

SECTOR:  
**SKILLS & EDUCATION**

SECTOR OVERVIEW:  
June 2013

Welcome to this quarter's report on Skills and Education. Following on from last October's Skills Sector View, we provide you with an update on skills development in Indian healthcare and an insightful case study of The Bournemouth and Poole College, which has set out a strategy targeting the health and social care sector. Also in this report we share with you notes following a UKIBC roundtable on India's National Skills Qualification Framework, and a roundup of recent developments including the published results of a survey on vocational training.

We would like to thank the UK Intellectual Property Office for sharing with us their IP toolkit for India, a useful resource for those involved in academic UK-India collaborations. And finally, you will also find a piece by Jasdeep Singh on education as a digital export with a vision to 2030.

We invite you get in touch with your comments, and please also consider joining our upcoming skills delegation to India. More details can be found below.

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**Upcoming: UK India Skills Forum Delegation 2013**

The UKIBC will be hosting a skills training focused delegation to India on the week commencing 2nd September. The delegation programme will be based on the two projects which we have underway with Tata Group companies and will include location visits to Odisha and South Mumbai. There will also be a roundtable session hosted by Mr S Ramadorai, Advisor to the Prime Minister on Skills Development. The delegation will conclude in New Delhi with the Global Skills Summit hosted by the Federation of Indian Chambers of Commerce and Industry.

For more information, please get in touch at [Jesh.Rajasingham@ukibc.com](mailto:Jesh.Rajasingham@ukibc.com)

**In Focus: Healthcare skills training**

India is a competitive and attractive destination for healthcare as it offers low costs, talent and sophisticated treatments. In an [article by the India Brand Equity Foundation](#), Indian healthcare is said to be valued at US\$100 million, with an annual growth rate of 20%.

However, despite it being an attractive market, one of its greatest challenges remains that of a critical skills gap. In our [October Sector View](#), we spoke about the shortage of skilled medical practitioners, with public sector healthcare facing a shortage of: 76% doctors, 53% nurses, 88% specialists, 85% radiographers and 80% laboratory technicians.

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Via the creation of the National Skills Development Corporation and its Healthcare Sector Skills Council, the healthcare sector has been set a mandate of skilling 4.8 million people and providing 118,000 certified trainers over the next 10 years. The government also stipulated in the Union Budget 2013-14 to allocate US\$ 875 million for the purpose of medical education, training and research. But while these initiatives are highly commendable, the private sector has for long been identified as a much needed partner to achieve India's goals in healthcare skills development.

In a [policy paper by the CII and KPMG](#), the emergence of PPP projects in healthcare is highlighted, with opportunities in both the formal and informal training segments including continuing healthcare education courses. 100% FDI is permitted in India's health and medical services under the automatic rule.

As is illustrated by the case study below on The Bournemouth and Poole College, there are key drivers boosting demand for healthcare provision in India, most notably: demand from Tier II and III cities for improved services, India's ageing population, extended family breakdown, growing NRI income, repatriation, and overseas medical tourism. This poses additional pressure on the country to train more skilled practitioners; therefore more opportunities for skills providers to get involved.

If you wish to know more about how we can help you connect with skills development opportunities in India, please contact [Jesh.Rajasingham@ukibc.com](mailto:Jesh.Rajasingham@ukibc.com) or [Neeru.Sood@ukibc.com](mailto:Neeru.Sood@ukibc.com).

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## Market Update

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### Roundtable on the National Skills Qualifications Framework in New Delhi

The UKIBC, in collaboration with the Federation of Indian Chambers of Commerce and Industry (FICCI), held a roundtable on the National Skills Qualifications Framework (NSQF) in New Delhi in April 2013. This responded to the need to redefine and standardise the critical elements of imparting vocational education and training (VET) in India. UK experts in the process of developing the qualifications framework in the UK and in other countries took part, as well as Indian stakeholders who shared their experiences to examine how the framework might be customised to Indian needs.

The event focused particularly on the role of frameworks in promoting greater employer engagement with skills development, covering the following topics:

1. The role of employers in developing the NSQF
2. Experiences of making qualifications frameworks clear to employers
3. Mechanisms for on-going review of frameworks to ensure continued relevance to employers' needs
4. The impact of frameworks on employer recruitment patterns and the development of a diverse workforce.

An input paper, drawing on experiences from the UK and other countries, was prepared by the Manipal City and Guilds Joint Policy Advisory Group and shared in advance among participants in order to facilitate the discussion.

In terms of outcomes, the UK India Skills Forum was identified to produce a paper based on the discussions for the upcoming JETCO meeting later this year.

Participants at the roundtable were encouraged to put the discussion into practice for example via pilot projects to evaluate how policy can inform industry and be adapted to practical outcomes.

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### UK Intellectual Property Office launches IP toolkit for India

*By Anshika Jha, Senior Intellectual Property Liaison Officer, UK Intellectual Property Office, British High Commission, New Delhi*

The UK Intellectual Property Office, working alongside Indian partners, has developed and launched an IP toolkit to help support the management of intellectual property in Indo-UK research collaborations. The toolkit aims to facilitate increased levels of productive research collaborations between the two countries by providing model agreements and guidance on issues such as IP ownership, licensed or assigned agreements, exclusive licences and dispute resolution. The toolkit will potentially be very useful for IP practitioners, academics and businesses working on cross-border R&D collaborations between the UK and India.

To read more about the UK Intellectual Property Office toolkit and consult the model agreements, [click here](#).

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### Vocational education survey

The [report of a survey](#) carried out by the National Sample Survey Organisation (NSSO) in 2010 covering 460 thousand people in India showed gloomy numbers of people who have received vocational education. According to the report, only 2% of youth and about 7% of working age population had received vocational training. Meanwhile, hereditary learning and on-the-job learning appeared to generate more skills than the entire formal vocational education system. This resonates with common challenges expressed by industry on the lack of properly trained staff the country. The report also turns up interesting data on the quality of formal vocational training, as measured by employability: many of those interviewed worked in fields different to their training, and 14% were reportedly unemployed, hence showing a disconnect with the labour market.

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### Education 2030: A Digital Export

*By Jasdeep Singh, Founder and CEO, NineOne*

*In our recently launched Next Generation Network Blog, Jasdeep Singh, founder of NineOne, shares his thoughts on the impact of new technologies on education and his views on pricing models and UK-India collaborations. You can read the highlights below, or find the full piece [here](#).*

Technology has disrupted traditional business models across a range of industries; music and publishing being notable examples. It is going to do the same to education over the next two decades. The social, cultural, economic and political impact of such an event would be significant, to say the least.

We are living in an age where what worked in the past is increasingly losing its relevance in creating our future. So is the idea of a 3 year degree being relevant to a career spanning decades. As a result the furrows of education as we know are bound to turn into broad learning fields. Learning (not necessarily education) will become a continuous part of our lives, consumed in smaller bytes - based on virtual interaction and available on-demand. Credit accumulation from multiple institutions over a prolonged period of time is expected to be the norm in attaining a qualification with face-to-face pedagogical experience becoming a premium feature and largely restricted to facilitating interaction and discussion. The

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increasing reliance on technology will continue to blur geographical boundaries giving learners greater choice and flexibility in what they study and from whom. This is bound to foster fiercer competition and increased levels of collaboration between higher education institutions.

Pricing models too will reflect the very digital nature of learning; micro-priced but with large amounts of content available for free. In real terms, the cost of learning will reduce as technology gets better entrenched. Massive Open Online Courses (MOOCs) are already paving the way towards this new future with free course delivery.

The UK Higher Education sector will need to adapt fast to respond to the demands of the learner of 2030, who will expect the best, delivered in a manner and at a time of choice. Technology will play a key role in enabling ingenious partnerships between institutions and a differentiated learning experience.

UK and India have the opportunity to create and not just follow this new future. The 'Made in Britain' brand of education is well placed to cater to the needs of this emerging economic power. The partnership will however require an unrelenting, collaborative approach. Higher education managers in India need to embrace technology for the power it holds in transforming a sector struggling to cope with high demand and low quality of education. UK institutions on the other hand need to understand the complex and sometime counter intuitive social-economic-technological nuances of India: a country that leaped a generation in technology adoption is most likely to do so in education too.

*NineOne is a niche service provider for overseas education and skills providers, supporting institutions to set-up, operate and grow their presence in India. [www.nineone.in](http://www.nineone.in)*

## Investment Update

### International cooperation in skills provision on the rise

India continues efforts to collaborate with various countries on skills development. In May, at an event with the Japan Business Federation, Prime Minister Dr. Manmohan Singh said that he was looking forward to a [closer partnership with Japan in setting up skill development centres in India](#). These are in addition to the current India-Japan collaboration on a new IIT in Hyderabad. Japan has been a strong economic partner to India in recent years, with outstanding contributions and investments in energy and infrastructure.

India has also sought to further cooperation with the US, by enabling faculty exchanges and skills building via community colleges. [At a roundtable during an Indian delegation](#) visit to Washington, HRD Minister Pallam Raju encouraged US-India cooperation in ICT, R&D and innovation and vocational education.

Engagement with Britain progressed as it was [announced that the Punjab government would soon start a project](#) to upgrade infrastructure and vocational training in ITIs under an India-UK joint venture. Also, a [MoU was signed between India and Germany](#) regarding cooperation to facilitate exchanges of students and academia.

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**Case Study: The Bournemouth and Poole College**

Shailja O'Leary, Head of International Health and Medical Science

**1. Please give us a brief description of your business and your product offering.**

We are an FE College offering vocational programmes to international students. In India we focus mainly in the health and social care sector, and we have developed an Intermediate Global Diploma in Health and Social Care which we are marketing for India. The programme can be delivered by any teaching institution, hospital or NGO.

**2. Can you please describe your market entry strategy?**

Our market entry followed some informal market research which included visits to teaching institutions and hospitals and a careful look at the skills gap in the field. At that time it was also decided that we would operate independently until we identified a very credible partner.

We set up progression courses that could be taken in the UK should an Indian student wish to come and study here, as well as progression courses to help students wishing to achieve an MBA via a vocational pathway.

**3. What motivated you to focus on the health and social care sector?**

India's ageing population; extended family breakdown and poor quality of current care delivery are increasing the demand for more quality care and skilled people in the health and social care profession. This is further boosted by the growing NRI income, repatriation and medical tourism.

**4. In which Indian cities/regions are you currently active?**

We operate in the Indian states of Gujarat and Maharashtra, mainly in the cities of Vadodara, Pune and Nagpur. In addition, we have agents who recruit and market in other regions of India.

**5. Can you describe the key factors that have contributed to your success?**

- Perseverance
- Having a flexible attitude to work
- Keeping contacts and networking with a capital 'N'

**6. What have been the main challenges of doing business in India?**

These are very specific to education as well as health and social care. It helps to work in the private sector to reduce government and state bureaucracy, but the difficulty is that you still require a lot of government approvals. We also experienced some difficulties opening a bank account. Being aware that corruption could be an issue, we were very vigilant with regards to agent tie ups.

**7. What is your candid view on future opportunities in India?**

India is definitely an emerging power but the only way you can operate successfully there is to have a localized brand. Currently there is serious competition from other countries who also want to do the same in India. Unfortunately, current UK immigration policies do not favour students wanting to come to UK, so it has shifted from no. 1 to no. 5 study destination. This makes it harder for education establishments like ours to gain a foothold.