

**Understanding the Drivers of Success and Failure in Skill India Mission:
Comparative Case Study of Germany, South Korea, Ghana, and Bangladesh**

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1. Introduction

According to "India Skills Report 2020," published by Wheebox, CII, & Taggd (2020), it is stated that roughly half of India's working-age population is made up of millennials, or people between the ages of 20 and 40. The NSSO 2011–12 survey found that in India, only 10.8% of the labour force had any type of formal or informal vocational training, and this number has increased minimally over the years.

India understood in the first decade of the twenty-first century that its traditional educational system was insufficient to prepare its youth for the workforce; therefore, in 2009, the government created a policy on skill development. The policy included provisions for adapting to changing trends and conducting regular evaluations to fix any gaps. By updating the clauses and announcing the "National Policy on Skill Development and Entrepreneurship, 2015," the policy was strengthened even further. The "National Skills India Mission" was launched in conjunction with the policy in 2015, which enhanced this drive even more. A governing council, a mission directorate, and a steering committee comprise the mission's central body. The mission directorate also has three additional offices for partnerships, quality assurance, policy research, and training and employment. (Gaur, 2017)

The Skill India Mission is made up of several parts, including the "PM Kaushal Vikas Yojana, SANKALP, National Skills Qualification Framework (NSQF), sector skills councils, RPL, etc." (Sanghi & Sensarma, 2014) These elements have made it possible for the mission to have a very broad scope and have a far greater impact.

Figure 1

Structure of Skill India Mission

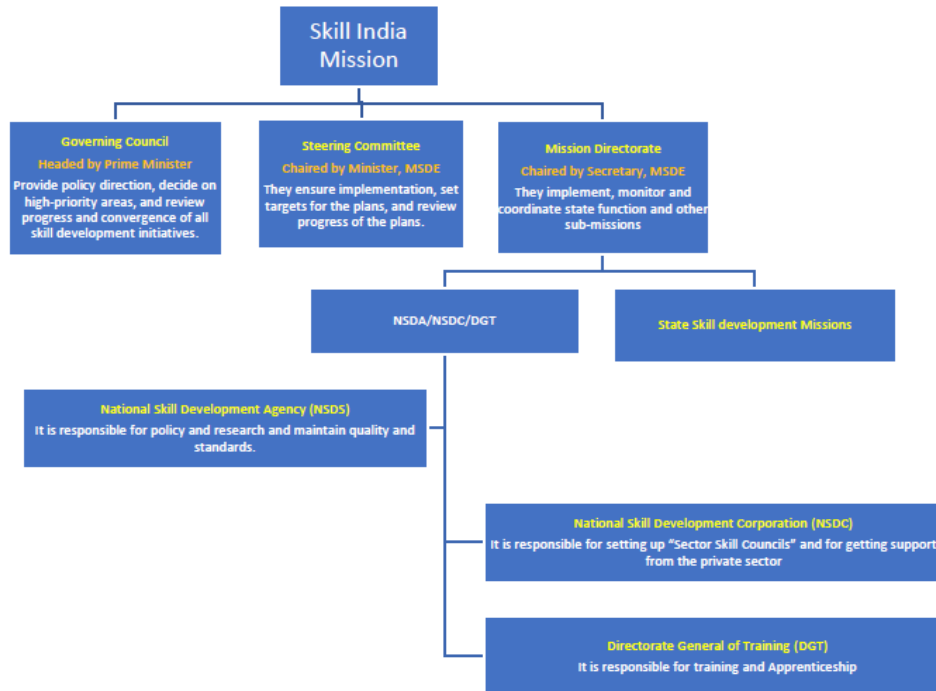


Figure 2

Schemes under Skill India Mission

Schemes under Skills India Mission
<ul style="list-style-type: none">• PM "Kaushal Vikas Yojana" (PMKVY)• PM "Kaushal Kendras" (PMKK)• Integration with General Education• Jan Shikshan Sansthan (JSS)• PM YUVA Yojana• SANKALP ("Skills Acquisition and Knowledge Awareness for Livelihood Promotion")• Vocational Training Programme for Women

There are certain issues with the policy's design and implementation, but its monitoring and assessment component is where it really falls short. Despite being described as an "outcome-oriented policy" in the policy paper, the programme places a strong emphasis on quantity rather than quality. In 2020, the skill development ministry informed members of parliament that 73.47 lakh people had received skill training in the nation up to that point. Only 32.34 lakh (44% of these) received certificates for successfully completing a brief skill

training, and only 16.61 lakh (22.60%) received job placements. (Balakrishnan, 2020) The policy employs indicators for assessment such as the number of registrations, the quantity of youth assessed, the number of trainers, the number of placements, the quantity of young from disadvantaged groups enrolled, etc. These indicators are significant, but none of them in the policy captures how training and skill development for these young people will affect them in future years.

In this paper, the focus will be on introducing some additional parameters that would help us evaluate the policy in a more comprehensive way and help us understand the long-term policy implications. Evaluation is crucial in skill development and capacity-building strategies because they create the conditions that either allow India to benefit from its demographic dividend or turn it into a demographic disaster. In order to provide a framework for comparison, I will study policies from around the world using the causal case studies technique. From there, I will determine how various nations evaluate their skill development strategies and whether any particular policies could be helpful for India if it re-examines its plan.

2. Theoretical Framework and Research Methodology

The paper uses a causal case study method for analysing policies from around the world. This study methodology is useful since it enables us to understand how policies operate in real-world circumstances. (Beach, 2020) The development of skills has been difficult for all countries in the world. The so-called "developed nations" also needed to take measures to increase population productivity. To learn how the USA, Germany, the UK, and Canada have handled their skill development difficulty, we use case studies from those countries. Additionally, we would use case studies from Indonesia, Ghana, Bangladesh, and Vietnam to determine the issues they are currently facing and the solutions they are using. In terms of administration, demography, and social and economic development, these countries

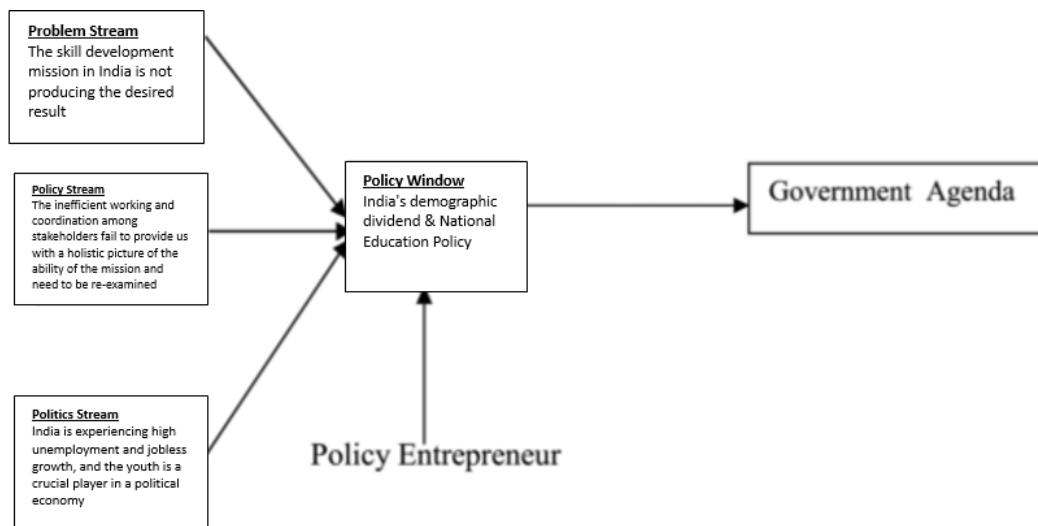
are closer to India. Studying these countries might enable us to understand that others might be unable to.

In this paper, I use the concept called the agenda-setting framework, which aims to explain why some issues receive attention in the public process while others do not. It focuses on the methods used to draw policymakers' and other stakeholders' attention to problems. There are five main components in the agenda-setting framework: problem stream, policy stream (proposal), politics stream, policy window, and policy entrepreneur. (Jones et al. 2016)

The reason for selecting this framework is that the "problem" is clearly defined (i.e., the skill development mission in India is not producing the desired result), the "proposal" is available (the monitoring and evaluation indicators fail to provide us with a holistic picture of the progress made in the mission and need to be re-examined), the "political stream" is evident (India is experiencing high unemployment and jobless growth, and the youth is a crucial player in a political economy), The policy window (India's demographic dividend and National Education Policy) is optimal, and at last, the policy entrepreneurs who offers the requisite support to connect the streams and mould policy outcomes are also present.

Figure 3

Multiple Streams Framework



3. Analysis and Comparison

3.1. Challenges with the Skill India Mission

After a thorough analysis of the program, the following challenges can be identified:

The PM Kaushal Vikas Yojana is the flagship initiative of the Skill India Mission (PMKVY). It is the duty of NSDC and its skill training partners to implement PMKVY. This program has an incredibly poor placement rate because there is no feedback system to learn local public preferences and skills are not kept current over time.

Over twenty ministries are involved in the Skill India Mission. (Sanghi & Sensarma, 2014) It is quite challenging to coordinate between ministries and different stakeholders. Other than the Ministry of Skill Development, a few other ministries run short courses. These courses have little relevance because these ministries lack independent assessment, accreditation, and training infrastructure.

Policies are designed in a way that perpetuates gender bias in training curricula, especially at training institutions where women's access to certain types of skill training is heavily influenced by preconceived notions. (Kumar, 2022) There is more stereotypical employment for women in the food processing, tailoring, and beauty salon industries as a result of the focus on a small number of vocations.

The lack of flexible learning schedules in the regulation makes it challenging for educators, trainers, and skill providers to respond to the demands of stakeholders as they emerge. (Balakrishnan, 2020) Furthermore, concerns pertaining to gender and disabilities are mostly disregarded by the current policies.

Target-driven policies are often created without a mapping mechanism to capture the outcomes of skill training. There is minimal data on the quality or long-term effects of the intervention, with the main emphasis being on quantity.

The government does offer some financial support to women who want to further their education, but it is very limited. It's not as much as what a handful of private NGOs offer. (Kumar, 2022) Hostel amenities are provided for women up to a certain salary threshold, but it becomes difficult for them to move beyond that.

3.2.Skill Development Program Comparison Using Case Study Method

The paper uses the case study method as a tool to address the deficiencies in India's skill development policy by drawing comparisons with other countries' approaches to similar problems. In order to develop a more comprehensive understanding of how to improve cooperation across numerous stakeholders, case studies from four different nations have been employed.

3.2.1. Skill Development program participants of Bangladesh

In Bangladesh, the majority of skill development programmes are managed by private players who prioritise specialised skill training. Many of them concentrate on the ready-made garment (RMG) industry.

In Bangladesh, a person's decision to pursue skill development is heavily influenced by their family. Since the majority of jobs are in and around Dhaka, people migrate there; nevertheless, women find migration more challenging because there is a lot of misinformation about living circumstances in Dhaka. People who wish to remain in their village or local region do not benefit from the skill development programme because it only gives skills in limited disciplines; as a result, they do not enrol in the training.

Table 1*The Analysis of Costs of Regulatory Complexity in Policies for Bangladesh*

Costs	Justification
Compliance	With fewer courses available and a more homogeneous student body, this form of policy compliance is simpler to implement. There might not be much of a record-keeping burden, and consulting an expert might not be required.
Enforcement / Administrative	Moderate administrative and enforcement costs due to the small number of stakeholders and the small size of the system.
Deadweight	The market may eventually saturate, and deadweight may be large due to the restricted number of courses given.

3.2.2. Skill Development Programs in Ghana

Three types of training/skilling are prominent in:

“Traditional Apprenticeship Training”- In Ghana, apprenticeships are quite organised and are especially common in the manufacturing and service sectors. The structure of this system is master-apprentice. Despite the high cost associated with this type of instruction, people appear to prefer it based on the overwhelming demand for it. (Haan, 2002) There is a good correlation between training and output in this system, despite its lack of organisation. A lot of time is lost in this kind of training because the task is highly repetitive, the student can only learn what the master knows, and the student must wait for the master to begin. Additionally, very few women participate in this kind of training.

“Skill Training and Entrepreneurship Programme” (STEP)- This training initiative was funded by the government and started in 2001. Its primary goal was to end poverty, and microfinance and skill development were the instruments it intended to employ. The

programme was highly centralised, with little attention paid to regional needs. Because the same talents were provided elsewhere, market saturation is a possibility. There was insufficient training due to the short course offerings and the program's minimal funding.

“Vocational Skills and Informal Sector Support Projects”- The World Bank provided support for the commencement of this programme. They provided quick classes as well. To draw in customers, they provided modest salaries, discounted tools, and a World Bank certification. People's abilities were positively impacted by this programme as they witnessed improvements in their skills. (Haan, 2002) They received interest from employers as well, which raised their self-esteem. Due to its near inaccessibility to those living in remote areas and its subpar after-training services, the program's success was hampered.

Table 2

The Analysis of Costs of Regulatory Complexity in Policies for Ghana

Costs	Justification
Compliance	Because of the excessive diversity in the system, it would be difficult to create compliance that satisfies every player, making compliance with this policy challenging.
Enforcement / Administrative	Due to the large system, variety of stakeholders, and many training programme styles, enforcement and administration are quite expensive.
Deadweight	The market may eventually saturate, and deadweight may be considerable due to the restricted number of courses given.

3.2.3. Skill Development Program in Germany

The Dual trade Education Training (VET) system in Germany combines classroom learning at a trade school with an apprenticeship at a company. (Baethge & Wolter, 2015) The apprentice's employer pays them a monthly salary during the training period. The training is paid for by the employer, who also benefits from it since it allows them to shape a new hire to fit their work style and save money by not having to pay as much as they would for a full-time employee. Through the use of this strategy, they also save money on recruitment expenses. Thirty percent of the two to three and a half-year dual VET programme is spent in school, while the remaining seventy percent is spent working.

The regulatory foundation for Germany's VET system is complicated. Coordination becomes challenging because employment laws and apprenticeship programmes are federal and vocational education is a state issue. States are responsible for upholding the federal framework, whereas ministries are often in charge of monitoring the operation of the system at the federal level. Employers and worker unions are active at every level.

Apprentices are selected by their employers. Those who are not selected by a company or employer are put in a transition system, where they can take preparatory courses but are not assured of an apprenticeship.

Although the programme has had positive outcomes, it is still difficult for migrants and those with impairments to secure an apprenticeship spot. The last issue this programme has is that many students drop out in the middle, which causes firms to close. Additionally, many still prioritise formal education over vocational training.

Table 3*The Analysis of Costs of Regulatory Complexity in Policies for Germany*

Costs	Justification
Compliance	Making comprehensive legislation and enforcing it on everyone would be exceedingly challenging as the stakeholders are diverse.
Enforcement / Administrative	Due to the many parties and the several rules governing them, enforcement and administration are highly expensive. Regulation and enforcement must also evolve swiftly, as the system needs to be highly flexible in order to meet the ever-changing skill demands.
Deadweight	Deadweight might be low since individuals who are picked for apprenticeships would likely succeed, while those who are not would likely find themselves in precarious situations.

3.2.4. Skill Development Program in Korea

In Korea, the creation of jobs is contingent upon the strategic decisions made by major enterprises. Major firms' strategic choices determine the amount of jobs created in specific industries in Korea. Because there is a lot of subcontracting going on, jobs are related everywhere in the ecosystem. Workers in Korea's medium-sized and small firms are primarily in sales, services, and elementary jobs; professionals, technicians, and production workers are primarily found in large enterprises.

Everyone in Korea has the right to receive training under the country's accounting system for education. They are able to enrol in a programme, and the government will cover the cost of the training. In addition, insurance and compensation for training are provided to companies. The companies can only receive reimbursement from the fund if they have established training infrastructure.

Table 4*The Analysis of Costs of Regulatory Complexity in Policies for Korea*

Costs	Justification
Compliance	It might be easier because the government could work with big corporations to create a sustainable system which might suit the big corporation as well as the sub-contracted party.
Enforcement / Administrative	Moderate administrative and enforcement costs because there are few stakeholders and large firms control the system. In the system, abrupt and unexpected changes might not happen.
Deadweight	Deadweight may be low because the government has policies in place to protect both employers and employees.

4. Discussion, Conclusion and Recommendation

4.1. Learnings from the Case Studies

We can learn from the case study of Germany the necessity of compensating both workers and companies. Workers frequently depart because they have other obligations or believe that the opportunity cost is prohibitively high. Only when there is a market gap should the government step in. (i.e., the government should only compensate the amount that encourages the worker or employer to remain in the system).

The Bangladesh case study teaches us that it is better to concentrate on supporting the particular industries or sectors that are prevalent in the region rather than trying to train workers in every possible skill. Training and skill development should be targeted.

The Korean case study contributes to our understanding of the greater employment environment. Subcontracting allows a large regional company to build a network of local firms. This would create jobs in the area and boost the local economy. The case study also

advises that a special fund be established for the outsourced businesses to offset any additional costs.

The case study of Ghana suggests a master-apprentice system. This technique may be applicable in India, where there are numerous such pathways. This system could benefit from distinct generational talents. However, it is critical that trainees from this system receive some type of support to help them succeed in the job market.

4.2. Additional proposals for improving India's skill development ecosystem:

It's critical to match market demands with India's skill development initiatives. The government should provide market-oriented incentives and make the necessary investments to sustain the participation of businesses and employees in the system. The government's assistance must focus on specific skill shortages that have been noted in different areas, following Bangladesh's model. This involves altering training curricula to concentrate on the most important industries in each area and fostering alliances with local businesses to provide sector-specific training.

A private-sector alliance centred on content design and emphasising adaptability should be established. Modules on productivity, customer service, stress management, conflict resolution, and effective communication could also be introduced. Additionally, simulations and customised visual-auditory instruction for specially-abled students should be investigated.

In India, it's critical to promote subcontracting models. This would promote connections between big businesses and small businesses, creating jobs in the local region. A special fund could be set up to offset the additional costs that either the local business or the large firm faces. It is possible to implement a common auditing standard that evaluates the facilities, curriculum, and other factors. Industries could develop assessment criteria that appeal to recruiters. Evaluations may be conducted more regularly rather than at the end.

4.3. Conclusion

To fully use the country's demographic advantage, India requires a more comprehensive and efficient skill development programme. A comprehensive approach that prioritizes industry alignment, adaptability, and accessibility is needed. Each country has developed its own approach to skill development according to what works best for them and what important area they choose to focus on. In the twenty-first century, India can empower its labour force and propel its economic growth by addressing these key elements of skill development.

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