



# Making Women ITIs **Future Ready**



Supported by  
**J.P.Morgan**

# A Comprehensive Reform Agenda for Women ITIs

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## **Career development:**

To ensure that learners are adequately prepared with critical career awareness and career navigation skills to meet the increasing requirement of holistic skill-sets by employers.

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## **Effective pedagogy:**

To ensure effective learning for different types of learners through focus on training of trainers to use more learners centric blended learning pedagogy that helps them build a growth mindset.

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## **Employer engagement:**

To ensure that learners get adequate exposure and opportunities for work and industry networking.

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## **Community and family engagement:**

Promote for ways to include families and community to support career and decision making for students.

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# 5

## **Leadership for change:**

To ensure professional development of principals to help them visualize a different and better tomorrow for their institutes.

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## **Students Self-learning hub:**

Invest in self-driven learning solutions that helps students take lead in driving their knowledge and skill building efforts and create their personal career journeys

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# 1 Core Essential: Career Development



## Why is it important:

- Learners need to be adequately prepared for life and career related opportunities and challenges that come their way as they plan for and begin their career journey.
- Young girls, when they hit puberty, begin to experience restrictions on access to opportunities to learn and grow. This limited access serves as a barrier to adolescent girls' ability to understand and grapple with the changes to their sexual and reproductive health (SRH), which in turn leads to reduced self-esteem, self-awareness and overall confidence levels. As they grow into young adults, these challenges convert to poor career related decision-making and negotiation skills.
- Employers are increasingly seeking holistic skills like teamwork, problem solving, confidence, empathy, ability to express oneself etc.
- Often the choice of trade at the time of admission is not thought through or made because of other factors. This means that it is important for young women to explore careers and identify their own interests and abilities which benefits them in the long run.
- Critical career awareness and career navigation skills augment trade knowledge and need a dedicated focus. These can't be built unless learners get enough time to work on these.



## What would change look like:

- A **Counselling Kiosk is set up during Admissions** to respond to queries around trade curriculum and scope.
- **Career development** is introduced as a **core focus** in the curriculum. It is not treated as another subject which needs to be cleared in exams but as a threaded curriculum that builds from one semester to the other.

- The curriculum balances the following focus areas
  - Life skills – Includes dedicated focus on agency, gender, sexual reproductive and health rights in the curriculum for women institutes
  - Digital literacy & fluency
  - Communication
  - Work preparedness
- Adequate time is set aside in the time table and faculty members are oriented to take the curriculum to learners.
  - Polytechnics (2 days a week, 120 hours spread across year 1 to 3)
  - ITIs (3 days a week, 150 hours across 2 semesters)

## **Impact of change**

- Learners make informed decisions while entering the institute.
- Parents also get a clear picture of curriculum and scope.
- Learners are active participants in their career development process.
- Learners gain confidence in planning and talking about their career aspirations.
- Learners are well prepared to take the next step after training, be it higher education or employment or any other income generating opportunity.
- Marked difference in learners' preparedness for interviews with prospective employers.



# 2 Essential: Effective Pedagogy



## Why is it important:

- Trainers currently follow traditional pedagogy and often recreate gender stereotypes in the classroom. As a result, the relationship between trainers and students is not what is expected from a classroom that is aiming to build a focus on career readiness.
- Adult learners (students) learn differently and need space to explore and express themselves. Effective learning requires multiple methods that bring the best out of different types of learners.
- Learners learn better in groups and through real life scenarios.
- Learners can develop tremendous self-belief if they are ably supported by trainers.



## What would change look like:

- Trainers facilitate discovery of strengths, weaknesses, interests and abilities amongst learners and help them link these to trade knowledge and careers.
- There is an emphasis on using **blended learning approach** that mixes lectures with outbound projects and activities, group work, digital resources, guest lectures and self-paced learning.
- Classrooms are characterized by a fearless environment for learners to express themselves and seek support from trainers.
- **Advanced certification program** aimed at 21st century facilitation skills, social capital and professional growth for trainers.
- **Continuous trainer development** plan which includes:
  - Reorientation of trainers with a sharp focus on gender and 21st-century skills for women.
  - Refresher trainings every year on pedagogy, understanding self and students, understanding career development for young women, gender sensitization.
  - A virtual network of trainers from across the country where best practices and ideas can be shared and questions can be answered.



## Impact of change

- Better teacher-learner relationship leading to happier and more engaged classrooms.
- Learners find the training content and approach to be relevant to their needs and learning orientations.
- Learners spend time in getting their questions and doubts clarified from the trainers.
- Learners have space to provide feedback to trainers on the content and training.



# 3 Essential: Industry Engagement



## Why is it important:

- Learners are better prepared for careers if they start engaging with the industry early in their training. This can have a significant positive impact on their career growth.
- Sustained engagement with the industry can help the institute identify changing trends and streamline their courses.
- Studies show that finding relatable role models from the industry is especially critical in the case of girls and young women. For instance, women with role models in their families (mothers, elder siblings) are less likely to drop out of employment and pursue careers.
- Finding high quality work opportunities for learners, needs extra planning and continuous engagement with the industry.



## What would change look like:

- A well represented **Placement Cell** is built equipping each institute to follow a multi-pronged partnership approach with the industry for guest lecturing, placements, apprenticeship, exposure visits; thereby enabling Institutes to use well defined protocols to run successful industry engagement and placement events. This includes a continued focus on **placements of alumni up to a minimum of six months** post their course completion.
- There is an active and growing database of companies that are in continuous touch with the institute. Institutes consciously look for quality employers who have a better record of recruiting women and also advocating with employers to proactively alter their gender ratio knew.
- **Institute alumni** have a way to stay in touch with the institute and bring industry know-how to the learners. They are engaged to help serve as **role models and mentors** who share learnings around negotiating with employers and parents, to help learners achieve identified career pathways.
- **Trainers are oriented on industry trends;** trainers undertake exposure visits with students and invite guest lectures to improve their own understanding of industry trends.



- **Frequent roundtables with employers** to understand their concerns and the challenges alumni might be facing at their workplace. Institutes have the flexibility to introduce **short term training modules and courses** (7-15 days) focused on employment trends in partnership with industry.
- Institutes with Institutional Management Committees (IMCs) are functional and have a defined plan to improve industry- institute connection.



## Impact of change

- A robust system to build employer and alumni networks ensures adequate exposure and multiple opportunities for learners to interact with the industry better and know how to ask questions to potential employers.
- Employed women role models serve as inspiration and can help students understand barriers and negotiate with gate-keepers (often family members) to pursue careers of choice.
- Improved placement opportunities for learners and healthy placement rate for the institutes Training and Placement Officers and faculty members are aware of industry trends and bring this knowledge to the classroom.
- Employers return to the institutes for recurring placement/apprenticeship needs IMCs are able to access funds for innovative ideas and ensure better industry engagement and exposure for students.
- Learners get access to timely support, thus influencing the goal of higher numbers of women joining work.



# 4 Essential: Family & Community



## Why is it important:

- Decision to opt for a certain trade and pursue a career is often guided by parents, especially for girls. Hence, it is critical they are productively engaged in this process.
- Parents seldom get a chance to constructively engage with their children's career aspirations.
- Parents can have a game changing positive influence on learners and help them confidently initiate their career journey.



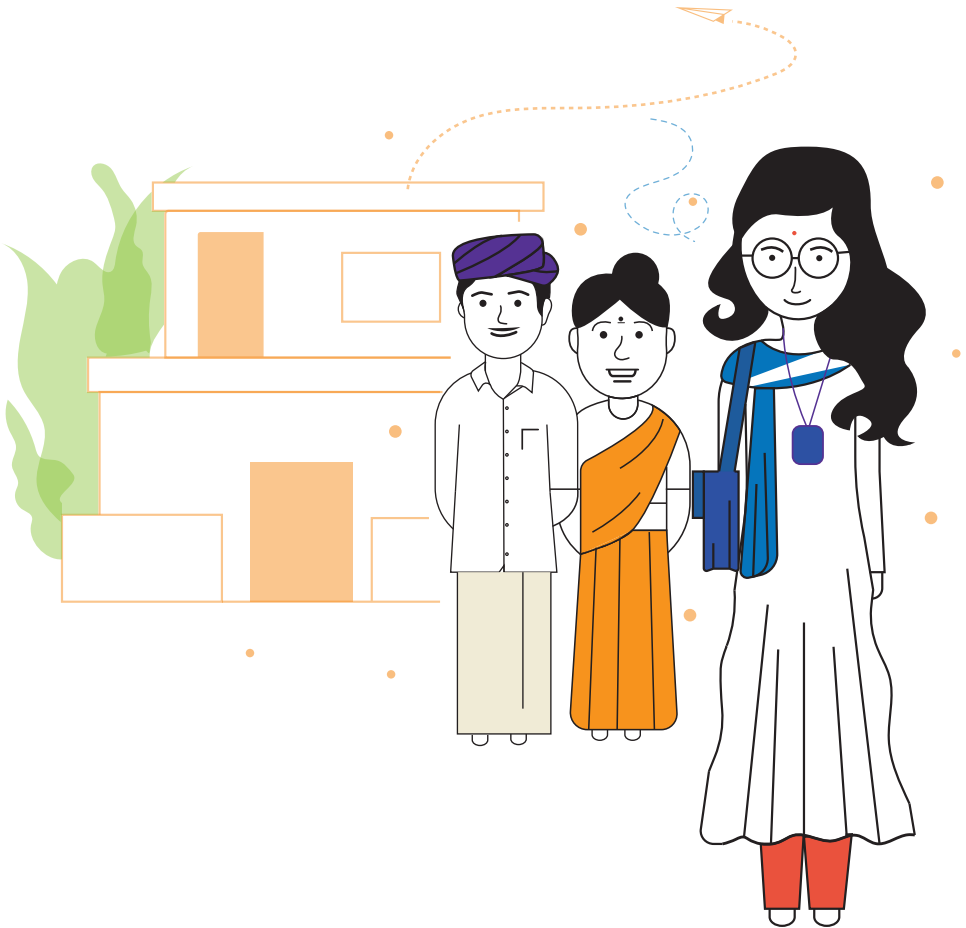
## What would change look like:

- Institutes have a well-defined process to **keep parents informed and engaged** about how the learners are progressing. This includes a mix of face to face meetings, virtual communication through emailers and newsletters, IVRS messages on phones.
- Institutes partner with families and communities **to support career decision making** for students.
- Career development curriculum prepares learners to discuss career aspirations and pathways with their parents.
- Parent engagement days are organized at least twice a year to create opportunities for parents to see the potential and ideas of the learners.
- Institutes **bridge the communication gap** on aspirations and industry realities between students, parents and institutes. Learners have a greater space for negotiation with their families.
- Learners make informed decisions while entering the institute. Parents also get a clear picture of curriculum and scope.



## Impact of change

- Learners are more certain about their career decision-making.
- Change in parents' mindset towards work.
- Involvement of parents leads to sustainable career development for youth.
- More learners in jobs and higher education.



# 5 Essential: Leadership for Change



## Why is it important:

- Institute leaders are brand ambassadors for the institute and role model for staff and learners.
- Institute leaders are best placed to bring about definitive changes in the learning environment of the institute.
- An institute's pursuit of excellence will not succeed unless the leadership drives relationships with critical stakeholders like parents, industry, staff and learners, government etc.



## What would change look like:

- A training plan for the principals which focuses on (a) an **orientation on gender**: creating safe learning spaces; and (b) **planning for excellence**, networking, change management etc. Institute builds and sustain a well functioning **anti sexual harassment policy**. Students can talk about issues and file complaints; trusting that they would receive adequate support and effective redressal.
- Equipping institute leaders with the know-how to use simple tools like surveys, needs assessment etc to gather evidence around the current state of affairs and also monitor impact of any ideas they implement.
- Frequent spaces for leaders to interact with internal and external stakeholders and also amongst themselves.
- Institute leadership anchors the change blueprint for the institute and has access to adequate resources to take it to conclusion.



## Impact of change

- Principals have a better insight into the academic environment of the institute and its impact on the output.
- Principals have access to regular in-service training on Leadership, relationship building with the industry and other relevant training basis need assessment. High quality leadership leads to better functioning institutes.
- Staff and learners are able to easily share their views and ideas with the leadership.
- **Institute's brand starts taking shape** and gets recognition from various quarters.
- **Best practices** from the institute get recognized and influence other institutes across the state and the country.



# 6 Essential: Students' Self Learning Hub



## Why is it important:

- Learners seeking to begin their career journeys need to be actively involved in understanding the career development process and shaping their aspirations, for the experience to be relevant and exciting.
- Getting used to self-learning prepares learners for life and not just for exams or their first job.
- Through self-guided activities, learners can do justice to their pace and style of learning, thereby shifting the responsibility and balance of power in the classroom.



## What would change look like:

- Student-led **career clubs** are formed to lead career development activities for the whole class.
- Students undertake self-driven **change projects** within their institute and engage more with future of tech and jobs.
- Adequate space and time are made available for **career lab** that offers self-learning digital curriculum to help learners build/improve communicative English and digital literacy and fluency skills as well as work preparedness.
- Institutes enable learners to undertake **industry facing market scan projects** for real world exposure and learning.



## Impact of change

- Learners enhance their ability to interact with employers and complement their trade-based training with real life know how from the industry.
- Learners gain confidence and start building their leadership and negotiation skills.
- Learners understand the realities of the employment market and are able to make informed choices about their next steps after the training. This will hopefully lead to less attrition rates in the long run.

- Learners take the lead in influencing positive change in their surroundings.  
They build essential life and career skills.
- Learners build critical digital fluency and self-learning skills.





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