LESSONS LEARNED

1. Skills development is now a major priority in all South Asian countries due to its critical role in promoting human capital development to reap demographic dividends, sustain economic growth, and enhance inclusiveness for poverty alleviation. This requires a policy and strategic framework, effective institutional coordination, and quality training service provision from accredited training programs and public and private service providers. It also necessitates public awareness and outreach activities to raise the image of technical and vocational education and training (TVET) and enhance participation in skill training programs., For skills programs, linkages with employers and public–private partnerships are critical in ensuring quality and relevance of training to increase employment.

2. The Asian Development Bank (ADB) has gained considerable experience and knowledge in skills development in South Asia from a number of technical assistance (TA) projects, loans and grants, and knowledge products that it has financed in TVET. In Sri Lanka, ADB has been supporting the TVET sector since 1983. The latest Skills Sector Enhancement Program supports sector wide reforms to meet local and foreign labor market demand in priority sectors.[1] In Bangladesh, ADB is supporting a 10-year multitranche financing facility for Skills for Employment Investment Program by engaging industry associations directly to provide training in priority sectors and to facilitate employment of trainees after the training.[2] In Nepal, ADB provided its first support to TVET in 1989 to strengthen the newly established Council for Technical Education and Vocational Training, and to establish a network of technical schools. Currently, ADB is supporting the Skills Development Project using performance-based contracting to engage experienced training providers.[3] Knowledge products on skill development were recently commissioned by ADB,[4] which highlight good practices and lessons learned.

3. In India, skills development is one of the key priorities of the government and has culminated in the establishment of a new Ministry of Skill Development and Entrepreneurship in 2014 to bring all major training programs under one institutional framework and coordination. ADB's first support to TVET is for Supporting Human Capital Development in Meghalaya, which was approved in 2013; the second is Supporting Kerala's Additional Skill Acquisition Program in Post-Basic Education approved in 2014.[5] ADB has also supported two TA projects at the national level (the National Skill Development Corporation and the National Skill Development Agency), which were recently completed. Both have helped enhance coordination and convergence at the central and state level, improve overall quality assurance, and promote

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[1] ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Results-Based Loans to the Democratic Socialist Republic of Sri Lanka for the Skills Sector Enhancement Program.* Manila.

[2] ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Multitranche Financing Facility to the People's Republic of Bangladesh for the Skills for Employment Investment Program.* Manila.

[3] ADB. 2013. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to Nepal for the Skills Development Project.* Manila.

[4] ADB. 2014. *Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia*. Manila; ADB. 2012. *Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific*. Manila; ADB. 2010. *Public–Private Partnerships in ADB Education Lending, 2000–2009.* Manila; ADB. 2009. *Good Practices in Technical and Vocational Education and Training*. Manila.

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

public–private partnerships in skills development. Odisha is the third state to receive ADB support in skills development through this Odisha Skill Development Project (OSDP).

A. Lessons Learned from Comparable Projects

1. Policy Readiness and Institutional Capacity

4. The critical success of a TVET project largely hinges on the supporting national policy framework and strategic readiness to guide and monitor reforms, establish and strengthen appropriate institutional capacity, and align training programs with emerging labor market demand. In the transformation of TVET from a supply-driven to a demand-driven system, policy makers have to constantly update relevant policies and strategies to accommodate the need to coordinate between the education sector and other sectors, and between public and private institutions. Policy reforms should address issues such as definition of various stakeholders' roles and responsibilities, operationalization of service delivery through appropriate institutional arrangements of emerging forces or through purchase of services, articulating how budgetary resources will be shared at different levels of government, and how resource needs to be mobilized from public and non-public sources for sustainability. The most important aspect in the reform process is to establish a national skills framework that helps to link demand with supply by ensuring quality and relevance of the services, outreach support such as candidate mobilization, and counselling; and to allow flexibility for all relevant institutional players. Bangladesh and India have so far established National Policy Frameworks, while Nepal and Sri Lanka are developing such frameworks.[6] Results from implementation will provide further insight on how these policies will impact on meeting emerging job requirements.

5. ADB projects have usually encountered capacity constraints among executing agencies and implementing agencies, which delay project implementation. This factor is compounded by the fact that TVET is fragmented in many countries, as training is spread over several ministries, departments, and nongovernment agencies. For example, in Viet Nam, the delay in establishing the authority for overall coordination partly accounted for almost 4 years of prolonged implementation. Furthermore, lack of integrated planning and weak monitoring adversely affect targeting and achieving of targets by different players.

2. Mobilization of Students and Qualified Instructors

6. Mobilization of students has been identified as a major factor contributing to effective capacity utilization and success of a project. A project in Sri Lanka was recently evaluated as *less than satisfactory* mainly because the number of students trained was much smaller than planned, which largely restricted the planned effect of the project.

7. Mobilization issues are usually constrained by several factors. First, TVET is perceived as inferior to general upper secondary and tertiary education. TVET is seen as a pathway for less academically performing students and then to "blue-collared" jobs. Reinforcing this perception is the supply-driven TVET systems that have not performed well in yielding sound employment outcomes in many countries. For example, in Bangladesh, the employment rate among the TVET graduates was only 30%.[7] Improved placement would therefore be a key factor in improving public perception of TVET. Second, there is the lack of differentiation of

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[6] Sri Lanka National Vocational Qualifications Framework and India National Skills Qualifications Framework.

[7] World Bank. 2007. *Learning for Working Opportunities: An Assessment of the Vocational Education and Training in Bangladesh*. Washington, DC.

courses at different levels of skills. In Sri Lanka, for example, it was found that a diploma in automobile maintenance did not substantially differ from that of a lower level training apart from more academic material added. A large percentage of the students in TVET choose to go directly to higher levels of education without any additional efforts, which result in shortage of enrollment in high-priority TVET programs.[8] Third, there is lack of direct support for lower-level TVET (e.g., National Vocational Qualification [NVQ] levels 1–4 in Sri Lanka), which resulted in lack of qualified students entering higher-level TVET. This restricted the enrollment and performance of the skill development schemes. Fourth, there is serious lack of qualified instructors. In Sri Lanka, the main cause of low student enrollment appears to be due to the inability of the Public Service Commission to adequately recruit, select, and appoint technical teachers. This has resulted in the closure of programs and underutilization of project-supported facilities and equipment.[9]

8. In addition to the critical importance of student mobilization, there is a huge need for training of trainers (TOT), recruitment of qualified trainers, and replacement or interim arrangement for trainers during their absence from training to maintain and improve the supply of competent technical teachers and trainers. It is also important to link to industries to update and improve the teachers' practical skills and competency-based pedagogical skills. In Viet Nam, due to lack of qualified instructors, the average teacher-to-student ratio is 1:35, much higher than the international norm of 1:15 to 1:20; and also higher than the average of East Asia (e.g., the People's Republic of China, at 1:26), hence restricting the effectiveness of training.[10]

3. Limited Participation of the Private Sector

9. There is consensus that private sector participation is crucial to improve the quality and relevance of skill development programs for employability. However, private sector participation in skill development is still limited at each stage of the skill development value chain. For example, weak buy-in from private sector participation in implementing the NVQ Framework and institutionalizing sector skills councils (SSC) could result in demand–supply mismatch and weak sustainability of training programs.

10. Low level of enterprise support for training is also related to lack of recognition of mutual benefits between training institutes and enterprises. A good practice from Indonesia shows that each model school enters into at least one formal arrangement with a local industry partner to share knowledge and expertise. Each school is expected to deliver more than three courses per year for skills improvement and retraining of workers, while the assessors from local industry are paid to assess students completing competency-based modules and to train teachers. These contribute to mutual benefits between schools and enterprises.

11. Lack of accreditation of private service providers and guidelines on ensuring their conformity with quality standards have resulted in uneven quality and focus of private training services provided. Guidelines often do not exist for registration of private training providers, and provision is often not made for follow-up after initial registration to ensure that the private training providers maintain quality. Due to the large capital investment required for industrial manufacturing trades, private service providers, in the absence of support, will naturally focus

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[8] There was extremely low or no student enrollment in most colleges of technology (COTs) in NVQ 6, as most students left after NVQ 5 and went directly to Univotec (NVQ 7).

[9] For example, the closure of the biomedical program at Maradana COT, and the welding program at Kurunegala COT. The construction technology programs at Anuradhapura and Ratnapura COTs have few enrollees because only part-time teachers were available to teach, and only on weekends.

[10] For key schools under ADB project support, the average teacher-to-student ratio has been improved to 1:30.

on trades that require less investment (such as service sectors). This distorts the supply in the training market. To address this problem, Viet Nam, through the Skills Enhancement Project, aims to extend support to the private training providers in the form of land, rentals, and credit.[11]

4. Inequality and Disparity

12. Urban–rural disparity in training outcomes can be glaring partly due to unequal access to industries and wage labor market. In Sri Lanka, the National Apprentice and Industrial Training Authority is closely linked with employers and has achieved impressive employment rates (with 71.8% direct employment within 6 months of completion of training), while the Vocational Training Authority that deals with rural areas has the greatest challenge in generating employed graduates (62.7% unemployed).

13. Disadvantaged social groups are normally less involved in TVET. Sometimes there are policies requiring pro-poor enrollment in TVET; however, the complementary budget or other supporting measures are not in place, which resulted in discrepancy between the policy objectives and the reality. The pro-poor effect is especially dampened in higher-level TVET as it is more costly, and if without efficient targeting, subsidies, or other financial and/or nonfinancial support, poor students will be more likely excluded. In Viet Nam, the National Target Program on Poverty Reduction includes a vocational training component that aims to provide training for 150,000 poor people at free or reduced fees. However, by 2009, only 2% out of the 75% households that identified training needs had benefited from vocational training.[12]

14. Women's participation in TVET usually focuses on shorter-term training and traditional trades. In Viet Nam, the highest proportion (27%) of female students is found in vocational secondary programs while the lowest (11%) is in technical worker programs. There is also a general tendency for women to be enrolled in short-term courses. For young women, shorter-term or less time-intensive vocational training programs allow them to balance educational interests with responsibilities at home. The focus on traditional trades is reflected also in the female vocational teachers' choices. In Viet Nam, about 24% of the 20,195 vocational teachers are female and most of them are found in tourism and culture, information programs, and some in industrial programs such as design and garments.

15. The wage disparity between males and females is still significant after training. In Viet Nam, the income of female graduates was on average 20%–30% lower than male graduates. According to a tracer study of the Labor Market Information System (LMIS), around 80% of female workers earned less than 1 million Vietnamese dong, compared to 70% among male workers. However, this salary gap is the biggest among technical workers (lowest skill level) and smallest among college graduates (highest skill level), which indicates that education and training could help narrow the gap between males and females.

5. Accreditation and Certification Process and Institutional Autonomy

16. The qualification and certification system helps to ensure quality of skills and facilitates horizontal and vertical mobility. All qualifications should be expressed in terms of outcomes. Trainings need to be modular and competency-based. Certification needs to be competency-

[11] ADB. 2010. *Report and Recommendation of the President to the Board of Directors: Proposed Loans to the Socialist Republic of Viet Nam for the Skills Enhancement Project.* Manila.

[12] ADB. 2014. *Technical and Vocational Education and Training in the Socialist Republic of Viet Nam: An Assessment*. Manila.

based. Students can be tested based on their competency and certified accordingly, regardless of their training pathways. It will allow workers to move across sectors or to other countries, and also move in and out of education to leverage on the knowledge they gain in the workplace.

17. Lack of qualified assessors is a common constraint. It often resulted in delayed accreditation, slow adaptation of training programs to market needs, and restrained monitoring of services provided by private players. Institutional autonomy is thus needed but it is often self-restricted as public financing is not linked to performance (the system of public subsidies does not provide incentives to TVET institutions for improving training outcomes). Institutional autonomy should be strengthened in training of assessors for certification, for updating training modules and curricula, for determining training fees, and for outreach to mobilize funding.

6. Use of Labor Market Information System

18. The Labor Market Information System (LMIS) is a tool to map labor market dynamics including skills supply and demand. For timely and effective monitoring and evaluation, skill development projects usually helped develop LMIS, which was aimed to be sustained after the completion of projects. However, in Viet Nam, schools no longer carry out LMIS as it is too complex and resource-demanding. Hence, LMIS cannot be too complicated—a more integrated and less complex system is useful so that schools can get support and resources to collect required information. Meanwhile, schools should also be given incentives to carry out the required types of survey, including enterprise surveys, market surveys, and tracer surveys, with technical support to do this efficiently.

7. Operational Effectiveness

19. From an operational perspective, it is important to ensure transparency and continuity of planned activities. An assessment in 2013 of the effectiveness of the Viet Nam project shows that the selection of 15 key schools was not supervised closely. The LMIS was not used effectively to monitor the progress of the project. Among the 15 schools, only one continues to receive support from one of the development partners and its performance is monitored, whereas the progress of the other key schools is not systematically monitored and students are no longer traced after graduation. Without efforts to track the project beneficiaries, it is difficult to assess the impact of the project.

20. Planned project activities or budgets may not be effective in terms of delivering the planned outcomes. It was found that the short-term learning tours might end up repetitive for the participants and irrelevant to training practices. The effectiveness of this type of activities needs to be carefully monitored. In the Sri Lanka project, civil works and equipment cost took up 70% of total project cost, but the budget was lacking for recruitment of trainers and maintenance of equipment, which led to the limited usage of the infrastructure.

8. Sustainability

21. Ensuring sustainability of skill development programs requires continual upgrading of training programs, modules, curricula and trainers' skills, and maintaining and upgrading training equipment and facilities, which all require considerable resources, and can hardly be fully borne by TVET institutions. Basic government support along with support for resource mobilization in these areas is important to sustain the quality and relevance of skill development programs.

B. Lessons Learned from India's Experiences

22. Inadequate training infrastructure and shortage of faculty and trainers, and lack of accredited training providers (for short-term modular training programs) continue to remain a challenge. The industrial training institutes (ITIs) and polytechnics have old buildings that are poorly maintained, hence, less conducive to create an attractive learning environment to meet the aspirations of the youth. Many ITIs and polytechnics report lack of hostels due to inadequate budget allocation, which constrains the enrollment of students, especially females, who reside at a distance. Slow procurement and budget constraints further impede the upgradation.

23. While many training providers report shortage of quality instructors, the instructors that are already in the system are ill-equipped to respond to industry demands, and changing technology and market requirements. The availability and capacity of TOT institutions such as advanced skills training institutes (ASTIs) and the National Institute of Technical Teachers' Training and Research are far below the demand for trainer development. Across the ITIs and polytechnics, slow recruitment and shortage of administrative staff has led to piling up of administrative work on academic staff, resulting in the administrative workload superseding the academic work. Further, the lack of incentive systems, professional development, and career progression demotivates the existing cadre to innovate and progress. There is also high dependence on centralized decisions leading to slow decision making at the institutional level. The government implementing agencies face shortages in terms of staff, infrastructure, and budget. The role of institute management committees in ITIs also needs to be revisited and strengthened to enhance decision making at the training level.

24. Training programs require a robust and well-rounded quality assurance system and synergy between state and central level initiatives. The low-end skills developed by ITIs and industrial training centers (which are private) do not match with the emerging skills required by the industry. To make the trainees employable, the industry has to provide additional training (mostly in-house). Further, across industries, there is a growing demand for cognitive skills involving understanding, interpretation, analysis, problem solving, collaboration, and communication. Unfortunately, existing programs hardly address the cognitive traits and use archaic technical curriculum—teaching and testing just routine skills—which also are not updated.

25. Due to the multiplicity of guiding frameworks, there is a lack of uniformity in terms of duration, entry requirements, and nomenclature of qualification across institutions. For example, government institutions such as ITIs and polytechnics offer 4–6 months or 1–2-year programs in plumbing, sanitary hardware, fitter, etc. Open learning systems offer the same programs in the range of 3 months, 6 months, or 1 year. The entry requirements range from grade 8, to grade 9, to ITI pass. The private sector training institutions mostly offer vocational education and training according to the Modular Employable Skills (MES) programs of the Directorate General of Employment and Training, and certified by the National Council on Vocational Training. The majority of long-term technical training programs also are terminal in nature as there are no clear entry requirements and progression routes for vertical mobility. The certificates, diplomas, degrees, and professional degrees have no linkages between them. For example, a school-based vocational education course is hardly recognized by polytechnics, or the pass-outs of the MES find no acceptance in higher education institutions. This leads to the low esteem of vocational education programs.

26. Assessment and certification mechanisms need expansion. ITI studies by the Institute of Applied Manpower Research suggest that the National Council on Vocational Training is itself a

very small body, inadequately equipped to undertake the huge task of conducting tests on a national scale and award certificates on time. The result is that the trainees receive their trade certificates (once they qualify) rather late, directly affecting their employability. Also, third-party assessment by skills assessment bodies is becoming increasingly common under multiple publicly funded schemes and government ministries to improve standards within the respective programs. Each program, however, operates with different standards and requirements. There is the risk of eroding the quality of assessment due to the volume of assessments. Agencies are often incentivized to meet targets rather than standards. A dual focus on placement and certification would ensure that both learners and employers receive the outcomes they require. Linked to this, the value of certificates under the MES-Skill Development Initiative scheme has been questioned.

27. Assessing bodies require greater support to demonstrate value to employers, and to ensure that certificates lead to placements. The regulation of SSCs is still at an early stage and standards are not enforced. The funding allocated for assessment needs to be revisited, as it is not sufficient to allow for quality assessments to be performed. Introducing qualifications and professional development requirements for assessors would improve the overall quality of the workforce and assessments. Encouraging the use of technology in assessments will improve the accessibility and reach of skill development schemes. Assessment agencies need to be supported in the development of assessment tools and the interpretation of occupational standards. More rigid and standard criteria are required for the selection and recruitment of assessors by agencies. An external accreditation body to accredit skill assessing bodies should be appointed for the various schemes, to remove any conflict of interest with SSCs. Affiliation standards for SSCs and assessing bodies could include the need to link to an integrated formative or summative assessment model, incorporating increased guidance on assessment within National Occupational Standards and Qualification Packs templates.

28. Synergy with central ministries and national agencies such as the National Skill Development Corporation partners, SSCs, and National Skill Development Agency working committees are quite fragmented. The National Skill Qualification Framework (NSQF) implementation at the state level is weak with most states still in the initial stage of understanding the concept. Non-availability of Quality Pack and National Occupational Standards-compliant courses is a challenge.

29. The ailing formal apprenticeship system and poor industry engagement in TVET need to be strengthened. Apprenticeship programs in India are governed by complex and burdensome rules and regulations. There are strict norms on permissions, trades permitted, training duration, stipend levels, apprentice-to-employee ratio, and training facilities. As a consequence, India has less than 300,000 formal apprentices. In addition, companies hire cheap labor under the guise of an apprenticeship program. However, the Apprentices (Amendment) Act, 2014 has made provisions to improve the system and is yet to be implemented properly. Also, the trainees of ITIs, including centers of excellence, do not get quality practical training due to lack of equipment and raw material for training at the ITIs, and also due to lack of industry cooperation to take practical training in industry.

30. The potential of information and communication technology, including mass media for skill development, is yet to be unleashed. Use of technology is often confused with computerization. While there is a wider application of technology, it cannot only be used in communication or managing databases but also expanding the reach of training programs to remote areas or even accessing international expertise. Technology has to be used to promote blended learning and for improving learning through the use of “learning technologies” such as

digital and online content, online assessment platforms and learning management systems, and open and distance learning, as well as through use of "networking technologies" such as video conferencing, mobile or app-based services, satellite TV, etc. In addition, technology can be used for improved management and monitoring such as use of management information systems or enterprise resource planning platforms for the full training value chain operations such as content and program development, TOT, scheduling of training calendar, mobilization, counselling, admissions, batch commencement, student and trainer attendance, student training, assessments, certification, placements, tracking; and installing technology for monitoring such closed-circuit television systems, biometric systems for attendance, etc.

C. Innovations Proposed in the Odisha Skill Development Project

31. Based on the above lessons learned from international and national experiences, the proposed Odisha Skill Development Project aims to focus on the following aspects for innovations and problem solving.

1. Closely Engage the Private Sector in the Full Value Chain of Skill Development

32. By assisting the state government of Odisha to operationalize the Odisha Skill Development Authority (OSDA), OSDP will plan and implement the engagement of the private sector at each stage of the value chain of skill development. The OSDA will be staffed with industry and TVET-experienced experts to develop and adopt modules that meet quality standards, establish industry linkages, systematically monitor outputs and outcomes, and strengthen the skill ecosystem for sustainable skill development. By providing equipment and land through OSDA, the project will institutionalize private sector participation by using operation and management (O&M) contracts to engage private training providers to impart high quality training in ASTIs. Existing government ITIs will join as spokes under each ASTI hub. Targets on mobilization, enrollment, TOT and placement will be set in the O&M contracts, fulfillment of which will be directly linked to public financial support. Institutional autonomy will be established in course updating, student mobilization, TOT, industrial partnership, and evolving sustainable revenue models.

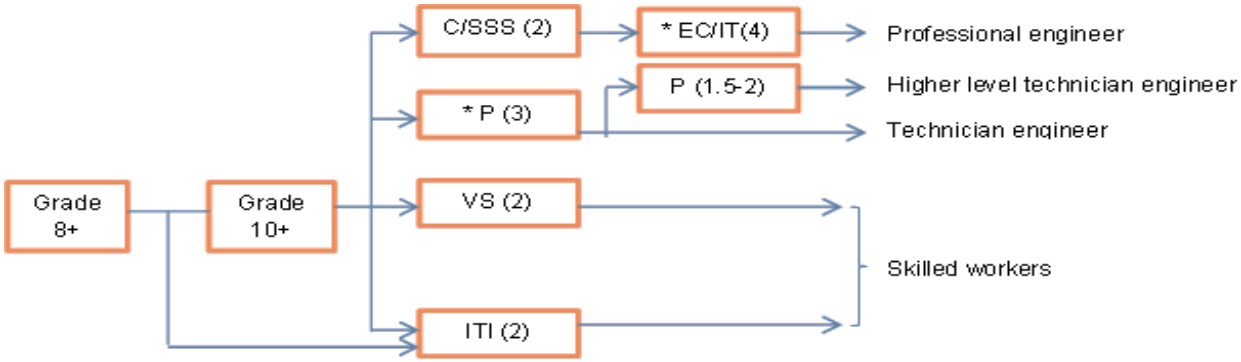
2. Allow Flexible Pathways for Horizontal and Vertical Mobility with Special Coverage for Recognition of Prior Learning

33. The proposed project aims at implementing the NSQF in Odisha by aligning the OSDP training programs with national-level initiatives and requirements. Pathways for horizontal and vertical mobility will be established by filling the gaps in service provision through "bridge courses," extending training in the manufacturing sector, and serving the unorganized sector through accreditation and certification of recognition of prior learning. The project, with hub ASTIs providing level L3–L6 courses and spoke ITIs taking care of level L2–L4 courses, will cover a range of priority skills training and fill in the shortage of qualified entrants to move up the value chain. Secondary school pass-outs (grades 8–12) will be eligible for entry into suitable levels, with clear articulation and differentiation in modules and courses under each level for each trade.[13] College and polytechnic graduates who need to polish their skills for employment

[13] For secondary pass-outs, the courses will enable them to achieve a better understanding of the world of work and provide them with experiences and learning in work environments. The curriculum will focus on a range of competencies covering the broad industrial and business environment, trade-specific skills, and a range of core competencies and soft skills. Composition and depth of academic and technical parts will vary among different levels to cater to the needs of students from lower secondary to higher secondary levels.

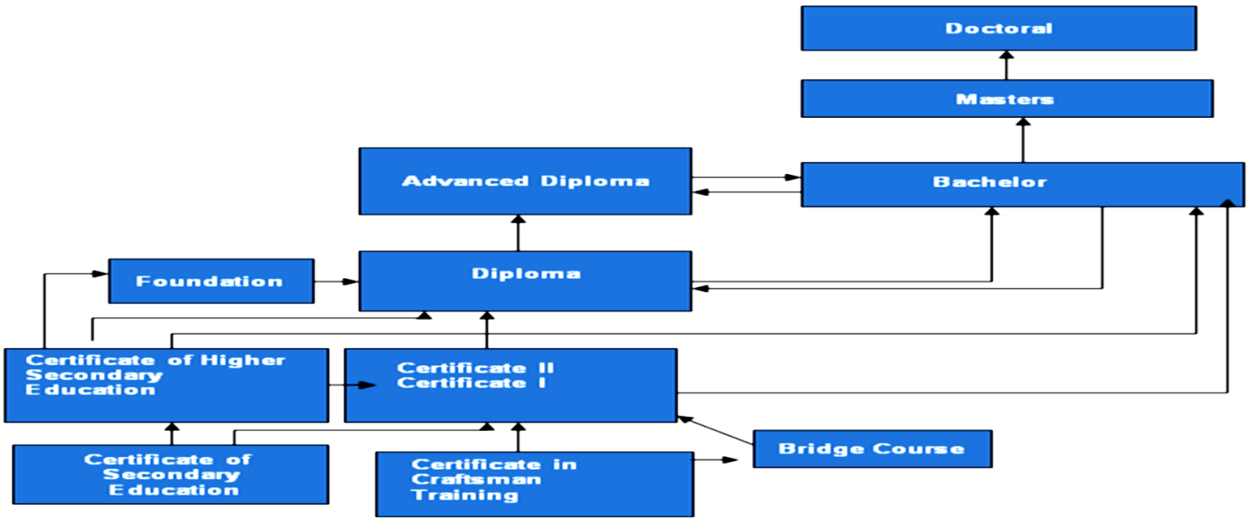
or improved placement will be absorbed into level 5–6 modules, which will also be aligned with international training standards.[14] Figures 1 and 2 illustrate the difference in the pathways of the Indian TVET system before and after implementation of NSQF.

Figure 1: Technical and Vocational Education and Training System before Implementation of the National Skills Qualifications Framework



C/SSS = college or senior secondary school, EC/IT = engineering college or institute of technology, ITI = industrial training institute, P = polytechnic, VS = vocational school.
[a] Entrance test required.
Note: Numbers attached to each level of institutes denote the required years for completion.
Source: Curriculum Development Centre of Technical Teachers' Training Institute. 1999. *Curriculum Development for Polytechnics.* Chandigarh.

Figure 2: Technical and Vocational Education and Training System after Implementation of the National Skills Qualifications Framework



NSQF = National Skill Qualification Framework, TVET = technical and vocational education and training.
Source: Institute of Applied Manpower Research, Planning Commission of India. 2012. A *Proposed National Qualifications Framework for Vocational Education for India*.

[14] According to the Skill Development and Technical Education Department in Odisha, by the end of year 2014, 31,656 diploma engineers; 12,736 degree engineers; and 534 postgraduate degree engineers who registered themselves with the Employment Exchanges were waiting for jobs.

3. Develop and Maintain a Pool of Qualified Trainers, Assessors, and Master Trainers

34. The project will establish a stable group of qualified trainers, assessors, and master trainers to meet the demand of the expanding skill development sector. Industrial partnerships will incorporate TOT to update trainers' competencies.

4. Support for Female and Disadvantaged Social Groups with Performance-Based Financing

35. The enrollment and placement rate of female and disadvantaged social groups (scheduled tribes and scheduled castes) are targeted for each participatory skill development institute. The project also includes budget for financial support to the training institutions to enroll these beneficiaries by coordinating with existing government institutes such as the Scheduled Tribes and Scheduled Castes Development and Minorities and Backward Classes Welfare Department. Disbursement of financial support to the training institutions will be directly linked to the fulfillment of the required targets.

5. Achieve Sustainability

36. The proposed project will establish requirements and objectives to ensure the sustainability of quality and relevant skill development programs mainly in the following aspects:

(i) OSDA is expected to become self-sustaining within 8 years through reliance on operational revenues from revenue-sharing in the O&M contracts with private service providers, and from resources mobilized through industry partnerships and the Corporate Social Responsibility fund.
(ii) Private operators of ASTIs are required to reach financial pay-back point within 5 years of operation and revenue-sharing with OSDA within 8 years of operation.
(iii) Revenues to be generated from increased enrollment should be supported by sound placement records and expanded engagement with industries, and augmented by other sources such as revenues from production units, repair and maintenance services to industry, consultancy services, etc.
(iv) Institutional autonomy in resource mobilization, enrollment, job placement, and industry linkages will help achieve sustainability.

6. Provide Entrepreneurship Training and Services

37. The proposed project will coordinate with the Odisha State Employment Mission to extend self-employment training and services, by helping to improve its capacity for enhanced fund utilization. Industrial linkages to be established by OSDA will benefit small-scale businesses as they integrate into the value chain for further business growth.

7. Target International Job Markets

38. The proposed project will not only conform to NSQF requirements but also link with international qualification standards to improve competitiveness of Odisha skilled laborers so that around 10% of the trainees are able to seek overseas employment with higher wages.