

Possibilities of India-Korea Cooperation in Vocational Education from Girl Child's Perspective

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Gender is a social construct quite different from that of sex – the biological entity.

The **society and the culture** have been the **prime influencing factors in governing the status of men and women** in the immediate and the larger spheres

It has been **increasingly realized** that **women have to be empowered for creation and growth of sustainable world economies as well as for making world a better place to live in.**

- **In the Indian scenario, the focus of policy planning has shifted from women welfare just after independence, to development, to now the empowerment.**
- **seen no more just as a moral issue but as an investment.**

Education and Skill development are two important determinants of Empowerment

‘Appropriately’ educated and skilled Human Resource (HR)



instrumental in accruing other assets

- a sound, sustained economy;
- social development and cohesion;
- international leadership

Mandate is to reach all, build HR for all sector within emerging global economy, taking girls/women as equal partners in development.

Vocational education is seen as a strategy

- to impart skills and relevant knowledge and making the youth employable for various sectors of the economy.
- Viewing the empowerment of women, it seems pertinent that they are attracted to vocational education which can groom them to take advantage of the openings available in the growing economy of the country

- In India women are reported to be highly successful in many emerging sectors e.g. banking.
- The gender wise analysis of the total number of job seekers clearly shows that women ready to participate in different categories of jobs are on the rise

- NPE, 1986 reiterates “This will be an act of faith and social engineering .Education will be used as an agent of basic change in the status of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators, and the active involvement”
- It has brought dividends also!

India-Korea : Brief Comparison

Around 1950, the Republic of Korea and India, both had new governments. Both adopted a different model of economic and social development.

Republic of Korea transformed living standards of the people, but male domination has been slow to change.

India has relatively recently gained on raising living standards, but has been moderately successful in encouraging gender equity

(World Bank Gender Policy Research Doc. ,2000)

- In Republic of Korea,
- the rapid economic growth is acclaimed as one of the success stories in the world's development efforts.
- Poor in land and natural resources, the government concentrated on building a skilled and healthy workforce to lay the basis for rapid industrialization.

This laid emphasis on women's role as a caretaker of the family.

- Further, the State policy to protect Korean culture in the face of rapid industrialization and urbanization reinforced conventional stereotypes of women's social hierarchy

(World Bank Gender Policy Research Doc. ,2000)

India's achievements in gender equity are mixed

- On the one hand, India is commendably high in political empowerment of women, the legislation and social engineering also received official encouragement, yet the pace is slow in health, education and poverty reduction.
- As regards women's employment, the crucial factors are employment readiness and employment opportunities.

To increase girls' employment readiness and employment opportunities

It has been generally realised that **a non restrictive policy should be adopted while offering vocational courses** so that girls get access to a wider range of vocational courses relevant to productivity, economic independence and individual prosperity.

- Need to extend scope and outreach of VE&T was recognized by Planning Commission of India in X Five Year Plan (2002-07) and pace of reforms got a boost.

Reforms in New Scheme of VE

Objectives

- Enhance employability of youth through competency based modular vocational courses
- Maintain competitiveness of youth through provisions of multi-entry multi-exit learning opportunities
- Provide vertical mobility/ interchangeability in qualifications

What is latest...

Ministry of Skill Development and Entrepreneurship –

- Launching – Skill India Mission
- Unveiling new National Policy for
Skill Development and Entrepreneurship
- Rolling out Pradhan Mantri Kaushal Vikas Yojana

Future Priorities

Competition is no more local but a global phenomenon ↓

HR policies and skill standards in other countries become important & benchmarking needs to be done against international stds.

keep an eye on the best practices in other countries and learn from the success and failures of initiatives in global scenario.

Future Priorities Contd.

- In view of fast changes in technologies and financial markets;
- emergence of global economies, products and services;
- growing international competition
- new forms of business & management practices,

partnerships become crucial if we want to give a competitive advantage to our work force

Some priorities in international collaboration

- International benchmarking of & recognition to:
 - National Qualification Systems
 - Standards of skills / competencies
 - Prior learning / Credit accumulation
- Joint Certification
- Documentation of Best Practices/ Innovations
- Exchange of
 - Officials
 - Trainers/ Teachers
 - Learner

Possibilities of cooperation between India and Korea

- specifics would have to be worked out.
- There are a number of commonalities, hence mutual interests will not be difficult to specify.

For Example

As is the case in India, in Korea also vocational education is implemented in formal education system administered by Ministry of Education while vocational training is carried out as a non-formal learning administered mainly by the Ministry of Employment and Labour.

The challenges of VET include

- stigma as a second class education,
- lack of cooperation between schools and industry,
- fear of losing competitiveness in knowledge based economy, and
- declining trend in VET.

On the other hand, over supply of higher education is resulting in increased rate of youth unemployment and thus youth 'Not in Education, Employment or Training' is a challenge to Korean Society. As a result, a drive 'Work First, College Later' has been initiated.

Vocational education reforms in Korea

- Meister high schools. Good vocational high schools are converted to Meister high schools having better facilities (strong financial support from the Government) and better industrial cooperation. The Meister high school graduates have strong career maturity and readiness, with the employment rate of 91% with promising jobs .

Girl Child Perspective

- Vocational schools on the lines of Meister schools may be established in India with collaboration from Korea, with focus on girls.

- The current focus of Korean Government is on vocational colleges to produce Masters of each industrial field. Strengthening of lifelong vocational education institute and expansion of oversees employment for vocational college graduates.
- In India also emphasis is on vertical mobility and on lifelong learning.

Mutual points of collaboration can also emerge from this. Lifelong learning opportunities are even more important for girls/women.

The core agenda of Korean Government :

- strengthening of the links between education and the labor market;
- innovation of skills development policies to improve employment rate;
- establishment of lifelong career development education to link learning and jobs; and
- establishment of national qualifications framework

The core agenda in Korea also matches with priorities in India

- India has already launched national qualifications framework (NSQF), can share material and experience with Korea
- Thus, studying new reforms on TVET in Korea can be interesting and useful for India. Processes and success stories that led Korea to high status globally can be of interest for youth in India while reforms in India and efforts towards gender equity may interest the Korean counterparts.

Research priorities in Korea include

- increasing employment of vocational graduates,
- evaluation studies

There can be some joint research projects with gender focus i.e. Employment preparedness, opportunities for girls, gender stereotyping in offering courses to girls, discrimination/glass ceiling in employment, etc.

Some prospects of Bilateral Cooperation

- Policy research on TVET with focus on girl child as concerns of gender equity, social justice and equilibrium exercise demands on policies and programmes.
- Establishing Sector wise bilateral Vocational Qualification Frameworks in sectors of common interest

Some prospects of cooperation

contd.

- Sector wise research on market trends for HR requirements and skill gaps
- Identification of skill standards and their international benchmarking
- Ensuring quality standards at various levels

Some prospects of cooperation

contd

- Identifying strength areas for skill development and designing suitable exchange programmes to learn from each other
- Designing standards and processes for competency evaluation and ensuring comparability and transferability.
- Working on the possibility of joint certification

The suggestion in this presentation included a portion of spectrum for bilateral cooperation

However any collaboration is based on mutual interest and priorities. Hence, it has to be worked out where do we share the spectrum.

But to go ahead, we must believe in
‘together we
achieve more’

THANKS