Study Framework

Project Title*: *Study on Strategies for Promoting Education to Work Transition Landscape in India

Submitted to

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Content

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1. Context

The global youth population has increased from 1 billion to 1.3 billion between 1999 and 2019. , Youth enrolment in secondary and tertiary level of education is growing, which has resulted in better-skilled employees and proliferation of decent employment in many countries. Contrarily, the trend also shows a sizable increase in youth who are not in employment, education and training (NEET), a large proportion of whom are women. It is estimated that globally around one in every fifth youth currently has a NEET status and female youth are twice as likely as young men to be within this category. The global youth unemployment rate is 13.6 per cent, which is almost three times higher than that of adults[1]. There is considerable regional variation in youth unemployment and is seen to be more prevalent among young women.

Youth with technical training are more likely to be working in high skilled and decent jobs than those possessing a non-technical qualification. Thereby, youth with lower skills and vocational training may find themselves having to switch from one type of informal or precarious jobs to another, particularly in non-farm sector and urban areas. This precarious situation of youth labour force is more pronounced within the South Asian and Arab regions, where a large proportion of workforce is engaged in informal work and a wide gender gap prevails. Moreover, the existing social norms and other cultural factors in these regions also restrict female youth from pursing higher education and working outside their homes and more so after marriage[2].

Many studies also indicate that quality deficits in higher education have affected employability of university graduates in South Asia (EIU, 2013, EIU, 2014). There appears to be a disconnect between the higher education course content/curricula and the needs of the job market and there are deficits in soft skills that would enhance employability. Employability usually refers to a wide range of attributes and competencies such as communication skills, logical, analytical and problem-solving skills, personality, confidence, and integrity, flexibility and adaptability, innovation and creativity and team spirit. These assist job seekers to gain an entry into the job market as well as to maintain employment (UNESCO, 2012).

Located in the South Asian subcontinent, India is one of the world's fastest growing economies and home to the largest population of youth in the world. The 'National Youth Policy of India' (2014) defines youth as persons belonging in the age group of 15-29 years. According to Census data (2011), the youth constitute 28 per cent of the total population in the country and have a contribution over 34 per cent in the country's national income estimates. In ten years since the last census was held in the country, there would have been an increase in these estimates. At present, India is passing through a transitional phase in its demographic profile. The United national Population Fund (UNFPA) describes demographic dividend as, "the economic growth potential that can

[1] https://www.ilo.org/skills/areas/skills-for-youth-employment/WCMS_762594/lang--en/index.htm

[2] https://www.unicef.org/rosa/south-asia-youth-skills-and-solutions-forum

result from shifts in a population's age structure, mainly when share of the working age population (15-64) is larger than the non-working age (14 & younger, 65 & older) share of the population". This change in the demography[3]has opened a window of opportunity which favours India.

Economists and researchers argue that if the 'youth' is properly skilled and absorbed in the labour market; it can contribute to higher economic growth of the country (Sharma & Mehta, 2018). The country is going to continue having a larger youth population for the next two decades, which poses an imminent challenge as well – of leveraging the potential of the abundant human resource. However, the results are not encouraging and the data from the recent survey on employment-unemployment in India has reported a much higher unemployment rate among youth, especially a higher rate among educated youth either due to lack of adequate skills or lack of additional quality employment in the labour market. This mismatch between education and labour market requirements is visible in the high unemployment rates. The Periodic Labour Force Survey for the period 2017-18, reported a significant increase in unemployment rates for the youth segment of the population. It has highlighted around 6.1% unemployment rate for India's labour force, and 17.8% for the youth (15-29 years).The rates were the highest for urban women (10.8 percent), followed by urban men (7.1 percent). In rural areas, it was higher for men at 5.8 percent, than women at 3.8 percent (Mitra and Singh, 2019). A more serious concern is the increasing joblessness among educated youth, which went up nearly three times from 6.1% in 2011-12 to 17.8% in 2017-18.

For young women, the employment-unemployment situation is more serious. Women are moving out of the labour force in greater numbers, but among those who remain in the labour force, unemployment rates are higher than those among men. This holds true even for women who are educated or have received training. The sole emphasis on attaining general education, rather than vocation and technical training has resulted in the prevalence of unemployment among educated people (Goel and Vijay, 2011). Even the graduates with technical or vocational training lack the skills required for gainful employment in the labour market. The phenomenon of skill gaps also has a qualitative dimension such that the acquired skills are of low standards and lack marketability. The primary reasons being, non-up-gradation of the courses/modules in response to the market signals (Mehrotra et al., 2014). Given that the rates of unemployment are higher both among educated and trained youth and large numbers of young women drop out or are not prepared to enter the labour force, supply side responses alone may not have a significant impact on the unemployment situation.

This necessitates that one examines and studies the demand for skill and employment characteristics of the labour market in its present form, taking into account the perspective and experiences of youth. One would imagine that the young population with 'industry-relevant' formal vocational training would have better job prospects. But only 1.8% of the population reported receiving formal vocational/technical training in 2017-18 with youth comprised more than half of the people who received formal vocational/technical training, which is in sharp contrast to 50-80% in developed nations. Around 33% of the formally trained youth was unemployed in 2017-18. Nearly a third of trained young men and more than a third of trained young women were unemployed. Among youth who did not receive

[3]https://www.unfpa.org/data/demographic-dividend/IN

such training, 62.3% were out of the labour force. Further, the growing number of NEET is also posing a serious challenge, as number has increased from 70 million in 2004-05, to 116 million in 2017-18.

The government has increasingly been wary of this and has taken steps to deal with this concern. In the recent years, government has launched Skill India campaign which includes an array of initiatives under its purview to bridge the gap between lack of skill training and joblessness. A key initiative under the campaign is the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme. The PMKVY was envisioned to impart employable skills and help the youth in securing better livelihoods. There has been a three-to-four-fold increase in training capacity with widespread geographic access—600 model training centers called the Pradhan Mantri Kaushal Kendras (PMKK) and over 5,000 scheme based training centers have been established—as over 10 million people get trained annually under various skill development initiatives. Although the PMKVY intends to provide training free of cost, most of the youth who have received formal training have had to personally bear the cost of training. The PLFS (2017-18) data shows that only 16% of the youth who received formal training were funded by the government. Around 73% of the trainees underwent full-time training. The training period for more than half of the youth exceeded a year, and about 30% underwent training for more than two years.

It was apparent as early as 2016 that there are several issues with the initiative when a government appointed committee to rationalize Sector Skill Councils (SSC's)[4]and improving 'Skill India' which was led by Mr. Sharda Prasad found that the programme's targets were too ambitious. Additionally, it was found that the spending of the funds allocated for the programme were not subject to adequate monitoring mechanisms. On the whole, most youth still remain outside the ambit of formal training and many of those who are able to personally finance themselves in order to undergo months of vocational training remain jobless. The subsequent decline in budgetary allocations for PMKVY is an indicator that the government itself is not convinced with the working of the scheme. The above discussion shows that the rates of unemployment are higher among educated youth and large numbers of young women drop out or are not prepared to enter the labour force, supply side responses alone may not have a significant impact on the unemployment situation and one needs to examine and study the demand for employment and labour market characteristics, taking into account the perspective and experience of the young men and women. In addition, the job searches are common even among the youth who are currently acquiring education or training, or are employed and are thus not restricted to the "unemployed" youth alone. On the other hand, even if a person is recorded as being out of the labour force (despite education/training), her/his reasons for being in that category need to be understood so that the person's entry/re-entry into the labour force and work force is facilitated.

Moreover, the analysis of education to employment transition has to go beyond the traditional employed-unemployed binary. Skills development is a primary means of enabling young people to make a smooth transition to work. It is an essential condition for ensuring employability of youth and enhancing their productivity. Bridging the persisting skill gaps has been a prime concern of both policymakers and industrialists in India. The

[4]All the 3 volumes of the Sharda Prasad Committee (2016)

highly skewed education to work transition trajectory in India has been at the center of the public policy discourse particularly since 2009 when the National Skill Development Policy was first announced. The most recent policy measure in this regard is the new National Education Policy 2020 (NEP) which intends to integrate vocational education into mainstream education in a phased manner by creation of a National Higher Education Qualification Framework (NHEQF).

Yet a deeper analysis of this landscape shows that policy development in the education and skill development domains has remained poor due to a lack of robust methodology and evidence on education to work transition. There is absence of a robust methodology for analyzing education to work transition in India. Hence, a comprehensive approach is required for integrating the educated youth particularly women from the under-privileged sections and those from smaller towns and rural areas. The Disha Project of UNDP which was a pioneering initiative in the domain of economic empowerment of women covered considerable ground in the area of education to work transition, especially as it impacted the socio-economically underprivileged and women. In this context, UNDP has proposed to conduct a study on 'strategies for promoting education to work transition landscape in India, which will build on the ground covered under the Disha project to put in place a robust methodology for in-depth analysis of education to work transition. This may include improving core work skills, quality skills training, access to updated market information, regular upgradation of the education and training modules, and career guidance and counselling, etc

2. Objectives of the Study

The main objective of this exercise is to develop a robust and recurring framework for analysis and promotion of the pace and quality of education to work transition in India, especially to benefit the youth particularly women from the under-privileged sections and those from smaller towns and rural areas. The specific objectives are:-

- To scope out major attempts on education to work transition at the international level such as ILO-STWT initiative and to analyze their relevance to the Indian conditions.

- To make an inventory of the relevant data and instruments at the national/regional/state level that could be leveraged to produce a report series on the state of education to work transition in India.

- To develop a robust methodology for conducting diagnostic and analytical studies on "Education to work transition" rooted in the Indian reality, needs and opportunities which can be used for conducting a national level recurring study, annually or biannually.

- To prepare State wise case - studies on education to work transition for select 5 states namely, Karnataka, Maharashtra, Telangana, Odisha and Bihar. This would also include recommendations/way forward for the states, so that there is a blue print that can be proposed and taken up by states.

- To make recommendations on institutional arrangements to make this instrument/robust methodology a recurring feature such as the National HDRs, thereby promoting deep and informed policy discourse on inter- temporal and inter-state/inter-district trends in promotion of gender equitable education to work transition.

3. Framework and Methodology

3.1 Concepts and Definitions

It is difficult to precisely define education to work or school to work transitions (SWT)[5] in terms of their starting point, end point and what they entail (Nilsson, 2018).It essentially refers to proceeding from a given level of education to being in stable employment. The stages at one leaves education may be multiple: school (at primary, middle or secondary level), higher education or further on; while the employment may be informal or formal employment, self-employment, agricultural labour or wage labour, etc. Here, two main features of the transition may be distinguished: the success in achieving an identified outcome, and the ease with which this takes place (O'Higgins (2008) cited in Nilsson 2018).

There are various definitions available in the literature for SWT, and some select ones are discussed below.

"The school-to-work transition is defined as passage of a young person from the end of schooling to the first satisfactory employment. It is an effective framework to analyse education systems, labour markets and their linkages. Because it embraces both the schooling and the employment dimensions, it also requires a deep understanding of the mechanisms through which educational achievements translate into employment opportunities. In particular, a gender angle on the SWT implies addressing the question, how does parity in education or lack thereof, translate into labour market outcomes for young women and men (ILO 2010)"

"It is the process that links the demand for work to the supply for work, within the context of a regulatory, social, cultural and economic framework. It is the process during which youth shift from being predominantly in an educational environment, to more permanently looking for, being available for – or starting – a job, to gradually improving their livelihood"

"SWT mainly refers to the act of transferring to workplace from schools where students prepare for employment, and the transition includes extension of related education and training (Smith & Rojewski, 1993). Therefore, the concept of school-to-work transition covers both education and employment." "SWT should rather be seen as a process which enables young people to move from education to productive and decent work." (UNICEF, 2019),

[5] The terminology 'Education to work transition' and 'school to work transition (SWT)' has been used interchangeably in the text.

3.2Target group

As per the concept and definitions of SWT, the youth is the target group for the study. The detailed analysis for some select indictors also include, adolescents (15-18 years old) who are at the point of deciding to leave school and enter work and may still be dependent on parents, younger youth (19-24 years old) who are trying to settle into the labor force, and older youth (age 25-29 years old), who are almost settled into the labour market, for select indicators.

3.3 Review of Framework and Methodology

There are various studies done across developed and developing countries to understand in SWT. We have reviewed following some important studies to finalise the framework and methodology for the study.

Table 1: Review of Studies

Study	Methodology
Unpacking School-to-Work Transition: Data and Evidence Synthesis , by United Nations Children's Fund (UNICEF), New York, 2019	This study has used three levels framework to understand STW transition. Micro-level factors are those which relate to the self (e.g. gender, disability, individual motivation and aspirations) and one's immediate social setting (e.g. family background); Meso-level factors refer to group-level, sectoral and/or organizational factors (e.g. geographic region, market dynamics, enterprise level capabilities, school quality); Macro level factors include societal factors refer to broader societal, cultural and economic factors (e.g. culture, economy, migration, automation, etc.)
India's School to Work Transition Challenge: An Overview of Strengths and Weaknesses, Journal of social science and Humanities, RDWU, by Mathias Pilz,2018	This study used the popular approach in international educational governance theory (Gonon, 2008). According to which three levels within an education system are differentiated in SWT. At macro level, entire elements of education system and socio-cultural, economic, and other interdependencies are considered. At meso level, the focus is on the curriculum and individual institution of the education system, At micro level, the focus is on the specific teaching-learning process.
Employment Policy Papers, School-to-work transition: Evidence from Egypt, El Zanaty and Associates Employment Policy Department, 2007/2, International Labour Organization 2007	This study used five different groups of respondents to understand the SWT. These groups consists of (a) in-school youth, (b) young job seekers (unemployed), (c) young employees, self-employed or own-account workers, (d) youth outside of the labour force, and (e) employers and managers who are hiring young workers.
The School-to-Work Transition in	The study suggests that three stage-process

Developing Countries, Université Paris-Dauphine, PSL Research University, IRD, LEDa, DIAL, 75016 Paris, France, Article in Journal of Development Studies · May 2018	(individual factor, education, and external factors) beginning with education and **ending in an achieved transition serves as a useful tool for analysing SWT**. Individuals enter into educational systems that vary in quality, organizational and institutional setting. Their success in these systems can be linked to a number of internal and external factors that need not be easily distinguishable. If one's education is—as commonly believed—a determinant of the quality and smoothness of the school- to-work transition, the determinants of 'success' in education are by definition also indirect determinants of success in the SWT. The study focused on three dimensions: the theoretical linkages between the determinants (family background, institutional setting, innate ability, school inputs, extra-curricular help, etc.) of the SWT and the labour market; the relationship between individual background variables and the SWT; and lastly, the relationship between aggregate factors and individual SWT.
School-to-work transition survey: inception note Khazanah Research Institute	This study explore the SWT in three ways: First, it detects the individual profiles and characteristics of young people that determine labour market advantage or disadvantage and differentiates between easy- and difficult-to-place job seekers. Second, it generates qualitative information on the aspirations and behavioural choices of youth, including their decisions on when and in what ways to pursue an educational pathway or participate in the labour market. Third, besides unpacking the supply factors, it also identifies the features of youth labour demand from the perspective of employers, which help determine mismatches that can be addressed by policy interventions.
Making sense of youth transitions from education to work Dina Bowman, Joseph Borlagdan & Sharon Bond 2015 Published by Brotherhood of St Laurence 67 Brunswick Street , Fitzroy, Victoria 3065 Australia	Structural change in the economy and the changed labour market with an increase in non-standard jobs, which in turn has shaped young people's labour market participation; and an increased policy emphasis on education and skills which has influenced school completion rates and participation in post-school education and training. Labour market participation; Unemployment; Secondary school completion; Participation in post-secondary education; Youth unemployment and skills; Change and continuity.

School To Work Transition in India: An Empirical Study with Survey Data, Panchanan Das 1 Sanghamitra Kanjilal-Bhaduri; EconWorld2018@Amsterdam, 24-26 July, 2018; Amsterdam, Netherlands	This study suggests that the transitional phase between the completion of schooling and getting a job is the phase of unemployment of the youth. Compulsory schooling have two options: continuing for further education or trying to enter into the labour market for jobs. But, there is no guarantee that a person will get a job immediately after completion of education. So, the study used two broad categories of transition issues: firstly, the descriptive attributes of the school-to-work transition and secondly, the determinants of key attributes.
Cross-National Research on School to Work Transitions: An Analytical Framework; Damian F. Hannan (ESRI), David Raffe (University of Edinburgh) and Emer Smyth (ESRI), This paper was commissioned by the OECD Secretariat to provide background for the Transition	This study adopted following broad framework to understand the SWT. Contextual factors (socio-demographic and institutional characteristics); Production system; Labour market structure; Wage setting mechanism; economic cycle (youth and adult unemployment rate) and Policy making framework. The study explained 'extent and nature of regulations of SWT process'; 'structuring of the transition process' and 'outcome of the transition process such as labour force participation, employment versus unemployment, occupational status; matching between educational characteristics and occupational status, wage and wage growth, security of employment, access to on-the job or employer sponsored training, job and career mobility and job satisfaction.
Raffe, D. (2011) Cross-national differences in education-work transitions, pp. 312-328 in London, M. (ed) The Oxford Handbook of Lifelong Learning. New York: Oxford University Press	The study highlighted that the processes and outcomes of transition vary across countries and suggest four explanatory frameworks which analyze transition systems are: characteristics of education systems, labor-market structures, linkages between education and work, and welfare regimes. It reviews typologies of transition systems derived from these explanatory frameworks and their inter-connections.
ILO's School-to-Work Transition Surveys	School-to-work transition is not simply leaving school and finding a job. It is much broader: it starts in education and ends much later when young people are already in employment – it is a process that takes many years. This study is based on comprehensive surveys and analysis to understand the SWT. The key characteristics covered in the study are: Personal, family and household information; Formal education/training, activity history and aspirations; Young workers; Unemployed youth; Youth in education; and Youth not in the labour force.
Transition from Education to Work in EU Neighboring Countries , European Training Foundation, Villa Gualino Viale	This study is based on five conceptual building blocks: Block 1: the macro-context; Block 2: the education and training system

Settimio Severo	Block 3: labour market structure Block 4: education and labour market interface Block 5: transition outcomes
Supporting Adolescent Transition To Adulthood: What Works and What Doesn't." 2017. New Delhi: UNICEF, J-PAL.	The study used following approached of different labour market gaps methods to understand Adolescent SWT: Skills for the Jobs-Skill mismatch/gap analysis: Skills demanded for jobs and those possessed by adolescents and youth; Information, aspiration and access to Jobs-information gap: Information gaps on where jobs are located and how to access them; Geographical gap: geographical gaps such as physical distance from jobs; and Social gap: Social gaps such as the lack of access to a beneficial social network, which may prevent youth from accessing employment opportunities. There could also be gaps faced by recruiting firms, such as the lack of proper information on the quality of job applicants. Policy paths:
"Same same but Different: School to Work Transitions in Emerging and Advanced Economies", Glenda Quintini and Sebastien Martin 2014, OECD Social, Employment and Migration Working Papers No. 154.	Improving school-to-work transitions and ensuring better career opportunities for youth after labour market entrance are common goals for all countries. The paper, which analyses data from 16 countries (eight emerging and eight advanced economies) finds that youth in emerging countries are less likely to be employed and more likely to be NEET – neither in employment nor in education and training – than their counterparts in advanced economies. They also tend to leave education earlier and have longer transitions to work, characterized by a higher incidence of NEET and informal employment. In addition, child labour remains common in some emerging countries, with deleterious effects on school achievement.

Above review clearly reveal that only a few studies have been done with reference to developing countries and particularly, with reference to India, for an insight into the SWT. The concept, framework and methodology which have been applied to study the SWT mostly in developed countries cannot be adopted fully for developing countries such as India since the demography, economic conditions, social structure, education and labour market conditions, and policy & institutional structure are significantly different.

In the context of looking at school-to-work transition, it is important to note that the characteristics of the school to work transition, including the education levels completed and type of employment accessed, are quite different in developing countries compared to the developed countries. The majority of youth in India are not able to complete even upto

secondary level of education; they also have very low levels of vocation education and skill training. Many youth do not experience a job search and transition straight into the most available job to support the family farm or informal jobs or family enterprises (Filmer and Fox, 2014).

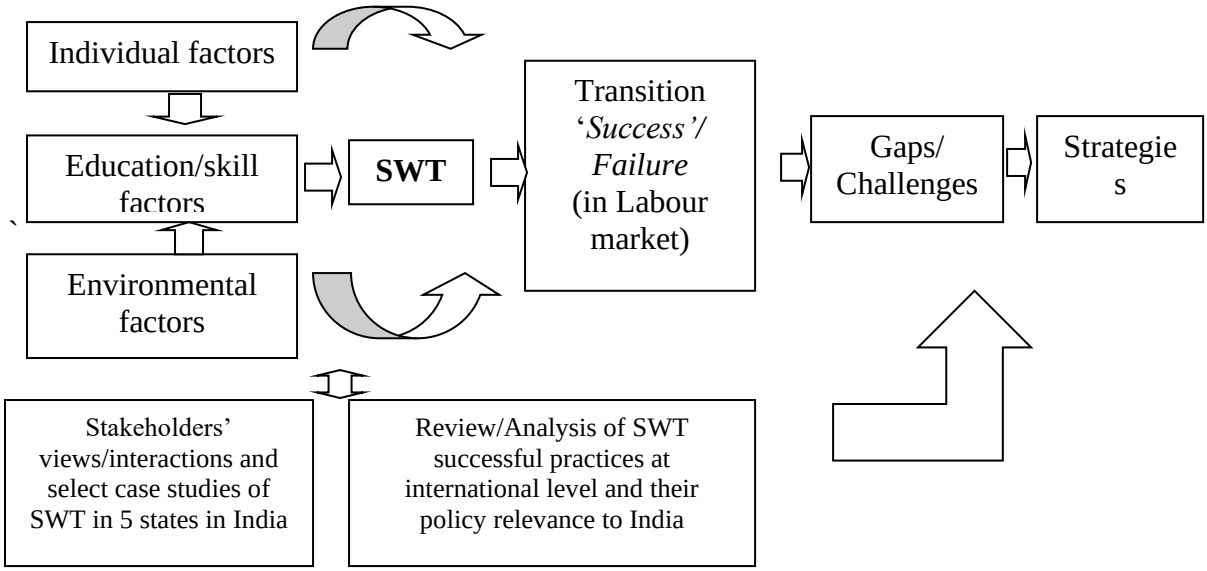
The period of transition, i.e. the time taken to transit from education to work, is also usually much longer in developing countries (Nilsson, ILO), alongside instances of quick transition from low levels of education to low quality employment. Often the shares of NEET (Not in education, training or employment) are also high in developing countries. Available data indicate gaps in the cognitive, digital, and technical skills of young people, especially those in less developed countries, along with evidence of skills mismatches (Unicef 2019).

Other characteristics relevant for examining SWT in developing countries are structural differences such as high shares of informality, dualities (urban/rural, public/private) or multiple job holdings, along with the job search process in labour markets relying heavily on social networks rather than formal institutions (Campbell 2013; Cling, Gubert, Nordman & Robilliard 2007 cited in Nilsson 2018).There is significant economic inequality and social exclusion particularly for poor, women and under-privileged populace such as Scheduled Castes and Scheduled Tribes, along with youth are from rural and remote areas with opportunities limited by circumstances and location. Keeping this context in mind, the framework, methodology, data sources, used in the study is discussed in the following section.

3.4 Study Framework

The broad framework adopted for the study is given in the diagram: To understand the SWT and identify gaps in India the following broad modified framework given by Björn Nilsson (2018) will be used (Figure 1), which consists of environmental or background factors, individual indicators, education/skill, and its interaction with labour market. Further, stakeholders' views, regional level cases and international best practices analysis would be done to identify gaps and suggest strategies for successful education to work transition policies.

Figure 1: Framework



The environmental factors: demography, economy, family background-social groups, household income level, social network, policy/institutional setting, and location; individual factors: age, gender, and learning ability; and education/skill factors (enrolment, completion, vocational skills, level of education, career counseling, placement, type of stream, and institution type); and labour market outcome (labour force participation, work participation, unemployment rate, status of employment, sector of employment, occupation, formal/informal employment and NEET category etc).

Here we will explore the concept of '*Success in Transition',* which can be measured, i.e. whether the transition from education to work has achieved the desired level of stable employment, as indicated by widely accepted definitions of SWT (ILO). Towards this end, the outcome of the transition can be termed as a transition to full, decent, stable and inclusive (women, SC/STs and poor) work.

Some indicators that can be used to capture such outcome may be: quality of employment (formal work, regular salaried or organized sector employment, high level of earnings, industrial sectors, occupation, working conditions, women's participation in labour market and many others).

While the '*Failure in Transition'* can be measured in terms of indicators such as skill mismatch or not getting a job as per skill level, level of unemployment, proportion of NEET, informal sector employment and women's employment and others in the labour market.

To trace any policy gaps and identify the strategies two additional exercises would be done; (i) Case studies on SWT in 5 Indian states namely Karnataka, Maharashtra, Telangana, Odisha and Bihar through analysis and review of available data, state policies/programmes success/failure, published evaluation reports, annual reports of relevant state departments and interviews/discussions with various relevant stakeholders; (ii) Review of select internationally successful practices for SWT in both developed and developing countries by comparison of their education/training systems and linkage with labour market with Indian system
In this process, the required output of the study would be prepared in each stage.

3.5. Concepts

The skill mismatch analysis will be done by assessment of skill and demand indicators. On the supply side, the focus will be to see whether the youth possess market-relevant education and skills, as well as the necessary labour market information required to access and retain decent work. Gaps such as skill gap can be examined i.e. assessment of demand and supply of skills to understand the status of SWT and also monitor the associated SDGs. Here demand refers to the number and type of work opportunities in the labour market, while skill supply refers to both the availability of skills amongst youth as demanded by the labour market, and whether youth are able to activate their skills by connecting to work opportunities that align with their skills.

The relationship between skill demand and supply is interlinked, as smooth transition from school-to-work requires both robust skill demand and supply, and alignment between the two. The relationship between skill demand and supply is also mutually reinforcing − countries that develop and deploy the skills of their workforce effectively are more likely

to grow, increase productivity, and create more and better jobs. The decent work or employment is measured as per the ILO decent work framework, and productive and inclusive employment defined in SDG 8.

3.6. Methodology of the study

(i) Preparation of an inventory of SWT data and instrument at national/regional/state level including SDG relevant indicators

The inventory given in table below has been prepared after review of the available studies and indicators used to measure the SWT. For Indian context, we need to analyse the indictors across sector (rural/urban) gender (male and female), social groups (SC/ST), income or consumption quintiles to examine the contextual factors. This will help to understand and suggest policies for excluded categories such women, people belong to rural areas, and other venerable groups such as SC/ST and poor. This inventory of data prepared as the framework discussed above that how youth are transitioning from school to work and how the education/training system gears towards the acquisition of skills needed for employment

Table 2: Inventory of Data

Broad Theme	Indicators for the Inventory	Data Sources
Demography	*Age-wise Population* *Youth population (15-29 years)* *Projected Population* *Dependency Ratio* *Poverty rate*	Population projection, 2036, Ministry of Health and Family Welfare etc. NITI Aayog; Economic survey
Economy	*Economic output (GDP growth)* *Sectoral output (Sectoral GDP)* *GDP per capita* *Government Expenditure on Education as a % of GDP*	Central statistical organization (CSO); NITI Aayog; Economic survey; RBI statistics;
Education Schooling/College or Supply side factors	*Enrolment Rates and Gender Parity Index (primary, secondary, higher secondary)* *Completion and dropout rates and reasons of dropout(primary, secondary, higher secondary)* *Out of School Children* *Assessment of aptitude or quality of education* *Availability and access to career counseling* *Enrolment in vocational or skill training programmes* *Vocation or skill training by type of stream* *Level of Education (illiterate, primary, to post graduate & above)* *Level of education by type of institutions* *Enrolment in higher education (technical-profession/non-technical)* *Availability of placement facility and access* *Enrolment in employment exchange or placement agencies*	Periodic Labour Force Survey, 2018-19 of National Sample Survey Organisation; Census of India, 2011; Household social consumption on Education in India, 2017-18; All India educational survey, and annual report for higher education, Ministry of HRD.
Labour Market Outcomes or demand side factors	*Activity Status (workers, non-workers, students)* *Education/Skill level by Activity Status* *Labour Force Participation Rates by level of education/skills* *Unemployment rates by level of education/skills*	Periodic Labour Force Survey, 2018-19 of National Sample Survey Organisation. National Skill Report,

	Status of employment by level of education/skills (Self, regular, and casual) *Industry of employment by level of education/skills (primary, secondary , and tertiary) and 1 digit level* *Occupation by level of education/skills as classified by ILO/ministry of labour (ISCO major groups)* *Average Wage/earnings by level of education/skills (return to education)* *Formal and informal employment level of education/skills (return to education)-Quality of employment* *Youth neither in employment nor in education and training* (NEET) *Type of job contract by level of education/training* *Job Search methods* *Method of placement* *Employability of graduates* *Other relevant SDGs indicators*	2020.

The SDGs relevant to SWT are:
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and also commits nationals to equal access to technical and vocational education and training programmes and increase the number of youth with skills relevant for decent jobs;

SDG 5: Gender Equality-would require nations to ensure skills relevance that supports lifelong learning and inclusion; and

SDG 8: Promote inclusive and sustainable economic growth, employment and decent work for all. These SDG indicators are cross cutting and also covered in the above inventory.

Based on the above exercise findings and an inventory of SWT data at national/select state level and SDG indicators will be prepared, and an outline that could leverage to produce a report series on the state of education to work transition in India. The findings also highlight the data gaps and suggestions for further strengthening the required databases to produce a report series on education to work transition.

(ii). Analysis of SWT attempts at international level and their relevance to India

The review analysis will be based on available select international successful practices in both developed and developing countries for school to work transition (SWT). It attempts to do comparisons between countries across their education/training systems and linkage with labour market. The rationale of comparing for India's education and work transition system can be broadly grouped into following categories**,** which have better integrated with the labour market internationally.

- Dual system: Countries with marked contrasts in their education/training system and linkage with labour market outcome such as 'dual systems', which means that young people are provided training while at school and not after school such as Germany Austria, Switzerland, Denmark, and also for some years in South Korea.
- Job placement: Countries with supply of job placement services to those who complete their education, like in UK, USA, Canada, and Australia.
- Direct placement**:** Countries with direct contacts with employers, like in the Japanese *Jisseki Kankei*

- Other Categories: Counties having exemplary SWT systems such as Singapore, Finland, China, and some select successful SWT programmes implemented in developing countries across Asia, Africa and Latin America such as Brazil, South Africa and Malaysia etc.

(a)Information Source and Dimensions of Analysis

Countries vary significantly from each other in their economic, socio-demographic and institutional characteristics. Since institutional arrangements for education and training are firmly embedded in particular national contexts, one of the most important tasks in comparative research is to separate out the impact of particular education and training policies and systems on youth transitions from schooling to work from the influence of (changes in) other contextual factors.

- Relevant national reports/documents on education/trainings and labour market policies/institutional systems in the context of SWT will be reviewed for the comparison.

- Some of the important dimensions of national context that would be considered for the analysis extent and nature of regulation of SWT process and structure, and outcome of the SWT process in both macro (educational 'output' and aggregate economic performance and income levels) and micro terms (labour force participation, employment versus unemployment etc). In this process, the '*Success'* in transitions can be measured as access to full employment/placement rates; occupational attainment; decent/productive and stable and inclusive employment such as regular salaried employment or formal sector jobs, wage/income growth and women's employment, while '*Failure'* can be measured in terms of skill mismatch or not getting a job as per skill level, unemployment level, high proportion of NEET and low women's employment in the labour market.

This analysis will provide insight regarding the appropriate strategies for promoting the SWT in the Indian context. The comparison across countries yields very important insight into the nature of SWT among developing and developed countries, and to make important suggestions for strategies relevant to India. Focusing on a relatively narrow range of countries runs the risk of generalizing to other very different contexts and in terms of making nationally relevant recommendations.

(iii) Preparation of case studies on education to work transition for 5 select states Karnataka, Maharashtra, Telangana, Odisha and Bihar.

The first task is the identification of network institutes and stakeholders at state level, and how they will be engaged - meetings/consultations, etc. Further, the state level case studies will be documented as follows:

- Analysis of state specific relevant cases involving attempts on education to work transition and any tracing policy gaps through analysis and review of available

data, published reports, annual reports of relevant state departments and interviews/discussions with various relevant stakeholders.

- Documentation of success stories on education to work at state level as an outcome of training under Pradhan Mantri Kaushal Kendra, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Kaushal Yuva Program in Bihar, Skill Sakhi in Maharashtra, Vikalp Skill Vouchers in Maharashtra, Disha Project of UNDP, or any other individual or private initiatives at state level.

- Interviews with various stakeholders such as government officials (Ministry/Department of skill development and entrepreneurship, subject experts; Prime Minister's National Council on Skill Development; National Skill Development Coordination Board; National Skill Development Corporation; National Council for Vocational Training: (NCVT); Social Partners in Skill Development) , heads of educational/technical institutions including vocational (ITIs, polytechnics etc), private sector employers, HR of select organisations, representative from placement agencies, some select industries representatives, trade union representative etc) relevant stakeholders at state level.

- In addition a consultations workshop (e-consultation) will be conducted with various stakeholders.

This exercise will provide a statelevel reports or blue print with recommendations and way forward for each state.

(iv) Preparation of methodology for conducting recurring study, annually or biannually and suggestions/recommendations strategies for promoting education to work transition landscape in India.

- Proposed methodology for conducting studies: To develop a robust methodology for conducting diagnostic and analytical studies on "Education to work transition" rooted in the Indian reality, needs and opportunities which can be used for conducting a national level recurring study, annually or biannually. This proposed methodology will be prepared after identification of gaps and challenges from the above analysis (i,ii,iii) and finalised after the state level consultations and discussions with various other stakeholders.

- Suggestions/Recommendations: To make recommendations on institutional arrangements to make this instrument/robust methodology a recurring feature such as the National HDRs, thereby promoting deep and informed policy discourse on inter temporal and inter-state/inter-district trends in promotion of gender equitable education to work transition. This exercise is important and final tasks after identification of all the gaps and challenges, and to recommend strategies for promoting education to work transition landscape in India.

4. Implementation Strategy

The study will be implemented into four phases in consultation with advisory team of eminent scholars, which has been constituted to help ensuring the quality of work and a timely completion of the study.

Phase 1:

In this phase, framework and methodology of the study, and partner institutions and stakeholders list will be finalised. Framework and methodology includes concepts and definitions of SWT, study target group, theoretic framework, indicators, data sources (inventory of data), data collection method and analysis plan. The framework and methodology will be finalised after a detail review of the studies available in developed and developing countries on SWT. In addition, the network institutions and list of stakeholders for meeting and consultations will be also identified after discussion with relevant organisations and people.

[Output 1: Inception report and Framework]

Phase 2:

In the phase 2, a preliminary report in two parts will be prepared. First part of report will be based on indicators of SWT from data sources (inventory of data) identified for the target group in phase 1, and also highlight the data gaps and suggestions for further strengthening the required databases to produce a report series on education to work transition. Second part of the report consists of review of international practices of SWT for select developed and developing countries by comparing their education/training systems and linkage with labour market. On the basis of comparative review, some important suggestions relevant to India will be also made, which will be further improved after the discussions/consultations.

[Output 2: Report on inventory of data and acomparative review of best international practice of SWT with highlightingthe data gaps and suggestions for policy improvement relevant to India]

Phase 3:

In the Phase 3, detail case studies on SWT transition for 5 select states Karnataka, Maharashtra, Telangana, Odisha and Bihar will be prepared, which is based on analysis of SWT indicators, policies/institutions and initiatives taken by the state governments and discussion with various stakeholders. Further, after consultation and discussions with stakeholders a state level reports or blue print with recommendations and way forward will be prepared.

[Output 3: 5 state level reports or blue print]

Final Output: A report consist of improved version of output 2 and output 3, and a proposed methodology for conducting diagnostic and analytical studies on “Education to work transition’ and suggestions/recommendations.

5. Study Team

The study team consists of following experts having vast experience of working in the education, skill and employment at national and international level.

- Team Leader: Dr.Balwant Singh Mehta, Ph.D. (Development Economics), 20 years' experience in labour market studies, education, skill and ICTD related research issues.
- Co- Team Leader: Dr. Tanuka Endow, Ph.D. (Economics), 25 years research experience in the areas of education, human development, sustainable development and urbanization etc.

Other Team Members:-

- Dr. Alakh N. Sharma (Economics), Ph.D., 35 years' experience in developmental issues, labour market and employment studies, education, and aspects of human development.
- Dr. Sarthi Acharya, Ph.D. (Economics), 35 years' experience in the fields of Development economics, Public Economic, M&E, Millennium Development Goals, Human Development and Planning etc.
- Dr.I.C. Awasthi, Ph.D(Economics)., 30 years' experience in labour market, skill and development evaluation issues.
- Ms. Deeksha Tayal, M.A. & PhD (submitted) (Economics), 7 years' experience in development economics and econometrics
- Dr Puneet Srivastava, Ph.D. (Education and Skills): 4 years' experience of working in education and labour market related studies

6. Monitoring and Advisory Team

IHD has in house project monitoring committee for every project comprising senior faculty of the Institute. As regards capturing data, it involves collecting and collating from the secondary sources and IHD has in-house data centre for collecting and collating relevant statistics from the different national and international sources. The secondary data sources mostly consist of government and other national level authentic sources.

Prof Ravi Srivastava, (Skills and Education)	Director, Centre for Employment Studies, Institute for Human Development; Former Professor of Economics, Jawaharlal Nehru University, New Delhi and Member, Commission for Enterprises in the Unorganised Sector (NCEUS).
Prof Jeemol Unni (Gender; Employment and Skills)	Professor of Economics at Amrut Mody School of Management, Ahmedabad University; Former Director, Institute of Rural Management, Anand (IRMA) .
Prof Ajit Ghose (Employment)	Visiting Professor, IHD, Delhi; and Former senior Economist at the ILO

Ms. Sunita Sangvi (Skills)	Former, Principal Adviser Ministry of Skill Development and Entrepreneurship and Executive member NCVET
Ms. Renana Jhabvala (Gender; Entrepreneurships)	President , SEWA Bharat

7. Network Institutions and of Stakeholders

IHD has large presence in almost all the states with network partner institutions (research institutions and universities) in carrying out studies and field work in different aspects of social science researches. IHD is house of one of the prominent professional societies namely, Indian Society of Labour Economics (ISLE) which has large network of professionals in the research institutions and universities that also helps to involvement of IHD in different developmental activities across states.

In Karnataka, Institute for Social and Economic Change (ISEC), Bengaluru -- an ICSSR institution -- with which IHD has close professional network and its Director and many faculty members are life members of Indian Society of Labour Economics. IHD has also organised conferences and seminar with ISEC in the past. In Maharashtra, the Indira Gandhi Institute of Development Research (IGIDR, a Reserve Bank of India, with which IHD has close professional network and organised conferences/seminars and conducted collaborative studies. In Telengana, The Center for Economic and Social Studies (CESS), Hyderabad, an ICSSR institution with which the IHD has also close network and conducted collaborative studies and organised seminars and conferences in the past. In Odisha, NKC Centre for Development Studies, Bhubaneswar-- an ICSSR institute-- which have close research and academic collaboration with the IHD. In Bihar, A.N. Sinha Institute of Social Studies, Patna, an ICSSR Institute, and Asian Development Research Institute, both the institutions IHD has also strong network of conducting collaborative studies and organizing seminars/workshops in the past. In addition, IHD has close association with universities in these states.

The stakeholders will be educational institutions, employers, training providers, trainees/students, trainers, employees associations/ unions, management, and elected representatives etc.

8. Workshop and Dissemination

Five state 5 state levels and 1 national level workshop (e-consultation) will be conducted with of various concerned stakeholders including the private sector and the employers to draw on the views and suggestions. In addition, the key findings of the report will be shared with various concern ministries, department, and other stakeholders and also published in newspapers, social media and blogs.

9. Work Plan

Activities	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 8	W 9	W 10	W 11	W 12	W 13	W 14
Development of study framework														
Preparation of inventory of the relevant data and instruments														
Conducting diagnostic and analytical studies														
Preparation of case studies on education to work transition for select 5 states														
Preparation of robust methodology for diagnostic and analytical studies on Education to work transition.														
State level workshops with various stakeholders														
Preparation of draft report														
National level workshop and submission of final report														