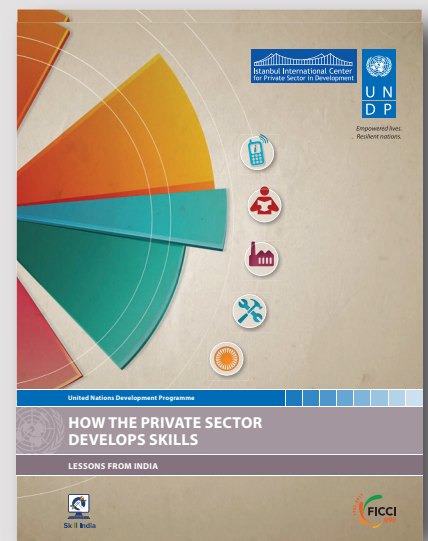




HOW THE PRIVATE SECTOR DEVELOPS SKILLS

INDIACAN: EDUCATING, EMPOWERING AND EMPLOYING YOUTH

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Istanbul International Center for Private Sector in Development

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SUMMARY

AUTHOR	Assoc. Professor Deepti Wadera, G D Goenka World Institute, Haryana, India & Lancaster University, UK Asst. Prof. Anuradha R. Tiwary, G D Goenka World Institute, Haryana, India & Lancaster University, UK
SUMMARY	IndiaCan Education Private Limited responds to industry's need for qualified technical staff and improves the employment prospects and welfare of disadvantaged people, especially unemployed youth. IndiaCan provides skills and training, playing a role in the private sector's engagement in vocational training. The key strength of IndiaCan is its unique business model and industry-specific curriculum for skill development and vocational training. The goals are to respond to industry's need for qualified technical staff and to increase the welfare of disadvantaged people, especially unemployed youth.
KEY FEATURES	• Pearson-owned subsidiary • Train-the-trainer programme • VAK methodology • Government funding • Edexcel accreditation • On-the-job training • VSAT technology
RESULTS	IndiaCan's skill development initiative reflects positive outcomes in terms of employability for the bottom of the pyramid, carried out through its vast and expanding base of trainees and operational presence across the nation. It has administered more than 20 major skill development projects and established close to 200 vocational training centres. The company has provided training to more than 75,000 students over the past seven years, with placement opportunities secured by 75 percent of trainees.



Summary

IndiaCan Education Private Limited started in 2009 as a joint venture of Educomp and Pearson, which are among the largest education services companies in India and beyond, and in 2013 became a subsidiary of Pearson India. IndiaCan is a national initiative aiming to bridge the gap between employment opportunities and the skill and knowledge base of India's unemployed youth, especially youth from vulnerable populations at the bottom of the pyramid.

IndiaCan addresses the country's biggest challenge today: educating, empowering and employing youth. It builds skills and provides livelihoods to disadvantaged groups through planning, designing and implementing vocational skill development courses. The key driver for the decision to setup IndiaCan was efficacy in skills delivery to improve learning outcome for students throughout India. IndiaCan seeks to address the major challenge of imparting employable skills and ensuring placement prospects to the increasing proportion of India's working population over the next few years.¹ The company's vocational education programmes cover the following industry domains: IT and ITES, hospitality, retail, automobile, business process outsourcing (BPO), office assistance, sales, banking and insurance, mass media production, and health and beauty.

IndiaCan offers 'end-to-end services' in the domain of vocational training including curriculum development, training process creation, market development and communication, training delivery industry interface for employment, on-the-job training, government institutional interface for investments and process facilitation and placement services and monitoring of trainees.² The key strength of IndiaCan lies in its customized, industry-specific and high-quality content for skill development and vocational training, and a unique business model including effective training of trainers, delivery of life skills and close partnership with the private sector for placement. In addition, IndiaCan is expanding and upgrading its training facilities in diverse sectors.



Source: IndiaCan



HISTORY AND DEVELOPMENT

History and development

The genesis of IndiaCan lies in Educomp Solutions Ltd, India's largest integrated education company.³ Educomp has empowered learners and educators to imagine, think and create a better future. Founded in 1994, the company today has 23 offices across major states of India, one in Singapore and two in the United States. Educomp began providing vocational training services in 2008.

Later in 2009, Pearson invested \$17.5 million in IndiaCan, acquiring a 50 percent stake in the company and transforming it into a joint venture between Educomp and Pearson, the world's largest education service provider.⁴ In 2013, Pearson acquired Educomp's 50 percent holding in IndiaCan, making IndiaCan a wholly owned subsidiary of Pearson India.⁵

Organizational setting

IndiaCan is headquartered in New Delhi⁶ and operates as a private company engaged in the design and implementation of vocational training programmes in India. It leases training centres and furnishes them with training infrastructure as per the desired standards. IndiaCan also leverages existing infrastructure facilities such as industrial training institutes (ITIs), polytechnics and engineering institutions in setting up training centres for its vocational training programmes.⁷

The organization has carried out skill development activities in 24 Indian states, including those affected by terrorism and left-wing extremism: Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Jammu, Kashmir, Madhya Pradesh, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttarakhand and West Bengal.⁸



Source: IndiaCan



Business/operational model

IndiaCan has a unique business model in which it offers training and skill development through the use of the home-centre model (no outsourcing of training) with its parent company, Pearson. This operating model is distinct in its approach and has been analysed in this paper through the use of a skilling value chain approach.

IndiaCan offers services including preliminary market survey (research and study), content creation, training process creation, market development and communication, training delivery through industry interface for employment, on-the-job training, government institutional interface for investments and process facilitation, and placement services and mentoring of trainees. It provides experienced staff and systems for smooth running of the projects, and builds partnerships with other stakeholders to help the projects succeed. The organization follows standards and procedures in all the processes and as required by partner institutions, as well as follows the regulations charted by government authorities.

IndiaCan adopts the following steps during the implementation phase after successful mobilization and enrolment:

- ICAN profiler, an interest inventory test of the candidate (psychometric analysis)
- Student counselling, with results mapped with educational qualifications
- Parents counselling
- Home visits
- Induction modules, ice breakers and placement migration modules
- Theory and practical learning
- Exposure visits
- Guest lectures
- On-the-job training
- Periodic assessments
- IT and employability skills modules across all domains
- Mock sessions on placement
- Placement

IndiaCan's skill development programmes focus on vulnerable sections of the population: youth aged 16 to 35 years, school dropouts, people living below the poverty line (BPL), rural and urban poor, women, socially excluded communities and individuals living in difficult regions, minorities, Scheduled Castes and Scheduled Tribes (SC/STs), the Muslim community and persons with disabilities.⁹ In case of corporate social responsibility (CSR) projects, the target groups are people living below the poverty line. Initiatives through the Ministry of Rural Development target youth living in rural areas, SC/STs and minorities. Government projects mandate inclusion of at least 33 percent women in the target groups.¹⁰



SKILLING VALUE CHAIN

Initially, IndiaCan started with the learner–paid model with 100 centres, which were either company-owned or franchisees. The planned vocational training portfolio included 90 percent learner–paid programmes and 10 percent government projects. However, the business failed to deliver viable results. In 2011, the balance changed to 90 percent government projects, with only the remaining 10 percent learner–paid trainings.¹¹

The key features of IndiaCan’s business model are:

- Completing the entire skilling value chain with no outsourcing and being the only education services company of its kind (home centre model) to do so;
- Ensuring high-quality training content through association with Pearson;¹²
- Ensuring quality assurance as well as accreditation conducted through Edexcel, the largest education awarding body in the United Kingdom;
- Offering customized residential and non-residential vocational training programmes in accordance with the needs of employers and local conditions;
- Undertaking comprehensive train-the-trainer programmes;
- Providing blended training modules with classroom training (e.g. IT skills, soft skills and on-the-job training);
- Providing extensive post-placement support imparted through handholding exercises and counselling
- Offering technology-enabled classes through VSAT.¹³

Skilling value chain

The skilling value chain for IndiaCan is briefly summarized in the table, divided into primary (main skilling tasks) and secondary (support tasks) activities.

Table 1: Elements of the skilling value chain

Primary activities	Description
Sourcing	• Dedicated field team for mobilization in rural areas, profiling villages in terms of the target bottom line • Preliminary market survey is done to find out student requirements
Training standards and content	• High quality content by Pearson customized to local context and demand
Training	• Screening and aptitude tests • Master trainer system



Assessment and certification	• International-level accreditation by Edexcel, the United Kingdom's largest education awarding body, to trainees, ensuring quality and recognition of skills • Alignment with National Skills Qualifications Framework (NSQF)
Placement	• Over 400 private sector/placement partners
Post-placement	• Handholding services • Migration and cultural support to increase retention rates
Secondary activities	Description
Highlights	• Quality assurance for content • Customised residential and non-residential vocational training programmes • Comprehensive train the trainer programmes • Content customization in accordance with local conditions • Blended training modules with classroom training (IT skills, soft skills and on-the-job training) • Post-placement support through handholding exercises and counselling • Technology-enabled classes held through VSAT
Financing	• Shift from learner-paid model to government-funded trainings • CSR funding for training projects with the private sector
Training for impact	• Life skills training (English, grooming, communication, information technology, etc.) particularly targeting school dropouts
Governance	• Wholly owned Pearson subsidiary
Infrastructure	• Training centres, audio visual aids, VSAT technology, computer-based learning

Source: Author's adaptation



SKILLING VALUE CHAIN

1. Sourcing

Sourcing covers identification, assessment and engagement of skilled worker candidates through proactive recruiting techniques, as well as mapping and linking them with the available job opportunities. IndiaCan conducts a preliminary market survey (PMS)¹⁴ before the actual start of the project to enhance preparedness in a number of ways, such as:

- Understanding the socio-economic conditions and livelihoods pattern of the project area;
- Gauging the current requirements of the industry as per human capital needs;
- Enlisting growth industries, where future employment generation will happen;
- Assessing the aptitude level of the community;
- Finalizing and synchronizing courses as per the overall assessment of demand and supply, both current and future;
- Identifying relevant courses and gauging the availability of training instructors.

To mobilize and sensitize candidates from such target groups, IndiaCan works with local influencers such as NGOs, panchayat members and block development officers. This helps in communicating project-specific viability, social desirability and large-scale economic benefits to the potential beneficiaries. It also engages NGOs and local civil society organizations in mobilization and awareness-building drives.

IndiaCan is mandated to provide placement to at least 75 percent of its students under the government programmes.¹⁵ Even at the sourcing stage, IndiaCan's placement group extends assistance to trainees. The organization develops partnerships with private businesses to comprehend their requirements, evaluate IndiaCan's course content and provide placement opportunities for students accordingly.

2. Training standards and content

IndiaCan delivers vocational training services for projects under government departments including the Ministry of Rural Development, Government of India (as part of Aajeevika skills programme under the National Rural Livelihood Mission), state government departments (Gujarat, Odisha and Rajasthan, to name a few), and the Indian Army. The training standards and content are framed in fulfillment of the guidelines, standards and procedures required by partner institutions as well as the regulations charted by the Ministry of Rural Development.

Content is mapped in accordance with the capacity of learners and the requirements of the Sector Skill Councils (SSCs), autonomous, industry-initiated organizations for steering skill development and training in different sectors. Training standards are maintained with respect to guidelines listed by the National Skill Qualification Framework (NSQF) and SSC for curriculum development.¹⁶ IndiaCan also develops partnerships with private businesses and maintains international ties for project support. Course content is vetted by pertinent industry experts to ensure market relevance. IndiaCan was involved in creating the content for India's first SSC, the Automotive Skills Development Council.¹⁷

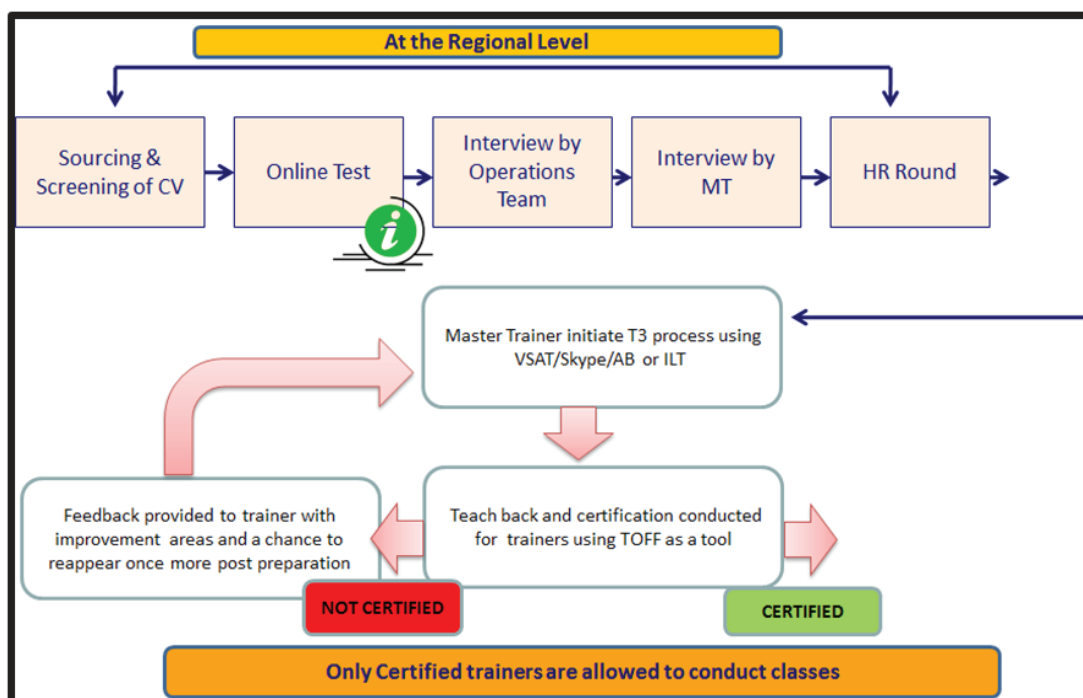
IndiaCan draws benefits from the expertise of its parent learning company, Pearson, in designing and



instituting training content and practices. The company further adapts training programmes based on the local context. The training programmes also adhere to the VAK Methodology, which caters to the audio, visual and kinesthetic needs of learners.¹⁸ The trainings adopt a six-pronged approach, taking into account knowledge, comprehension, application, analysis, synthesis and evaluation. The company expands the skills and employability opportunities of its beneficiaries by relying on well-trained faculty, internationally renowned content, provision of placement support and quality assurance by leveraging Pearson's globally recognized Edexcel accreditation.¹⁹ Trainees also receive further exposure through regular guest lectures delivered by industry experts and human resources representatives, and industry visits. The training stage consists of several sub-components related to the training of trainers and development of training content, assessment and certification. IndiaCan follows a systematic approach for identifying target groups with respect to skill-development demand in the economy.

Master Trainers: IndiaCan conducts a comprehensive and award-winning training of trainers and certification programme to ensure provision of quality training to its student beneficiaries. To select trainers at the regional level, IndiaCan invites applications from prospective candidates, screens CVs, and conducts an online test (prepared by subject matter experts) with a score of 60 percent necessary to qualify for an interview call. Interview sessions are conducted at a centre by the Master Trainer.²⁰ Trainer orientation is conducted via Audio Bridge, following which the Master Trainer performs content booting and provision of platform skills via Skype or Audio Bridge. IndiaCan's Master Trainers conduct training-of-trainers in face-to-face sessions. Teach-back sessions are conducted by prospective trainers. Based on teach-back sessions held over Skype, successful candidates are provided certification and are eligible for training students under IndiaCan's vocational training initiative. Unsuccessful candidates are provided feedback and an opportunity to prepare further and reappear for the selection process. Further, the company has a pool of certified master trainers to support its operations. Each trainer's performance is measured with a rubric for facilitation skills and knowledge.²¹ The organization's train-the-trainers (T3) programme of has received many awards and accolades in the country.

Figure 1: Trainer selection process





3. Training

Training is a primary activity undertaken by IndiaCan. IndiaCan does not outsource its trainings and manages all its own training centres. Most skill development training programmes comprise classroom training, IT skills, soft skills, on-the-job training and industry visits. Sushanta Singh, a trainee, gave a positive review: “I am feeling very satisfied with the job. I am really thankful to IndiaCan Education Pvt Ltd for giving me such a great platform and showing me light in the dark part of my life.”²²

Training programmes, as noted above, are supplemented with the use of audio-visual aids and contextualized multimedia content, computers, televisions, LCD projectors and VSAT facilities as well as trade-specific labs, language labs, practical learning and team-building sessions. Use of technologies enable IndiaCan to promote cross-learning and global and cross-country sharing of resources, knowledge and leading practices.²³

IndiaCan uses audio-visual aids including televisions, LCD projector facilities and VSAT technology for imparting trainings. VSAT is a technology platform through which one common studio can serve 2,500 candidates in over 50 centers at a time. Further, IndiaCan offers computer-based learning where candidates participate in an interactive training session using computers.²⁴

IndiaCan sustains the demand for training programmes by offering courses primarily in retail, hospitality, services, sales and BPOs, which amounts to 80 percent of the market share.²⁵ IndiaCan offers services depending on jobs available in the market, and hence becomes more impactful.

4. Assessment and certification

Pearson’s Edexcel grants international-level accreditation to IndiaCan programmes. This ensures programme quality and global relevance of skills.²⁶

The policymaking institutions that play an important role in the ecosystem surrounding IndiaCan are NSQF and SSCs. These two institutions set guidelines for curriculum development and course mapping in government-funded projects run by IndiaCan.²⁷

5. Placement

IndiaCan provides placements by partnering with over 400 private companies. Its corporate clients include several major players such as Café Coffee Day, Domino’s, Khadim’s, Pizza Hut and Reliance.²⁸

Good placements depend on effective skilling of the target disadvantaged groups, providing them with employment opportunities and ensuring that they stay in their jobs for a certain period of time. To achieve this, the company works on their trainees’ constraints, such as homesickness, culture shock, language barriers and even food preferences, working to convince students to leave their native place and migrate to the cities and metropolitan areas to gain access to training and job opportunities.²⁹ The company recognizes that ensuring the safe transition and transformation of these students into working professionals is a challenge.

**Box 1: Perspectives on placement: Interview with IndiaCan's placement manager, Mr. Dinesh**

Mr. Dinesh said that placement is the foremost result of IndiaCan's skill development trainings. There is a placement manager for IndiaCan as well as one placement staff member for each project, and preplanning for placements is based on industry demand. The key life skills a trainee should possess are confidence and interpersonal skills, Mr. Dinesh said, adding that employers cite most often communication skills as a requirement.

In the placement process described by Mr. Dinesh, employers come to the centre with job needs and classes are conducted according to the requirements of the project and potential placements. Placement domains are divided into four major areas—sales, retail, hospitality and domestic BPO—and the curriculum is designed accordingly. Placements comply with government standards, and employment partners maintain agreements with IndiaCan with no financial exchange involved.

All students should be placed after 45 days of completing the programme and, thanks to pre-planning based on domain needs, some 75 percent of students are placed. Three opportunities are given to a candidate based on his or her profile, taking into consideration preferences regarding location and salary. The minimum salary is INR 6,000 (\$87.50) per month. Centralized enterprise resource planning (ERP) is maintained to aid placements and client job fairs are organized in a variety of locations. Mr. Dinesh explained that trainers maintain one-to-one connections with trainees and their families. Student handholding by the placement staff of IndiaCan lasts at least one year, which is effective in reducing the attrition rate. The primary contact for placement department in the companies is the HR personnel.

Source: IndiaCan Case Study Write Shop conducted 23 February 2015



6. Post-placement

IndiaCan offers post-placement assistance to its trainees. It does handholding and addresses grievances and workplace-related queries via telephone support and tracking for a period between six months and one year. It also provides re-skilling services when required by trainees. If trainees are dissatisfied or unable to cope with placements and exit before the completion of three months at the job, IndiaCan provides counselling services to assist them. The organization maintains contact with trainees through events including alumni meetings, BuddyNet, parents' meetings, job fairs and provision of continuous upskilling.³⁰ They also provide migration and cultural support to increase retention rates.

Trainees have confirmed the impact of post-placement. Nahida Shafi, 21, of Shurat, Kulgam, said she secured employment earning INR 66,000 (\$962.50) annually after completing training by IndiaCan. "I was trained in the BPO course and placed with Competent Synergies at Mohali. With all the post-placement support given to me, today I am able to live and work so comfortably away from my home. It was a dream that turned into a reality for me," Nahida said. Maira Jan, 20, from Rangrazpora, Kulgam, also completed the course. "I am today a floor supporter at Serco Intelenet Global Services in Mohali because of the extensive BPO training I received at the IndiaCan centre. My trainers and counsellors have helped me at every stage. I am so grateful for their support and understanding," she said.³¹



Source: IndiaCan



Innovation

Since IndiaCan doesn't outsource its trainings, it can easily deploy innovations. IndiaCan operates all of its own training centres, as per the home centre model, aiming to bridge the gap between employment opportunities and skills of the unemployed youth. It does so through expert faculty and internationally acclaimed content that is customized with respect to local conditions, including through contact with heads of villages and other local leaders. It also undertakes train-the-trainer programmes, placement assistance and quality assurance systems.³² IndiaCan also runs projects for the Poorest Area Civil Society (PACS) programme, which targets the socially excluded in seven of India's poorest states, and similar programmes for SC/ST and minorities.

IndiaCan also excels in having high-quality training content that is associated with its parent entity, Pearson, as well as industry representatives. Further, Pearson's Edexcel grants international-level accreditation to IndiaCan programmes, ensuring programme quality and global relevance of skills.³³

Financing

The shift from a learner-paid model to government-funded trainings acted as a major source of revenue for IndiaCan. It undertakes projects in partnership with central and state governments and private sector organizations, which then furnish funding to IndiaCan.³⁴ In certain instances, IndiaCan charges students training fees for its services. When implementing skill development initiatives funded by the government, relevant government institutions pay expenses to IndiaCan for training, contingent upon project progress as measured by utilization of funds and benefits delivered to target groups. Concessions, including free training services, are provided to economically weaker sections of society in trainings carried out under government programmes.

Training for impact

IndiaCan trains with an impact by providing additional personality development (PD) classes, including communication and etiquette classes. It also targets dropouts to elevate the social results.



CHALLENGES AND SOLUTIONS

Challenges and solutions

Although IndiaCan has achieved success in terms of skilling the disadvantaged towards employment, it had to overcome many different challenges along the way.

Generating demand for skills development and building awareness: IndiaCan faced several socio-cultural challenges, including difficulty in gaining peoples' confidence in and support for skills training. Lack of awareness of the necessity for lifelong learning is one of the major challenges IndiaCan faced. IndiaCan frequently encountered a negative perception regarding vocational training, as well as the commonly held idea that a job can be undertaken without first going through a skilling programme. A Pearson IndiaCan team member summarized how these perceptions change: "It is always tough to start the first centre and organize the first batch. Once that's done and [the] community starts to see the benefits extended to students, the faith and involvement level increases significantly."³⁵

Financial challenges: The learner-paid model of the company in 2011 did not generate the expected economic returns, despite the investments and marketing activities, which eventually led to shifting the focus of the business model to undertaking government skilling projects.³⁶ The company also encountered financial challenges due to limited and delayed government spending and limited investments for educators and trainers capacity.³⁷ Funding is still narrowly focused on government projects.

Operational challenges: Major constraints in terms of IndiaCan's setup and operations include India's large geographical territory, difficult terrain and varying socio-economic conditions. Some parts of rural India have limited access to skill-development trainings. Other institutional challenges during the skill-development projects include lack of necessary educational and physical infrastructure, limited access to technology, outdated technical equipment, and availability of and difficulty procuring trainers.³⁸

Regulatory environment: Regulatory frameworks play an important role and can hinder or allow businesses to work smoothly. Bureaucratic procedures and outdated legal frameworks are some of the major challenges IndiaCan faced, as the company serves as the implementing agency for several skills-development initiatives funded by government institutions. "There is lot of paper work and procedure required by the government, which leads to delay in the work," one staff member said.³⁹

Sustainability of business: The sustainability of IndiaCan depends on effective skilling of the target disadvantaged groups, successful connection of those trainees with employment opportunities, and ensuring that they stay in their jobs for a certain period of time. To achieve these results, IndiaCan must assist its learners in overcoming constraints such as homesickness, culture shock and language barriers, which helps its young trainees to leave their homes to access trainings and job opportunities.⁴⁰ Another major challenge is mapping content in accordance with the capacity of the learners and the requirements of the SSCs.

IndiaCan successfully overcomes constraints through its strategies based on a skilling value chain as shown in Table 3. Table 4 lists challenges the company faces.



Table 2: Challenges encountered by IndiaCan

Type of constraints	Description of the constraints
Demand for skills development and awareness	• Low reputation of vocational training • Lack of awareness on lifelong learning • Lack of interest in vocational training
Institutional challenges	• Lack of necessary educational and physical infrastructure • Limited access to technology • Difficulty procuring trainers
Financial challenges	• Limited investment • Delayed funding
Regulatory environment	• Permission required in every stage of the project • Complicated and outdated legal framework
Sustainability of business	• Mapping content to the needs of SSCs and industry demand • Migration challenges to avail employment opportunities

Source: Author's Adaptation



CHALLENGES AND SOLUTIONS

Table 3: Strategies and solutions for overcoming constraints

Type of constraints	Strategies	Description
Demand for skills development and awareness	• Meeting and community discussion • Community mobilization drives	• Work with local influencers, NGOs, senior citizens, District Rural Development Agencies (DRDAs) and panchayat members • Distribute promotional literature
Institutional challenges	• Strengthening infrastructure • Quality of training • Use of technology	• Utilize existing infrastructure facilities in accordance with Ministry of Rural Development guidelines for establishing training centres • Conduct comprehensive, award-winning training programmes for trainers • Establish international-level accreditation from Edexcel • Use VSAT technology at training centres • Offer computer-based learning
Financial challenges	• Financial aid	• Support from Pearson Group • Increase in government funding • Project funding support from various partners (corporate, CSR initiatives, etc.)
Regulatory environment	• Regulatory mechanism	• Obtain necessary government approvals • Maintain international ties for project support • Adhere to policy guidelines as listed by NSQF and SSC
Sustainability of business	• Curriculum development • Certification • Post-training assistance	• Draw benefits from expertise of parent learning company Pearson • Provide migration support, call-centre facility for tracking candidates' progress, alumni meet and up-skilling and job fairs

Source: Author's Adaptation

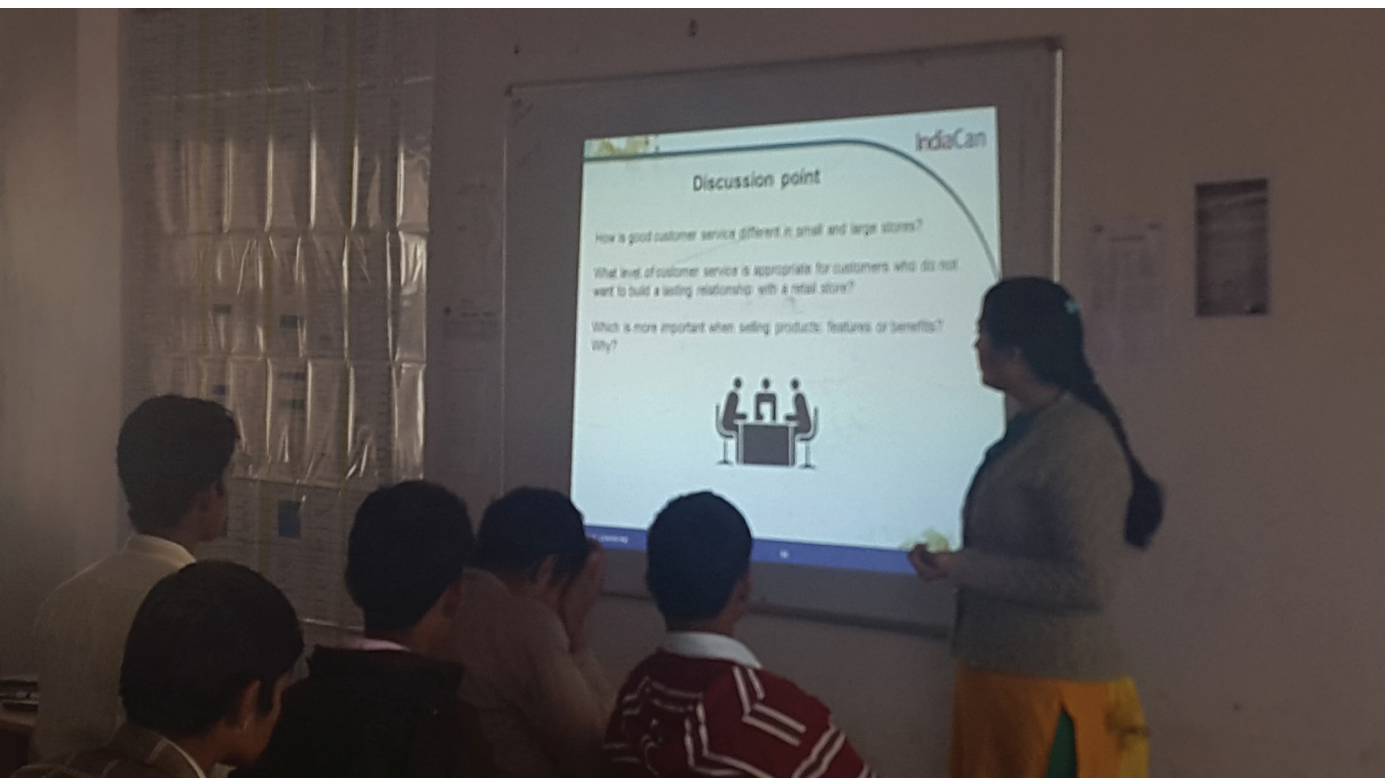


To address the low demand for vocational skills training, IndiaCan has worked with local influencers, NGOs, senior citizens, District Rural Development Agencies (DRDAs) and panchayat members to attract trainees and create awareness. Promotional materials are used to generate interest and motivation to participate in the training programmes.

To overcome institutional challenges, the organization has used the available infrastructure in the existing training facilities to establish new centers, lowering capital expenditures. Training of trainers and international accreditation helps ensure quality across the skilling value chain. Technology has also enhanced learning opportunities for the trainees and expanded the geographical scope of IndiaCan.

In terms of financing, the organization could access capital for operations through different channels, such as the support received from Pearson and revenues obtained from government projects. In addition, IndiaCan could mobilize project-based funding from corporations. On the legal front, adhering to the government regulations and aligning trainings with SSC-NSQF requirements helped IndiaCan operate effectively.

Pearson's know-how and expertise in education and skills development is a key asset of the company towards long-term sustainability. Also, IndiaCan ensures that trained candidates are placed in jobs and receive the necessary support for a successful transition to work.



Source: IndiaCan



RESULTS

Results

IndiaCan's skill development initiative reflects positive outcomes in terms of employability for the bottom of the pyramid. This is evident in its vast and expanding base of trainees and operational presence across the nation. In 2009 and 2010, the IndiaCan initiative was awarded the Best Train-The-Trainer Award by the UK India Business Council (UKIBC) and Federation of Indian Chambers of Commerce and Industry (FICCI). It also won the Best International Organization in Skill Development 2015 award by the Associated Chambers of Commerce and Industry of Indian (ASSOCAM).⁴¹ Here are some key results for IndiaCan:

- Established operating vocational training centres across India in 24 states;
- Administered more than 20 major skill development projects;
- Established close to 200 vocational training centres;
- Provided training to more than 75,000 students over the past seven years; and
- Secured placement for 75 percent of trainees.

IndiaCan vocational training programmes benefit businesses by creating a skilled workforce as demanded by industry, thus increasing productivity and profitability of businesses. Developmental gains are reflected in the reduction of poverty by creation of job opportunities. Inclusion of disadvantaged groups in value chains through skilling was a significant turning point from a developmental point of view. IndiaCan's activities also contribute to gender equality by empowering women with market-relevant skills.



Source: IndiaCan



Conclusion

IndiaCan endeavours to train 500,000 persons ‘ready-to-deploy’ into the workforce on an annual basis. The company intends to establish over 600 vocational training centres across India.⁴² Further, IndiaCan intends to scale up its operations through different types of centres, mainly by leveraging a franchisee network. The company has created innovative models to enable expansion into tier-three and tier-four towns⁴³ in India. The company also plans to undertake technology investments—for instance, in VSAT-enabled centres—to support its expansion. Greater collaboration with corporate and funding agencies will help in mobilizing additional resources.

Pearson has a significant presence in the training content space in China, Latin America and Russia, and its content is being tailored to suit the Indian context. IndiaCan’s bright future is strategically expanding through market development. The organization is also multiplying its resources through collaborations. Using technology is another key strategy that will help IndiaCan attain a competitive edge. It plans to return to a learner-paid model if it promises a more self-sufficient structure. Through international certification and globally recognized qualifications like Edexcel, the programme is also contributing to ‘Make in India’, an initiative launched by the prime minister in 2014. The major objective behind the initiative is job creation and skill enhancement across 25 sectors of the economy, including automobiles, chemicals, IT, pharmaceuticals, textiles, ports, aviation, leather, tourism and hospitality, wellness, railways, design manufacturing, renewable energy, mining, bio-technology and electronics.⁴⁴ IndiaCan, with its consolidated skills-value chain and close cooperation with these industries, is an inspiring model in the skills ecosystem of India.

¹ IndiaCan Case Writeshop (23 February 2015).

² Ibid.

³ Indiainfoline.com, Educomp Solutions.

⁴ “Pearson Buys Educomp’s 50 Percent Stake in Vocational Education JV IndiaCan”. News article.

⁵ “Pearson Acquires 50% Stake of Educomp in IndiaCan”. News article.

⁶ Content of this case study is based on interviews at IndiaCan including with Mr. Sachin Dubey, Director, Vocational; Ms. Reena, Head, Academics; Ms. Smita, MIS Management Information System; Mr. Deepak Pandey, Presales; and Mr. Dinesh, Placement.

⁷ IndiaCan Case Writeshop (23 February 2015).

⁸ Pearson Vocational Introductory Note.

⁹ IndiaCan Case Writeshop (23 February 2015).

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ “Skills for Inclusive Markets in India”, workshop July 2015.

¹⁴ IndiaCan Case Writeshop (23 February 2015).

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ IndiaCan Case Writeshop (23 February 2015).



- ²² Ibid. Can website, Success Stories.
- ²³ IndiaCan Case Writeshop (23 February 2015).
- ²⁴ Ibid.
- ²⁵ Ibid.
- ²⁶ Ibid.
- ²⁷ Ibid.
- ²⁸ Pearson Vocational Introductory Note.
- ²⁹ IndiaCan Case Writeshop (23 February 2015).
- ³⁰ Ibid.
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- ³³ Ibid.
- ³⁴ Ibid.
- ³⁵ Ibid.
- ³⁶ Ibid.
- ³⁷ Ibid.
- ³⁸ Ibid.
- ³⁹ Ibid.
- ⁴⁰ Ibid.
- ⁴¹ Ibid.
- ⁴² Ibid.
- ⁴³ Population less than 50,000, down to 10,000 minimum.
- ⁴⁴ Available at <http://www.makeinIndia.com>

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Contact Information:

Yilmaz Ergun Dinc, Research Analyst, yilmaz.dinc@undp.org



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Istanbul International Center for Private Sector in Development
Key Plaza, Abide-i Hürriyet Cad. Istiklal Sok. No:11 Floor: 5
Şişli, 34381 Istanbul, Turkey
Phone: +90 850 288 2534

For more information: www.undp.org | www.iicpsd.org

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