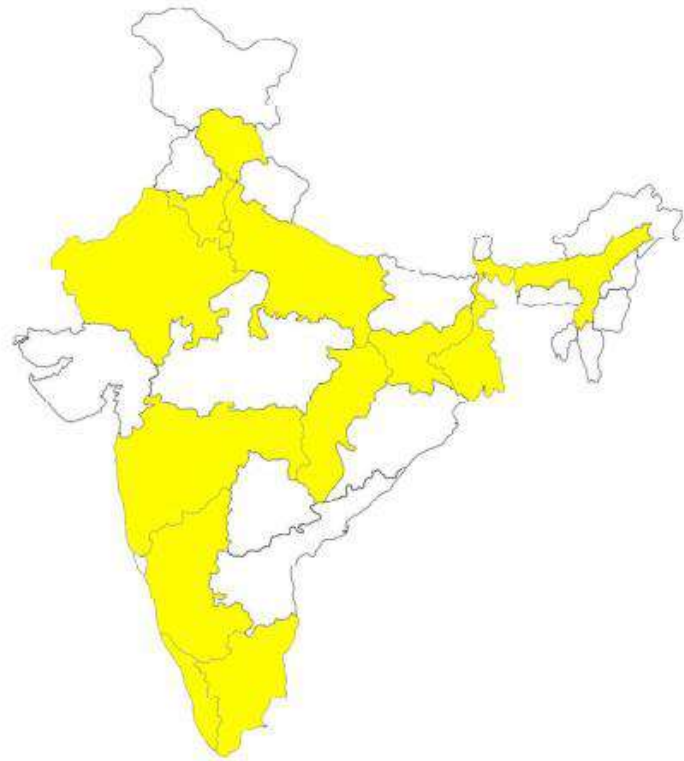
Diagnose the specific constraints faced by young women in accessing skilling opportunities, particularly through ITIs and apprenticeships, productive work

Identify new demand-driven entry points into skilling opportunities and the labour market

Analyse the GoI intervention of setting up NSTI for encouraging women participation in skills training and recommend measures to optimally utilize the infrastructure .
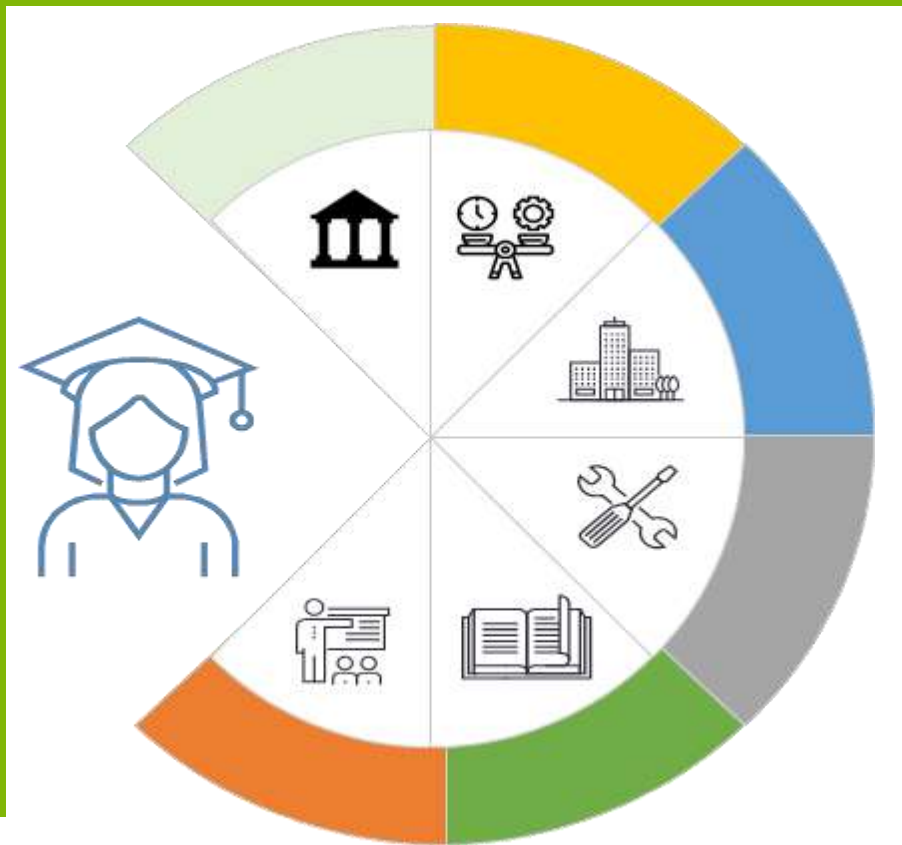
Coverage of the study

1807 Total respondents for the study

👩 **1256** female respondents

🧑 **551** male respondents

Stakeholders	Respondent Type	Female	Male	Total
NSTI Administration	NSTI Principal	5	5	**10**
ITI Administration	ITI Principal	9	55	**64**
	ITI Instructor	53	45	**98**
	ITI TCPO	3	36	**39**
Trainees (Enroled/Dropout/Graduated)	ITI Trainees-FGDs	803	308	**1111**
	ITI Enrolled Trainee	87	5	**92**
	ITI Dropout Trainee	13	4	**17**
	ITI Graduated Trainee	54	5	**59**
Industry	Employers	12	58	**70**
	Female Employees	14	0	**14**
	Employees-FGDs	32	0	**32**
Apprenticeship	ITI Apprentices	47	3	**50**
	Fresher & Diploma Apprentices	31	0	**31**
	Apprentices-FGDs	67	0	**67**
Other Stakeholders	Key Informants	26	27	**53**

✓ **12** States covered

✓ **64** ITIs covered

✓ **10** NSTIs covered

✓ **67** Enterprises visited

3

ITIs through gender lens

Multi stakeholder engagement to understand the challenges to female participation in ITIs across the training lifecycle

Pre-Training phase

Training phase

Transition to employment/apprenticeship

ITI beneficiary point of view – Challenges females face in accessing and pursuing ITI trainings

ITI institutional point of view – Challenges ITIs face in mobilising and retaining female trainees

Female ITI trainees

Female ITI alumni

Female ITI trainees (drop outs)

Identification of barriers and challenges

ITI Principal

ITI instructor

ITI TCPO
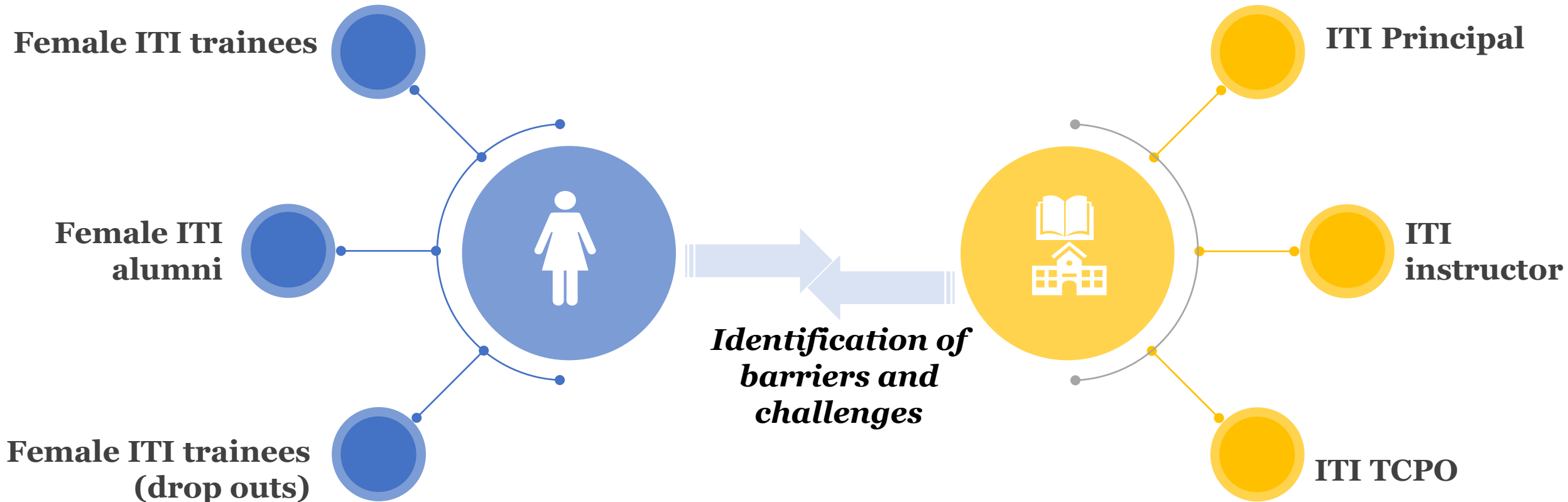
Barriers to accessing training at ITIs as told by female respondents ..

| Pre-Training phase | Training phase | Transition to employment/apprenticeship |

Lack of awareness about vocational training in ITI

- Lack **of awareness about ITI trades** and its ecosystem / limited **counseling and career guidance** in schools
- Lack of **awareness about the job prospects** after completing ITI

Financial constraints

- Cannot afford **ITI fee and other related expenses**
- Discouraged due to added **transport and conveyance cost**

Tedious admission process

- **Portal registration** required access to internet and computer.
- **Dependency** on male family members to accompany them to cyber cafes, added cyber café cost

Societal and familial resistance

- Poor public **perception of ITIs**
- ITIs perceived to be **male dominated**, more number of male instructors
- Reluctance of parents to admit their daughters in **co-ed ITIs**
- Reluctance against the females to attend **non engineering courses**

Individual constraints

- **Inhibition to pursue non-traditional** courses.
- **Short term courses** for similar trades available
- **Distance** and non availability of transportation, Safety and Security concerns

Challenges faced by females while undertaking training at ITI

| Pre-Training phase | Training phase | Transition to employment/apprenticeship |

Infrastructural inadequacies

- Remote **location** of ITI, unsafe surroundings
- Lack of **security** personnel
- Lack of **conveyance** / transport support
- Lack of **functional toilets** in all ITIs

Male peers / ITI staff maybe not be gender sensitised

- **Gender stereotypes** sometime by instructors, influence choice of trades
- Lack of **grievance redressal cells**
- **Harassment/bullying by male peers**

Lack of career support/guidance/counseling

- **Lack of counseling**, orientation, support for course selection
- Difficulty in dealing with **course work and family responsibility**, no avenue to discuss such issues

Issues beyond gender

- **Limited course** offerings to choose from
- Learning material not in regional language
- Erratic supply of consumable material

In focus - ITI specific factors

25% — Need for transport facility /access to ITIs/ conveyance cost

21% — Prefer pre admission guidance/counselling for jobs

20% — Factors affecting quality of teaching e.g. insufficient equipment.

16% — Condition of basic amenities such as functional/separate toilets/drinking water

11% — Hostel facility/accommodation

11% — Value add trainings like soft-skill, presentation skills, language fluency etc

8% — Instruction material/training handbooks not in vernacular
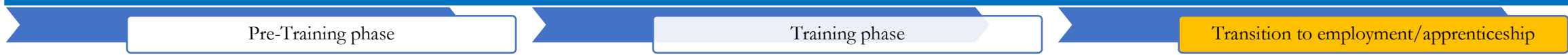
8% — Burden of domestic responsibilities

Public perception of ITIs, societal influence and familial obligations greatly impact female's decision to pursue and complete the ITI training

- ITIs perceived to be male dominated (more male trainees/instructors), also considered more suited for men

- Reluctance of parents to admit their female wards in co-ed ITIs

- Families prefer to send their daughters to ITIs with enough female trainers

- Family preference towards female wards choosing non engineering /traditional trades

- Lack of job guarantee is a discouraging factor for families

- Families prioritize male child's trainings and education incase of family resource allocation

- Marriage / domestic responsibility , double burden of ITI course and household

- Safety and security concerns while travelling for OJT or ITIs

Barriers faced by females in accessing labour market opportunities after ITI training

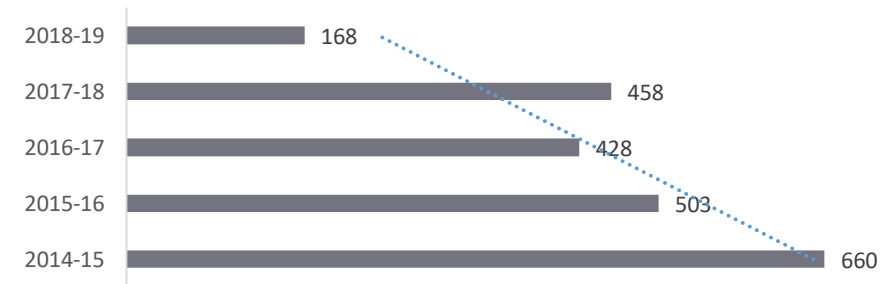## Responses by female trainees at ITIs

30%	22%	20%	20%	20%	18%
Lack of awareness about labor market	Lack of career counseling	Lack of familial support	Face difficulty in applying for apprentice-ships / jobs	Limited jobs for trades "preferred" by females	Difficulty in accessing NAPS portal

Female trainees expressed the need for increased industry interactions at ITI level for labor market exposure
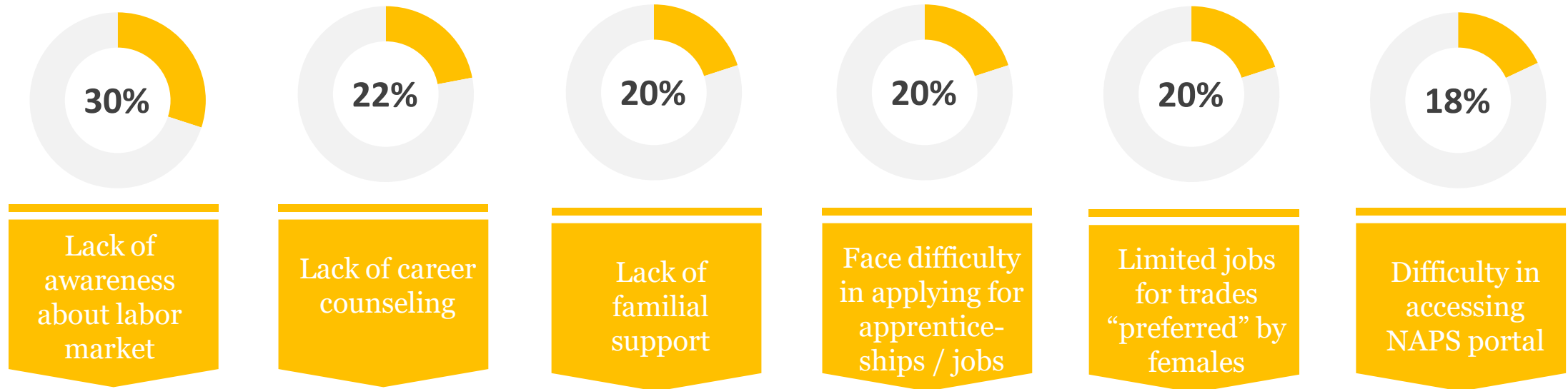
Job fairs organized by 64 ITIs in the last 5 years

Year	Value
2018-19	103
2017-18	101
2016-17	80
2015-16	62
2014-15	54

Employers participating in job fairs in the last 5 years

Year	Value
2018-19	168
2017-18	458
2016-17	428
2015-16	503
2014-15	660
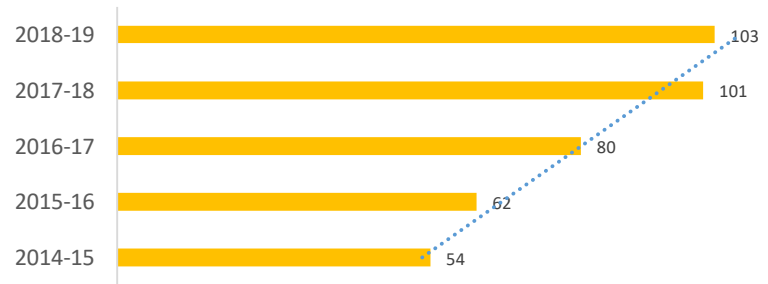
Challenges faced by ITIs to improve enrolment of female trainees as told by ITI functionaries

Challenges faced by ITIs in mobilizing and improving female enrolment

Portal issues — 26% (Govt.), 24% (Pvt.)
Lack of awareness among students — 31% (Govt.), 14% (Pvt.)
Lack of knowledge about existing courses among prospective students — 14% (Govt.), 34% (Pvt.)
Unfamiliarity with digital admissions process/Lengthy form filling — 26% (Govt.), 21% (Pvt.)
Fewer courses popular with women are offered by the ITI s — 6% (Govt.), 14% (Pvt.)
Lack of awareness about Industry related job opportunity — 14% (Govt.), 3% (Pvt.)

■ Responses by Govt. ITI Prinicipals   ■ Responses by Pvt. ITI Principals

Other reasons also identified by Principals that hinder effective outreach to encourage female to enroll and build their aspirations for ITIs

► Countering negative perception about ITIs
► Lack of funds for awareness measures
► Lack of female staff

► Lack of dedicated counseling / mobilization officer
► Preference of trainees towards short term courses

As per data from sample ITIs, at an average 1/5th of female trainees drop out of the course before completion

"…females invest a lot of effort in convincing their families for training, so they try to hard to complete their training"..
ITI Principal

"….girls drop out if they get married while pursuing their course. They either get relocated after marriage or act as per the wishes of her in-laws. If they are not in favor of the trainee completing the course, she is compelled to drop out of the ITI.".. **Key informant**

Challenges faced by ITIs in reducing the female drop-out

95%	Marriage/Lack of family support/Household responsibility of trainee
25%	Unavailability of hostel facility/Lack of funds for hostel
17%	Lack of counseling / Low motivation and interest of trainees
14%	Distance/Unsafe route to ITI / Unavailability of transport facility
14%	Minimum attendance rules / Strict course requirements
9%	Reluctance of family with females attending co-ed ITIs
6%	Burden of additional costs associated with the program

4

Gender Friendly Index for ITIs

Mapping of state 64 ITIs across 12 states for their gender friendly practices

7 parameters were identified on the basis of which gender friendliness of the **ITIs was mapped and graded on a three point scale and categorized as well preforming, performing satisfactorily and performing unsatisfactorily**

Safety and security

Location of ITIs

Availability of functional toilets

Female faculty

Residential facilities

Availability of transportation

Additional efforts made by the ITI to increase enrolment of girls

→ Subsequently impact of each of these parameters was examined on enrolment.

→ Out of these three parameters; **location, female faculty and safety measures** in the campus, were found to have a **strong positive relationship with the growth in enrolment over the years**

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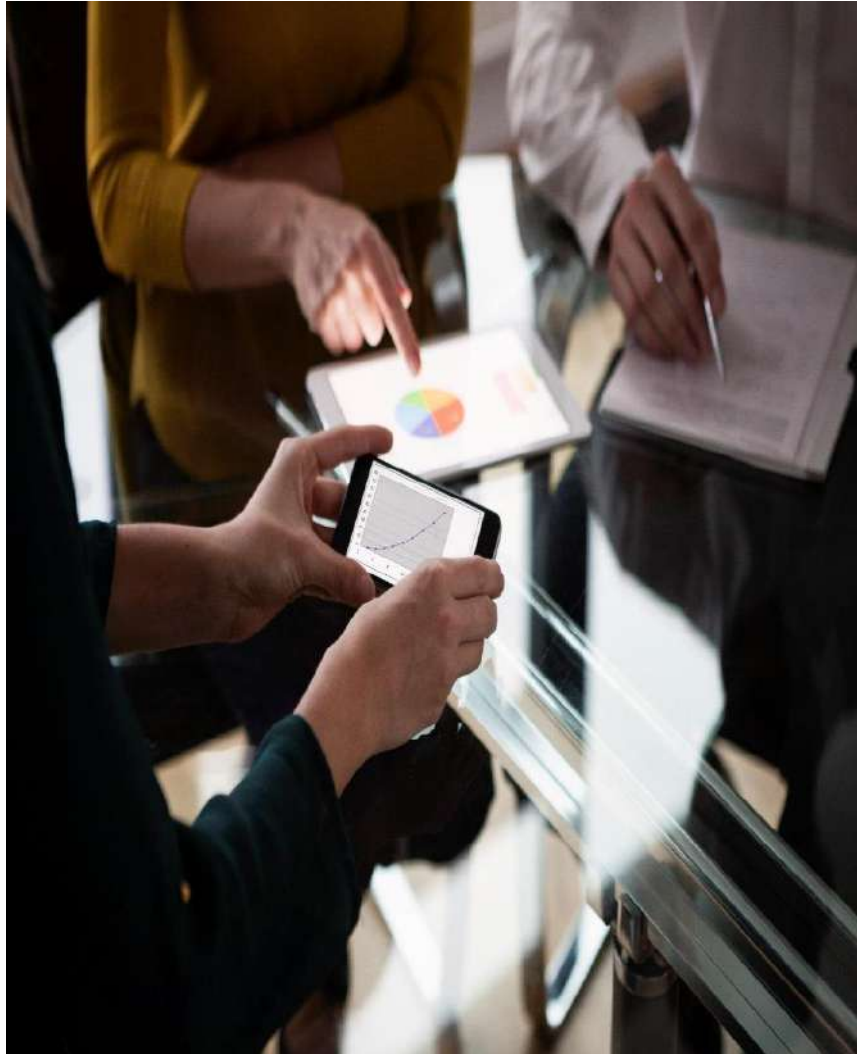
Recommendations

Summary of Recommendations

Ministry of Skill Development and Entrepreneurship

Review of policies and guidelines relate to ITIs and apprenticeship from a gender perspective.

Incentives to MSMEs to engage women as apprentices and employees

Creation of a needs-based fund for the ITIs to support gender friendly programs and activities

Scholarships for females to overcome financial barrier and incentives for those pursuing engineering related trades

Collaboration with other ministries and resource agencies to leverage support

Redefine the role of NSTIs as hubs to promote gender diversity in the ITIs

Summary of Recommendations

Directorate General Of Training

Support state directorates to create awareness about the ITIs using different media

Strengthen counseling services for females at all stages

Safety and security of females to be prioritized

Leadership training for the principals of the ITIs and gender sensitization for the faculty and students

Introduce a flexi approach to popularize the apprenticeship program among students and MSMEs

Improved MIS for the ITIs, NSTIs and apprenticeship program

It is further recommended that the ITI grading system be made more robust by including gender related indicators

Gender disaggregated data for all activities organized at the ITI	Recruitment of female staff including instructors, administration and support staff	Availability of safe space for females
Availability of functional toilets for females	Availability of sanitary pads	Active sexual harassment committee and grievance redressal system
Awareness among students about policy against sexual harassment and redressal system	Gender sensitization sessions organized for faculty and students	Outreach program to encourage females to join ITIs
Proportion of females joining engineering related trades	Of which, SC/ ST females	Interactions with female trainees to address challenges they face

Detailed indicator categories in Annexure

Recommendations for ITIs (1/3)

Industrial Training Institutes

Dedicated ITI level communication plan to create awareness about the ITIs

- ITI level communication strategy for all ITIs

- ITIs to optimally leverage print, visual, social media or personal interactions for information dissemination

- Mapping of stakeholders for ITI and identifying the key messages for each

- Advocacy to aim at increasing aspiration for vocational training and improving public perception of ITIs

Social mobilization plan for better engagement with the community

- Community interactions for behavioral change campaigns

- Addressing gender stereotypes against females in vocational training

- Active liaisons with key community stakeholders/informants

- Address the concerns of the parents/family of female trainees that ITI is "more suited" for males

Recommendations for ITIs (2/3)

Industrial Training Institute

Industrial Training Institutes

Effective career guidance

Partnering with local secondary schools especially for females only and co-educational schools	Aptitude test for aspirants	Mapping the local industries and organizing job fairs
Regular interaction with the industry	Guidance to the students for apprenticeship programs	Orientation and information for using online job search engines
Resource centre within the ITI with repository of material related to different career options and self-development	Guest lectures talks for the students by representatives from the industry, female ITI alumni, resource persons, professionals and entrepreneurs	Pre placement support – resume writing, soft skills, interview skills, basic IT skills, personality/grooming sessions

Industrial Training Institute

Industrial Training Institutes

Safety of women trainees within the ITI

|		
Collaborations for leveraging safe local transport facilities for female trainees	Self defence classes for trainees	Dedicated security personnel/ PCR van visits around ITI campus
Addressing female's vulnerability through awareness sessions on cyber crimes	Awareness about police helpline/women support helplines	Orientation about their rights/grievance redressal

Discussion with participants
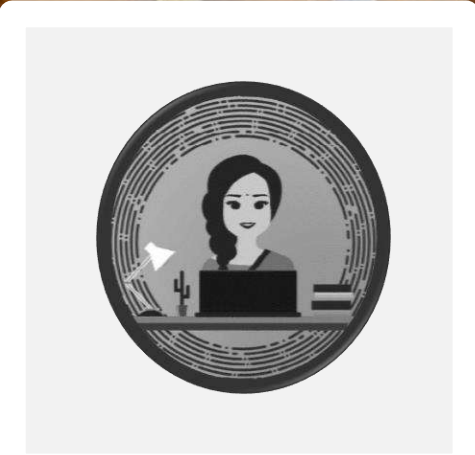
Additional challenges faced by the ITIs in facilitating inclusion of females

Support needed to actualize the recommendations and suggestions
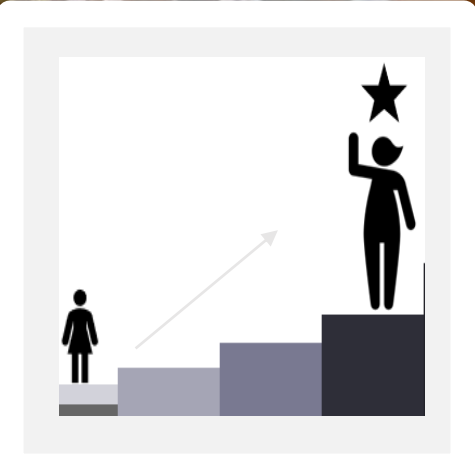
Examples of good practices that have led to increase in enrolment of females

Annexure

S.no.	Performance indicators	Performance range		
		Good	Average	Needs improvement
1	Gender disaggregated data for all activities organized at the ITI (applicable for co-ed institutes only)	All records maintained	Some records maintained	No data collected
2	Recruitment of female staff including instructors, administration and support staff	50% of total staff strength are women	Less than 50% female staff	No female staff at the ITI
3	Availability of safe space for women	A separate common room and medical room available for women	No separate room but some space available to rest	No separate space available
4	Availability of functional toilets for women	Hygienic and well-maintained toilets available for women	Separate toilets for women available but not hygienic	No separate toilets for women
5	Availability of sanitary pads	Always available	Irregular supply	Not available
6	Active sexual harassment committee and grievance redressal system	Available, actively working	Available, but does not work / meet regularly	Not available
7	Awareness among students about policy against sexual harassment and redressal system	Students aware of the policy and redressal mechanism	Policy available but students are not aware of it or of the redressal system	No policy or redressal system at the ITI
8	Gender sensitization sessions organized for faculty and students	Module administered to both students and faculty – annually for students	Module administered but not annually for students or only administered to students not the faculty	Never conducted
9	Outreach program to encourage women to join ITIs	Outreach programs for schools, community and industry carried out on a regular basis each year	Outreach program conducted but not on a regular basis	Never conducted
10	Proportion of women joining engineering related trades	All seats reserved for women in engineering trades filled up	Less than 50percent seats reserved for women in engineering trades filled up	No female student in engineering trade
11	Of which, SC/ ST women	All seats reserved for SC/ST women in engineering trades filled up	Less than 50% seats reserved for SC/ST women in engineering trades filled up	No SC/ST female student in engineering trade
12	Interactions with women trainees to address challenges they face	Regular meetings of committees formed at ITIs to identify issues women face	Meetings of committees formed at ITIs to identify issues women face organized but not regularly	Never carried out