

TERMS OF REFERENCE

Study to identify constraints to female participation in skills training and labor market in India

1. Background

The Government of India (GoI) introduced its National Policy for Skill Development and Entrepreneurship in 2015. A policy implementation framework is provided by the National Skill Development Mission (NSDM). The mission reflects the Government's commitment to skilling opportunities for economically disadvantaged/underserved communities and developing a globally competitive workforce. The mission also seeks to shift toward outcome-focused training provision and establishes and enforces cross-sectoral, nationally and internationally acceptable standards for skill training by creating a sound quality assurance framework. The national Skills Strengthening for Industrial Value Enhancement (STRIVE) program has been developed by the GoI with World Bank assistance to incentivize the critical institutional reforms required in the institutional training systems—defined as the Industrial Training Institute (ITI) and apprenticeship—to meet the GoI's commitment to providing skilling opportunities for economically disadvantaged/underserved communities and developing a globally competitive workforce. The key objective of STRIVE is to improve the quality and market relevance of vocational training provided through ITIs and apprenticeship.

Female participation in ITIs, apprenticeship and labor force is extremely low. Although ITIs have a 30 percent reservation of seats for female students, only one out of 10 students is female. Female enrollment rate differs considerably among states. Of the 36 states/UTs, only 8 record a female participation rate of 30 percent and higher, while in 6 states, representing 32 percent of the entire ITI enrollment, the rate is 5 percent or below. Even many women-only ITIs have begun to enroll men to sustain themselves. Further, female enrollment in mainstream engineering trades is almost negligible, with a higher concentration of women in non-engineering trades like dressmaking, computer operations and program assistant, surface ornamentation, and so on. This has led to a gendered dichotomy wherein there are some trades that have only male students and others with all female students. The situation is even worse in apprenticeship training where only around 4 percent of all apprentices are women. The amended Apprentices Act has expanded the range of training programs beyond engineering trades which is likely to increase the participation of women. The overall female labor force participation in India is also extremely low at 31 percent.

The STRIVE program includes various measures to improve female participation in skilling. There are not many incentives for ITIs and industries to remove constraints to low female participation. However, through a performance-based funding approach for ITIs, STRIVE aims to incentivize ITIs to increase their female enrollment rate. Further, grant funding to industry clusters for undertaking apprenticeship will also incentivize industries to increase the number of female candidates. Some of the other measures, such as increased ITI-industry connect, enhanced institutional autonomy, and monitoring of employment outcomes, are expected to improve labor market transition for all students, including female students. While these measures are designed to incentivize ITIs and industries to take action towards

identifying and removing barriers towards participation of women, a systemic understanding of such constraints is missing.

In this context, the Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship (MSDE), GoI proposes to undertake a study to determine the demand and supply side constraints for women to undertake skills training and/or be part of apprenticeship initiatives, and thereafter transition into the labor market.

2. Objective

The objective of this consulting assignment is to engage a consultancy firm (“Consultant”) to conduct a study to determine the demand and supply side constraints for women in undertaking ITI and apprenticeship training, and thereafter transition into the labor market. Women and girls are highly underrepresented in skills training and employment. The study should also analyze the GoI intervention of setting up Regional Vocational Training Institutes (RVTI) and National Vocational Training Institutes (NVTI) for encouraging women participation in skills training and recommend measures to optimally utilize the infrastructure provided to these institutes in meeting its objectives. To help close the gender gap, the study should diagnose the specific constraints faced by young women in accessing skilling opportunities, particularly through ITIs and apprenticeships, productive work. The study should also provide insights to identify new demand-driven entry points into skilling opportunities and the labor market. The study should focus beyond fields that are traditionally considered female oriented and help identify those non-traditional, high productivity and high wage employment opportunities that young women may pursue.

3. Scope of Services

The Consultant is specifically expected to:

1. Document and analyze constraints faced by women in:
 - a. enrolling at ITIs, both government and private;
 - b. enrolling for apprenticeship training, both fresher training and post-ITI training;
 - c. transitioning from ITIs and/or apprenticeships to the labor market as wage-employed or self-employed and their continuation in the employment;
2. Document and analyze challenges faced by:
 - a. ITIs, both government and private, in mobilizing female candidates and improving female enrollment rates;
 - b. ITIs in reducing the female drop-outs
 - c. Women ITIs in ensuring sustainability;
 - d. industries, in mobilizing female candidates and improving female enrollment rates for apprenticeships and recruitments;
3. Identify demand and supply side interventions required to improve participation of women in ITIs and apprenticeships, and their transition to the labor market.
4. Review and recommend measures to effectively utilize RVTIs (Regional Vocational Training Institute for Women) and NVTI (National Vocational Training Institute for Women) infrastructure to improve women representation in skill training.
5. Identify existing and new skill training areas for women beyond traditional female oriented fields that are lucrative and can provide high wage employment opportunities.

3.1 Methodology

The Consultant should come up with a detailed analytical strategy based on the following guidelines:

- a. Elaborate the gender study methodology and key approaches including the stages of the study, data collection methods, analysis and report writing
- b. Plan and conduct the study on sufficiently large and representative sample to ensure national representation of data and enable urban/rural, age and family income dissegregation of the findings of the study.

The study should be a quantitative assessment based on the review of available data and reports, and qualitative assessment basis in-depth interviews and focus group discussions.

Mode of data collection envisaged for the study is as follows:

- i. In-depth interviews with Principal/Heads and/ trainers of at least 50 ITIs with reasonable representation from government ITIs, private ITIs, RVTIs (Regional Vocational Training Institute for Women) and NVTI (National Vocational Training Institute for Women).
At least 15 percent out of the total ITIs shall be Women ITIs in addition to all existing Regional Vocational Training Institutes (RVTI) and National Vocational Training Institute (NVTI)
- ii. Administrative data from at least 100 ITIs to document gender differences in enrollment, course/trades selection, pass out rates, disaggregated by urban and rural areas
- iii. In-depth interviews and focus group discussions (FGDs) with HR Heads/ Recruitment heads of at least 60 industries/organizations that hire trade apprentices and the sample should have representation of minimum 20 large enterprises, and 40 medium and small enterprises.
Enterprise size classifications are as per Ministry of Micro, Small & Medium Enterprises- Government of India.
- iv. Trainee FDGs with an overall sample of at least 200 females. For example, the trainee FGD sample could consist of 20 FGDs with 10 participants in each FGD. The FGDs should cover 10 states, and have representation from various stages of ITI student life cycle such as existing ITI trainees, ITI trainees undergoing apprentices, ITI graduates, applicants to ITI (who didn't join ITI) and ITI drop-outs. For example, the FGDs could be of two types: Type A, consisting of ITI applicants who did not join and ITI drop outs; Type B, consisting of existing ITI trainees, ITI trainees undergoing apprenticeship, and recent ITI graduates.

The sample should cover at least 10 states/UTs from different geographical locations of India and cover both rural and urban areas. The sample should

aim to capture the diversity of female in terms of their age, SC/ST/OBC status, minority status, disability, marital status and rural/urban location. The sample should also include representation at the trade level, and cover both engineering and non-engineering trades.

- c. Sample selection should ensure that the results of - in-depth interviews and FGDs are able to elaborate on constraints faced by women enrolling at ITIs, during apprenticeship training and while transitioning from ITIs to the labor market.

Additionally, sample should enumerate challenges faced by females across entire ITI student life cycle and identify attractive sectors for female employment. Analysis should also focus on finding the reasons for women not undertaking advance skill training programs, and challenges faced by them in pursuing them. This should also include analysis of women workforce participation – both as self-employment and wage-employment.

Sample selection methodology and suggested sample should be submitted to the DGT for review and approval prior to the commencement of data collection.

- d. The study instruments (questionnaires and agenda for the discussion questions, FGDs etc.) have to be developed by the Consultant and they shall submit the same to the DGT for review and approval prior to the commencement of data collection. The Consultant shall develop appropriate gender-sensitive data collection tools (in English, Hindi and other regional languages if required), and protocols that allow data to be disaggregated by SC, ST, OBC, minority status, disability and age.

Even within subgroups—single, married, disabled—there may be significant differences in education and skills levels, which may have implications for programmatic and training design. The questions about employment status/occupation should consider several response options to account for the many roles women may play, including both paid and unpaid household work and farm labor. The designated persons from the DGT will provide necessary guidance to the Consultant during the questionnaire development stage.

The consultant should also develop a pre-study plan to describe how the information collected from the interviews and FGDs will be systematically analyzed and presented, and submit the same to the DGT for review and comments and approval prior to the commencement of data collection.

- e. Field testing: The interview and FGD instruments will be first piloted and field-tested in two pilot states/UTs before rolling out across other states/UTs to identify any errors that may be occurring early on. After this, the consultant should hold a debriefing session with their field team members, and then communicate any problems and areas of clarification to the Team Leader, who will be overall responsible for the study. If any anomaly is discovered, the entire team working on the project will have to be informed and necessary adjustments shall be made to the questionnaires and tools. The designated persons from the DGT will be actively involved during field-testing, and will provide necessary inputs and guidance to the Consultant in finalizing the questionnaires and tools.

- f. Reliability and verification checks: The consultant should ensure that data can sustain further reliability and verification checks during data processing. Team leader should verify the number of interviews, the interview start and end times, and interview length. Should any issues exist in the raw data, a protocol need to be developed to address issues such as blanks on 'all respondent' variables; blanks on variables within a skip pattern, unknown values, disconnected spontaneous awareness; and prompted awareness bases.
- g. Data analysis and consultations with line departments: The consultant will analyze the data collected. After analyzing the data and coming up with the preliminary findings, the consultant will organize consultations with the DGT and relevant state governments, line departments and key stakeholders to get their views before preparing the report.
- h. Road Map for development of Gender Action Plan (GAP) for ITIs as a whole to improve the current processes in ITI: Gender Study should also suggest road map to develop Gender Action Plan (GAP) to help ITIs in identifying demand and supply side interventions which are required to improve participation of women in ITIs and apprenticeships, and enable their transition to the labor market sessions in a gender-sensitive manner.

Road map should also suggest suitable action items for ITIs so that data for gender inclusiveness is periodically gathered and analyzed so that interventions can be accordingly aligned to the gender study.
- i. Report Writing: After consultations, the consultant will prepare the draft study report. Based on the feedback and comments received by DGT and other stakeholders as agreed upon, the consultant shall submit the narrative final report with respective annexes describing all work undertaken during the given assignment.
- j. Dissemination workshop: The consultant will organize a dissemination workshop to present the key findings of the report to the DGT, state governments, and other key stakeholders

3.2 Activity Plan

The Consultant should follow the following activity plan:

- Contract signing and project kick off
- Meetings with the DGT anchor persons
- Desk review, and logistical preparations
- Development of study instruments (such as questionnaires), sampling strategy and pre-study plan
- Submission of study instruments, sampling strategy and pre-study plan to DGT for review and approval
- Field testing of questionnaires / tools in two states/UTs
- Submission of inception report

- Finalization of questionnaire tools
- Data collection in other States/UTs
- Data cleaning and analysis
- Presentation of preliminary findings, and consultation with stakeholders
- Report writing, including feedback from stakeholders
- Submission of draft report to DGT
- Submission of final report to DGT
- Dissemination workshop

The Consultant should complete the study in five months from the start date of the consultancy.

4. Team Composition & Qualification Requirements for the Key Experts

The Consultant shall be able to provide following team / manpower to conduct the study:

Designation	Number of Positions	Minimum Qualification	Experience	Estimated Man Months
1. Key Experts				
Team Leader	1	Master's degree or higher in management, economics, social science or equivalent discipline.	At least 10 years of experience in designing and leading assessment studies in TVET/ education sector in general and preferably related to women training in skills in India. Experience leading studies based on in-depth interviews and FGDs or mixed method studies is also a must.	Equivalent to 0.5 person month per month
Senior Analyst	1	Master's degree or higher in social science, gender studies or equivalent discipline.	At least 10 years of experience in designing, implementing and managing fieldwork on gender focused	Equivalent to 0.5 person month per month

Designation	Number of Positions	Minimum Qualification	Experience	Estimated Man Months
			studies in India.	
Analyst	1	Master's degree or equivalent in management, economics, statistics or equivalent; Bachelor's degree in Engineering/Technology in core trades (Civil / Electrical / Mechanical) or equivalent; With proficient knowledge of statistical software.	At least 5 years of experience in managing data processing, data assurance and data transfers in studies, interviews or FGDs in India.	Equivalent to 0.5 person month per month
	1	Master's degree or equivalent in management, economics, statistics or equivalent; Bachelor's degree in social science, gender studies or equivalent discipline; With proficient knowledge of statistical software.	At least 5 years of experience in managing data processing, data assurance and data transfers in studies, interviews or FGDs in India.	Equivalent to 0.5 person month per month
2. Non- Key Experts				
Field Team Members*	6**	Bachelor's degree in Engineering/Technology or social science, gender studies or equivalent discipline; Preference would be given to Master's degree or equivalent in social work or equivalent discipline. Good knowledge of	At least 2 years of experience in implementing studies, interviews or FGDs and managing fieldwork for such studies in India.	Equivalent to 3 person months per month

Designation	Number of Positions	Minimum Qualification	Experience	Estimated Man Months
		local language(s).		

** A pool of 6 Field Team Members from different disciplines and languages as per requirement may be engaged by the Consultant for conducting interviews or FGDs and the on-field team size can be selected from this pool and deployed as per the need. However, the total effective engagement time during the course of study will be equivalent to 3 person months per month.

* The estimated number of personnel in the pool of Field Team Members is tentative and the Consultant may deploy personnel based on the requirement and deliverable timelines.

The Team Leader should be responsible for training and managing Field Team Members, supervising all interviews, focus group discussions and supervising quality control protocols. It is important that the Field Team Members should be trained on gender issues, and if possible, use local female team members to collect the data from female respondents. Field team members should know local language(s) for facilitating communication. Before the start of data collection, comprehensive three-day training should be conducted for the team members to learn about the studies, sampling methodology, respondent selection and data collection techniques, and gender issues.

5. Reporting Requirements and Time Schedule for Deliverables/Completion of Tasks

The selected Consultant is expected to produce the following deliverables against the amount that will be disbursement:

Deliverable	Timeline	Amount Disbursement (Percentage of total project amount)
Acceptance of detailed study work plan and study methodology describing methods for data collection and analysis	T ₀ + 1 month	10%
Acceptance of presentation of preliminary findings of the study and recommendations to relevant stakeholders	T ₀ + 3 month	30%
Acceptance of draft study report drafted, submitted with relevant annexes	T ₀ + 4 month	30%
Acceptance of final study report drafted and submitted with relevant annexes in a dissemination workshop organized by the Consultant	T ₀ + 5 month	30%

6. Client's Input and Counterpart Personnel including Data and Facilities to be Provided by the Client

- (a) Services, facilities and property to be made available to the Consultant by the Client:
- a) Give access to all the required documents, correspondence, and any other information associated with the project and as deemed necessary.

7. Composition of review committee to monitor consultants work

DGT will designate anchor persons to support, follow up and monitor the study. The designated persons will closely follow up with the Consultant and provide necessary guidance during the training of field team members, questionnaire development, field testing, data collection, data analysis, consultations, preparation of study report, and organization of the dissemination workshop. The designated persons will also provide all necessary support to the Consultant to ensure effective work in India and access to ITIs, enterprises and other stakeholders. This support includes logistical assistance, provision of relevant information and documents, facilitation of contact to ITIs, enterprises and other stakeholders, and organization of meetings and stakeholder workshops. The designated persons will update their respective organizations on status and progress of the study and seek their inputs on a weekly basis.

The designated person from the World Bank will provide necessary overall support for the completion of the study.

8. Reporting

The agency will work closely with DGT task team on STRIVE.

9. Copyright

All study materials and data from the study will be the sole property of the DGT. The Consultant will submit all the materials, secondary and primary, including the filled questionnaires, collected for the purpose of the study.