

FINANCING OPTIONS
FOR SKILLS FOR WORK
OF MARGINALISED WOMEN

india
study 2017

JOSEFINA YF ORAA
& ADIL ALI
consultants



A RESEARCH PROJECT OF ASPBAE AND AZAD FOUNDATION, INDIA



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ABBREVIATIONS & ACRONYMS

AJWS	<i>American Jewish World Service</i>
ASAP	<i>Additional Skills Acquisition Programme</i>
ATM	<i>automated teller machine</i>
APMED	<i>Asia Pacific Meeting on Education 2030</i>
AP	<i>Andhra Pradesh</i>
ASPBAE	<i>Asia South Pacific Association for Basic and Adult Education, Inc.</i>
ATC	<i>Apprentice Training Scheme</i>
AWC	<i>Archana Women's Center</i>
BPL	<i>below poverty line</i>
CAG	<i>community action group</i>
CEDAW	<i>Convention on the Elimination of All Forms of Discrimination Against Women</i>
CESCR	<i>Committee on Economic, Social and Cultural Rights</i>
CII	<i>Confederation of Indian Industry</i>
CITS	<i>Craftsman Instructor Training Scheme</i>
CONFINTEA	<i>Conference on Adult Education</i>
CS	<i>clerical staff</i>
CSCM	<i>centrally sponsored centrally managed</i>
CSO	<i>Civil Society Organization</i>
CRC	<i>Convention on the Rights of the Child</i>
CSR	<i>Corporate Social Responsibility</i>
CTS	<i>Craftsman Training Scheme</i>
DCP	<i>Deputy Commissioner of Police</i>
DDUGKY	<i>Deen Dayal Upadhyaya Grameen Kaushal Yojana</i>
DGE&T	<i>Directorate General of Employment and Training</i>
DGR&E	<i>Directorate General of Resettlement & Employment</i>
DGT	<i>Directorate General of Training</i>
DTC	<i>Delhi Transport Corporation</i>
FGD	<i>Focus Group Discussion</i>
FY	<i>fiscal year</i>
GBV	<i>gender-based violence</i>
GOI	<i>Government of India</i>
HLP	<i>High-Level Panel</i>
HDF	<i>Human Development Foundation</i>
ICESCR	<i>International Covenant on Economic, Social and Cultural Rights</i>
ICT	<i>information and communications technology</i>
ID	<i>identification</i>
IDP	<i>internally displaced person</i>
ILO	<i>International Labour Organization</i>
IPC	<i>Indian Penal Code</i>
IT	<i>information technology</i>
ITI	<i>Industrial Training Institutes</i>
ITOT	<i>Institutes for Training of Trainers</i>
JJPT	<i>Jyothi Jeeva Poorna Trust</i>
KII	<i>Key Informant's Interview</i>
LED	<i>light-emitting diode</i>
LFPR	<i>labour force participation rate</i>
LMIS	<i>Labour Market Information System</i>
MDG	<i>Millennium Development Goals</i>
MHRD	<i>Ministry of Human Resource Development</i>
MIS	<i>management information system</i>
MSEDCL	<i>Maharashtra State Electricity Distribution Co. Ltd.</i>
MSDE	<i>Ministry of Skill Development and Entrepreneurship</i>
MORD	<i>Ministry of Rural Development</i>
MOU	<i>Memorandum of Understanding</i>
MP	<i>Madhya Pradesh</i>

MS-CIT	<i>Maharashtra State – Certificate in Information Technology</i>
NAPS	<i>National Apprenticeship Promotion Scheme</i>
NCR	<i>National Capital Region</i>
NGO/NGOs	<i>non-government organization/non-government organizations</i>
NOS	<i>national occupational standard</i>
NPEW	<i>National Policy for the Empowerment of Women</i>
NRLM	<i>National Rural Livelihood Mission</i>
NSDA	<i>National Skill Development Agency</i>
NSDC	<i>National Skill Development Corporation</i>
NSDF	<i>National Skill Development Fund</i>
NSDM	<i>National Skill Development Mission</i>
NTL	<i>non-traditional livelihood</i>
SSO	<i>National Sample Survey Office</i>
NSQF	<i>National Skill Qualification Framework</i>
NVTI	<i>National Vocational Training Institute</i>
OBC	<i>other backward class</i>
OBR	<i>one billion rising</i>
ODA	<i>official development assistance</i>
OMMI	<i>Oblate Missionaries of Mary Immaculate</i>
OJT	<i>on-the-job training</i>
PAN	<i>Permanent Account Number</i>
PEKKA	<i>Female-Headed Household Empowerment Program</i>
PMKVY	<i>Pradhan Mantri Kaushal Vikas Yojana</i>
POPIN	<i>UN Population Information Network</i>
PPP	<i>public-private partnership</i>
PWD	<i>Person with disability</i>
ROI	<i>return of investment</i>
RPL	<i>recognition of prior learning</i>
RTE	<i>Right to Education</i>
RVTI	<i>Regional Vocational Training Institute</i>
SANKALP	<i>Skill Acquisition and Knowledge Awareness for Livelihood Promotion</i>
SC	<i>scheduled caste</i>
ST	<i>scheduled tribe</i>
SC/ST	<i>scheduled caste/scheduled tribe</i>
SDG	<i>Sustainable Development Goals</i>
SDIS	<i>Skill Development Initiative Scheme</i>
SHG/SHGs	<i>self-help group/self-help groups</i>
SLL	<i>Special Laws</i>
SME	<i>small and medium enterprises</i>
SSC	<i>Sector Skill Council</i>
SSK	<i>Sahjani Shiksha Kendra</i>
STEP	<i>Support to Training and Employment Programme for Women</i>
STRIVE	<i>Skill Strengthening for Industrial Value Enhancement</i>
TC	<i>Training Centre</i>
TVET	<i>technical and vocational education and training</i>
UDHR	<i>Universal Declaration of Human Rights</i>
UIL	<i>UNESCO Institute for Lifelong Learning</i>
UN	<i>United Nations</i>
UNDP	<i>United Nations Development Programme</i>
UNESCO	<i>United Nations Educational, Scientific and Cultural Organization</i>
UNFPA	<i>United Nations Population Fund</i>
U.P. (or UP)	<i>Uttar Pradesh</i>
UT	<i>Union Territory</i>
VAW/G	<i>violence against women/girls</i>
VS	<i>Vidyut Sahayaks</i>
WATSAN	<i>water and sanitation</i>
WB	<i>World Bank</i>
WEE	<i>Women's Economic Empowerment</i>
WITI	<i>Women Industrial Training Institutes</i>
WOW	<i>Women on Wheels</i>

DEFINITION OF CONCEPTS AND TERMINOLOGIES

ADULT EDUCATION

“...the term ‘adult education’ denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a subdivision, and an integral part of, a global scheme for life-long education and learning.”

(Recommendation I(1), General Conference UNESCO, Nairobi, 1976)

DECENT WORK

decent work “...work that respects the fundamental rights of the human person as well as the rights of workers in terms of

conditions of work safety and remuneration. It also provides an income allowing workers to support themselves and their families as highlighted in article 7 of the Covenant (International Covenant on Economic, Social and Cultural Rights). These fundamental rights also include respect for the physical and mental integrity of the worker in the exercise of his/her employment.”

(Art 6, ICESCR adopted as definition of “decent work” vide UN Committee on Economic, Social and Cultural Rights (CESCR), General Comment No. 18: The Right to Work (Art. 6 of the Covenant), 6 February 2006, E/C.12/GC/18)

“... just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work; (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant; (b) Safe and healthy working conditions; (c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence; (d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays.”(Article 7, ICESCR UN General Assembly, International Covenant on Economic, Social and Cultural Rights, 16 December 1966)

“Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.”

(ILO, <http://www.ilo.org/global/topics/decent-work/lang--en/index.htm>)

DISCRIMINATION AGAINST WOMEN

“Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”

(Art 1, CEDAW)

EMPLOYABILITY

As used in this study, would refer to the individual's 'readiness' to undertake and sustain employment or livelihood and consists of basic literacy and numeracy, skills in communication and technology skills, interpersonal skills, domain skills, capacity for decision-making, knowledge of basic rights, among others.

EMPOWERMENT

"Women's empowerment has five components: women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally."

(Guidelines on Women's Empowerment for the UN Resident Coordinator System, UN Population Information Network (POPIN), UN Population Division, Department of Economic and Social Affairs with support from the UN Population Fund (UNFPA), <http://www.un.org/popin/unfpa/taskforce/guide/iatfwemp.gdl.html>)

[popin/unfpa/taskforce/guide/iatfwemp.gdl.html](http://www.un.org/popin/unfpa/taskforce/guide/iatfwemp.gdl.html))

GENDER-JUST

As used in this study, refers to the sensitivity/process that acknowledges the prevailing inequality among people based on gender and ensures proactive measures to correct the imbalance (in participation and opportunities, resources, decision-making power, etc) between and among genders in order to achieve equality.

INFORMAL SECTOR

As used in this study, refers to industries/enterprises which are informally undertaken or unregistered, and employs people which do not have the benefit of job security and social protection. Likewise, this includes jobs in formal work settings which do not have security of tenure and social protection and benefits.

LIFE-LONG EDUCATION AND LEARNING

“the term ‘life-long education and learning’ for its part, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes; in such a scheme men and women are the agents of their own education, through continual interaction between their thoughts and actions; education and learning, far from being limited to the period of attendance at school, should extend throughout life, include all skills and branches of knowledge, use all possible means, and give the opportunity to all people for full development of the personality; the educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole.”

(Recommendation I(1), General Conference UNESCO, Nairobi, 1976)

Lifelong learning goes beyond formal education and training to include ‘skills development’. This is an umbrella term to describe the ways in which individuals continue to learn and acquire skills and competencies which influence employment and earnings potential”.

Adams, A., The Role of Skills Development in Overcoming Social Disadvantage (Background paper prepared for the Education for All Global Monitoring Report 2012), UNESCO, 2011.

LIFE OF DIGNITY

As used in this study, it means a life that respects human rights. It allows for the fulfillment of a person’s aspirations, and provides opportunities for education, employment or livelihood, security, health and happiness.

MARGINALIZATION

As used in this study, marginalization is the process of systematically denying certain individuals or groups or communities access to resources and opportunities, and the enjoyment of human rights, otherwise available to other individuals or groups or communities in a given context.

MARGINALIZED WOMEN

As used in this study, refers to women who are left out or pushed to the sidelines by the fact of any one or the intersection of factors such as gender, age, education or non-education/educational attainment, status as single or married or divorced, economic status, geographical location, caste, religion, etcetera.

NON-TRADITIONAL LIVELIHOOD

Non-traditional livelihood refers to livelihood practices* that help women break stereotypes emerging from the intersections of gender, caste, class, religion, sexual orientation, disabilities and other marginalities and oppressive structures, within a dynamic context of space and time. NTL increases the set of viable livelihood choices available to women and give them access and control over skills, technology, market, mobility and resources. It creates economic stability along with psychological, social and political empowerment.

* by livelihood practices we mean dimensions of production of goods and services as well as marketing

SKILLS DEVELOPMENT

As used in this study, refers to provision of skills set as part of the formal educational system, or parallel to the formal educational system, or in lieu of formal education towards employment or livelihood, personal development, or as part of on-the-job training for career development and mobility, or as a continuing process towards lifelong learning.

YOUTH

As defined by the UN, refers to persons between the ages of 15 and 24. Context-specific considerations, however, could also define "youth".

acknowledgments

We thank all the women who participated in the FGDs in Ahmedabad, Indore, Jaipur, Kottayam, Kolkata, Lucknow, Mumbai, New Delhi and Noida - we wholeheartedly appreciate them giving time for the study and sharing information on their aspirations, struggles and achievements. Their stories have been inspiring, and the findings and analyses of this study have been largely informed by their lived experiences.

We are grateful to all our partners in the NTL Network from across India for their critical inputs on the Framework of the Study during discussions at the National NTL Network Meeting on September 14-15, 2017 in New Delhi.

We are especially indebted to our partners who supported the study by organizing, resourcing and facilitating FGDs with the women they work with:

- Archana Women's Centre(AWC) in Kottayam, Kerala
- Humsafar in Lucknow, Uttar Pradesh
- Janvikas in Ahmedabad, Gujarat
- Magic Bus in Noida, Uttar Pradesh
- Jabala in Kolkata, West Bengal
- Samaan in Indore, Madhya Pradesh
- Abhivyakti with the Maharashtra Electricity Board in Mumbai, Maharashtra

We also thank the entire Team at AWC especially Ms Glory Matthew, Ms Annie and Ms Jayashree who organized and provided translation during the various FGD sessions in Kottayam, Kerala. They also organized and accompanied visits to various project locations to allow our Consultants to interact with many more women working in various trades.

We thank those from the government, non-government and the private sectors who helped the study with their enriching ideas and insights shared during the KIs:

- Dr Maneesh Mishra and Mr Sahaj Dasot, Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (New Delhi, Delhi)
- Honorable Deputy Chair, Panchayat (Ettumanoor, Kottayam, Kerala)
- Mr. M.P. Riyaz, Additional Skills Acquisition Programme (ASAP), Ministry of Education, Dept of Higher Education (Thiruvananthapuram, Kerala)
- Sr. Thresiamma, Archana Women's Centre (AWC) (Kottayam, Kerala)
- Ms Archana Dwivedi, Nirantar (New Delhi, Delhi)
- Ms Sophia Akoijam, Sakha Consulting Wings Ltd. (New Delhi, Delhi)
- Ms Poulomi Bhattacharya and Ms. Kusum Mohapatra, Magic Bus (Noida, Uttar Pradesh)
- Ms Mamta Singh Humsafar (Lucknow, Uttar Pradesh)
- Mr. Rajendra Bandhu, Samaan (Indore, Madhya Pradesh)
- Ms Gurpreet Kaur, Janvikas (Ahmedabad, Gujarat)
- Ms Praneeta Sukanya Kapur, American Jewish World Service (AJWS) (New Delhi, Delhi)
- Ms Sumedha Sharma, Ms Kulsum Rashid and Ms Aditi Bakshi, iPartner (New Delhi, Delhi)
- Ms Anuraddha Mukherjee, HDF, Kolkata
- Ms Vanita Mukherjee, Ford Foundation, New Delhi

- Dr Neeta Pradhan Das, CII (Gurgaon, Haryana)
- The Team at the SSC Beauty and Wellness (Gurgaon, Haryana) and
- Mr. Praveen Roy, SSC Tourism and Hospitality (New Delhi, Delhi) who also connected us with officers in the government and the industry bodies.

We thank our Consultants, Adil Ali and Josefina Oraa, for facilitating this research. They have prepared the tools, guided and interfaced with the partners for the FGDs, undertaken the various processes required for the study and prepared the report.



executive summary

RATIONALE AND OBJECTIVES

Azad Foundation,¹ in partnership with The Asia South Pacific Association for Basic and Adult Education (ASPBAE),² has undertaken the India Country Study on Financing Options for Skills for Work of Marginalised Women (hereafter also referred to as India Study or India Country Study) as part of a multi-country research. Within the ambit of the broad framework³ set out by ASPBAE for the regional and country level research, the India Study strings together issues of education/literacy and skills development, gender equality and decent work. The India Study also highlights, defines and identifies non-traditional livelihoods (NTL) for women by looking into ongoing initiatives in NTL for women in the country, underscoring sectors/industries where women may be (newly) skilled and productively engaged.

Guided by the overarching question “(w)hat are the policy, governance and financing options required to include/ provide skills development and adult education for decent work and economic and social well-being to the marginalized women... - given the perspectives of ‘no one left behind’ and social justice?”, this report explores women’s persistent marginalization and the issues that hold them back from fully engaging economically, reviews existing policies, provisions and financing options for skills-building, underscores gendered notion of skills development and adult education and looks into possibilities for financing gender-just framework for skills development and decent work.

The research output will support ongoing work by Azad Foundation and its advocacy efforts for relevant policies, budget and infrastructures to be made available by the government, the private sector, philanthropies and funding agencies towards women’s adult literacy and

skills development, especially in areas of engagement not traditionally open to women. Through this research, it is hoped that various industries/sectors will see opportunities for their expansion through women’s productive engagement in their industries/sectors and break gender stereotypes at work. Likewise, it is hoped that more like-minded organizations working with resource poor and other marginalized communities as well as those working on economic empowerment of women, women’s leadership, etc come together and push the boundaries for women’s economic participation and holistic empowerment in a concerted effort. Finally, it is hoped that the India Study will serve ASPBAE’s advocacy efforts on education for women and work in the Asia Pacific region.

Methodology, Scope and Limitations

Guided by the research framework from ASPBAE, the India Study was conducted between September to December 2017 employing different tools and techniques for collecting primary and secondary data. The primary data, focused mainly on qualitative data, was generated through FGDs and KIs as also observational data. FGDs were carried out with more than 150 women who have gone through skills training across Delhi/NCR, Jaipur/Rajasthan, Vizag/ AP, Pune/Maharashtra, Ahmedabad/Gujarat, Mumbai/ Maharashtra, Mysore, Indore/MP, Kottayam/Kerala,

¹ Azad Foundation is an organization based in New Delhi with operating centers in five other cities in India. For more information, visit www.azadfoundation.com

² The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organizations and individuals. ASPBAE is headquartered in Manila, Philippines with offices in Mumbai (India), Canberra (Australia). For more information, visit www.aspbae.org

³ See Research Framework in Annex 1.

Lucknow/UP through NGOs Azad Foundation, Abhivyakti (in partnership with government-owned/run MSEDCL), Archana Women's Centre, Humsafar, Jabala, Janvikas, Magic Bus, Samaan. Twenty (20) Kils with twenty-three (23) participants were undertaken with those associated with providing skills development and adult literacy in the non-government, government and private sectors as also with international donors supporting development initiatives including education and economic participation of girls and women.

The secondary data was collected from past research studies on relevant topics and publications focusing on India by UN organizations, World Bank, universities, non-government organizations, private sector organizations and individual researchers. Data on the interventions by the corporate sector through their CSR initiatives, as accessible, were reviewed. Government data on policies, budgets and reports on skills development have been used. International agreements and documents on normative standards have also been referred to.

While the India Study attempts to represent several places and states in India and a number of trades being

undertaken by women mostly in the informal sector, it is limited to programmes on skills development for decent work for marginalized women in urban areas. In particular, the India Study focuses on skills development and work in non-traditional livelihoods – thus, the organizations involved in FGDs, although there is one(1) case study on an organization working on women's adult literacy. Based on previous studies⁴ on, or referencing common aspirations of marginalized women preferring “to find employment” as opposed “to own(ing) business”, and given limitation of time for research, the India Study does not cover women's entrepreneurship or collective collaboratives enterprises like SHGs and co-operatives.

RESEARCH FINDINGS IN BRIEF

Understanding the Marginalization of Women in Education and Work in India

India has a population of 1.32 billion people⁵ spread across urban (33%) and rural (67%) areas.⁶ It has 48.2% female population,⁷ more than 30% of whom live in cities.⁸ India is faced with 29.5% of its population living in poverty. India, however, has a large number of men, women and other genders in the age group 15-30 and it can potentially capitalize on its young population coming into the labour force thus the so-called “demographic dividend”. This potential, however, comes with a set of challenges such as educating the young, ensuring their employability and actually placing them in jobs.

There has been rapid improvement with India's overall literacy rate which is 72.98% (female literacy rate at 64.63% and male literacy rate at 80.9%).⁹ There has been a steady increase in literacy rate in the last decade¹⁰ with females

⁴ Study of Young and Urban Resource-poor Women's Livelihood Aspirations and Opportunities, Azad Foundation, New Delhi, India, 2015. See also Women's Voices, Employment and Entrepreneurship in India, UNDP, 2016.

⁵ <http://databank.worldbank.org/data/download/POP.pdf>

⁶ <https://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS>

⁷ <https://data.worldbank.org/indicator/SP.POP.TOTL.FE.ZS>

⁸ Ministry of Statistics & Programme Implementation, Statistical Year Book India 2016, “Table 2.8 Projected Total/Urban Population By Sex as on 1st March” (2016). See http://www.catalyst.org/knowledge/women-labour-force-india#footnote11_o2gz896

⁹ Per the Census of 2011.

¹⁰ 20% increase in overall female literacy rate in 2011 over 2001 and 7% increase in overall male literacy rate in India for the same period. In Women and Men in India 2016.

from rural areas registering the highest improvement in literacy rate in 2011 over 2001 at 24% compared to their urban counterparts which improved by 8% increase in literacy rate in 2011 over 2001.¹¹

Currently, most in India have at best attained upper primary level of education. Data shows that the general population in the age group above 15 years has lower literacy rate at 71% (80% males and 62% females)¹² compared to those in the age group above 7 years with 76% literacy rate (83% males and 68% females). Certain social groups have a worse literacy rate - the overall literacy rate for SC is 69% (78% males and 60% females), for ST is 67% (75% male and 57% female) and OBC is 75% (84% male and 66% female).¹³

The NSSO data on literacy rates along major religions followed in India reveals that the literacy levels among the Muslims (both men and women across urban and rural areas) are the lowest compared to those from other religious communities.¹⁴ Women from ST/SC and Muslims communities have higher incidence of illiteracy compared to the rest of the population.

India has a large number of people who have only gone through basic school education and ceased to study further due to various reasons. Financial constraints have played a critical part in alienating both girls and boys from education. But, gender issues negatively impact girls' literacy. For one, a major reason for not ever enrolling in school among females is engagement in domestic activities in both rural and urban areas; the same reason is the cause for their dropping out of school or discontinuing their education.¹⁵ Data presented thus far show that access to and ability to sustain an education becomes

limited with the intersection of gender, poverty, caste, ethnicity, religion, geographical location, etc. "The reality of marginalization means that children from certain section(s) of society are unable to get education, if good education".¹⁶

Aside from access to education, the quality of education is also a concern in India as it is in most of the world. – the number of years in school do not necessarily attest to learning. And, this proves to have domino effect on many other aspects of life. "Learning outcomes in basic education are so low, in so many contexts, that the developing world is facing a learning crisis... The learning crisis disproportionately affects children from poor households: they are far more likely to leave school without acquiring basic skills like literacy or numeracy. Ultimately, the learning crisis translates into severe shortcomings in the skills of the workforce".¹⁷

The Fourth Annual Employment-Unemployment Survey conducted by the Labour Bureau during the period January 2014 to July 2014 has shown that the Labour Force Participation Rate (LFPR) is 52.5% for all persons.¹⁸ Women account only for 23.7% overall (26.7% in rural areas

¹¹ *Women and Men in India 2016.*

¹² *Table Statement 3.1, NSSO Round 71, 2014.*

¹³ *NSSO Round 71.*

¹⁴ *Statement 3.10, NSSO Round 68, 2011-12.*

¹⁵ *Women and Men In India Chapter 3 Table 3.10 and Table 3.12 based on NSSO Round 71, 2014*

¹⁶ *Learning to Realize Education's Promise, World Development Report 2018, World Bank, 2017.*

¹⁷ *Learning to Realize Education's Promise, World Development Report 2018, World Bank, 2017.*

¹⁸ *Press Information Bureau, Ministry of Finance, Government of India, 2016. <http://pib.nic.in/newsite/PrintRelease.aspx?relid=136875>*

¹⁹ *Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.*

and 16.2% in urban area).¹⁹ There is a relatively higher participation of women from the SC/ST categories in the labour force with the highest LFPR being among the ST women in rural areas (36.3%) and among SC women in the urban areas (20.8%)²⁰ although there is higher illiteracy (and generally lower educational achievements) for these categories. Data as per NSSO 68th Round shows that LFPR among Muslim women is lower than the average (253 in rural and 155 in urban India) and that there is a relatively high number of non-literates among Muslim women in the population group above 15 years of age in both the urban and rural areas.

Women's LFPR has been low (and falling) over the last two decades in India and ILO underscores "...the key long-run issue (being) the lack of employment opportunities for India's women, owing to factors such as occupational segregation", noting social norms and other akin factors.²¹ Indeed, there are multiple issues faced by women in India which include the primary, if sole responsibility for care and reproductive work being placed on women, gender stereotyping of occupations and spaces, prevalent socio-cultural norms restricting women's mobility, limitations based on caste, among others.

The structure of the Indian economy is such that most of the employment is generally in the informal sector with 93% of the workforce working in either the unorganized sector or in contractual segments of the organized sector with more or less the same work insecurities as the unorganised sector of the economy. Wage/salary earners, contract workers, casual workers and self-employed workers form part of the labour force and a vast number of people are not salary/wage earners. About 80% of women

workers are either self employed or engaged in casual work²² with minimal income, and without social protection and job security. Entrepreneurship and self-employment are being promoted by the government but data shows²³ that most people in the self-employment category have very low earning and are primarily underemployed own-account workers. Irrespective of education level and residence (rural, urban), the average per day wage/salary earned by a female is less than that of a male in both rural and urban areas and the gap is more in rural areas.²⁴

Women, men and other genders in India have been confronted by limited employment opportunities. The fact is that there is a low level of relevant skills for the types of jobs that are available in the country with only about 5.4% of the labour force being skilled, and the number among women being even lower at 3.4%.²⁵ This should provide an insight into the state of skills development in the country. People in wage/salary employment have opportunities for formal skills/vocational training in India. And, a large number of self-employed people may have gone through a skills/vocational training, formal or informal, to be able to continue their occupation. But, mostly, skilling in India is informal or on-the-job. The majority of contractual and

²⁰ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

²¹ Kapsos, S., et al., *Why is Female Labour Force Participation Rate Declining So Sharply In India?*, ILO Research Paper 10, 2014.

²² Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

²³ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

²⁴ As per NSSO 2011-12 in *Women and Men in India 2016*.

²⁵ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

²⁶ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

casual workers, who are part of the informal economy, do not have any training²⁶ (or training opportunities).

With a vast majority of the population not having been educated beyond the upper primary level, especially the women among them, and skills development not readily available to many, participation in the productive sector is dented. But, India is also faced with the unique situation of increasing literacy and declining employment especially among women. With increasing education at the school level, there has been a fall in the percentage of people employed among those who have attained secondary and higher secondary education in the country, with more than 50% of them not even being in the labour force.²⁷ This trend must be studied further whether this is generally an issue of the educational system being unable to prepare the population for productive engagement, aspirations of the educated not being satisfied by available jobs and job conditions, lack of motivation to work, etc. As the (then) Minister of the MSDE noted: “(India) presently faces a dual challenge of paucity of highly trained workforce as well as non-employability of large sections of the conventionally educated youth who possess little or no job skills”.²⁸

Laws and Policies for Skills Development-Adult Education and Decent Work in India

India is a member of the United Nations since 1944²⁹ and signatory to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW),³⁰ Convention on the Rights of the Child (CRC), the Beijing Platform for Action (BPA) and numerous ILO conventions and, likewise, endorsed the SDGs. Domestic laws and policy measures have been enacted in view of all its international commitments.

While India’s Constitution guarantees equality and non-discrimination³¹ against women and marginalized groups, various laws have been put in place to uphold these Constitutional guarantees. “To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women”.³²

At work, there are special laws that protect workers, e.g. among others, the Maternity Benefit Act, 1961 (Amended in 1995), Contract Labour (Regulation and Abolition) Act, 1976 and the Equal Remuneration Act, 1976. Under the Indian Penal Code, India protects women against

²⁷ The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organizations and individuals. ASPBAE is headquartered in Manila, Philippines. For more information, see Research Framework in Annex 1 or visit www.aspbae.org

²⁸ National Policy for Skill Development and Entrepreneurship 2015, MSDE, GOI <https://www.nsdindia.org/New/sites/default/files/files/National-Policy-on-Skill-Development.pdf>

²⁹ among the original members that signed the Declaration by the United Nations at Washington, D.C. on October 1944.

³⁰ With declarations - Articles 5 and 16, and reservation -

³¹ Relevant Constitutional provisions, thus:

(i) Equality before law for women (Article 14)

(ii) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (1))

(iv) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)

(v) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d)).

(vii) The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)

(viii) The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46)

³² Women and Men in India 2016.

³³ Sec. 509, IPC.

Sexual Harassment, both at the workplace as well as in public.³³ India has also adopted special initiatives for the development and participation of women and girls and measures to safeguard their interests,³⁴ among them:

1. the setting up of the National Commission for Women;
2. the adoption of the National Plan of Action for the Girl Child (1991-2000);
3. the adoption of the National Policy for Children - 2013 (National Plan of Action for Children 2016 is in draft form);
4. the adoption of the National Policy for the Empowerment of Women, 2001 (the National Policy for the Empowerment of Women, 2016 is in draft stage).

In acknowledging the role of education in development, India enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE)³⁵ with the right to education of persons with disabilities until 18 years of age laid down under a separate legislation, the Persons with Disabilities Act. With free education, “(t)he RTE Act is a critical movement towards inclusion for girls, children with disabilities and children from other marginalized groups”.³⁶

Sakshar Bharat was initiated in 2009 as a follow up to the National Literacy Mission started in 1988 to achieve 80% literacy at the national level with a focus on adult education for women and reduce the gender gap in literacy to less than 10%. Basic Literacy, Post Literacy and Continuing Education were to be continuing programmes under Sakshar Bharat and the campaign model was supplemented with Jan Shiksha Kendras (Adult Education Centres). Adding to functional literacy, it was designed to help neo-literates to continue their literacy and have an equivalence with the formal education system. Skills development programmes were added to the objectives

of the scheme with a target of 1.5 million women getting skills training.³⁷

India also acknowledges the need for skills development in enabling people to get decent job. The same year the RTE Act was passed and the Sakshar Bharat initiated, the National Skills Development Policy was framed – later superseded by the National Policy for Skills Development and Entrepreneurship 2015, setting out the skills development initiatives of India which targets to skill 400 million people by year 2022.

The National Skill Development and Entrepreneurship Policy, 2015 (NSDEP) has tried to incorporate the intent of the SDGs, recognizing the need for women to participate. The policy does recognize the role of women in economic development, the need for women to have viable incomes and women’s right to decent work (Section 4.11.1, NSDEP). It also articulated the need for special efforts to be made to involve women in skills development and for creating women-specific vocational education and trainings (Section 4.11.2, NSDEP). The policy goes further to recognise that there needs to be attitudinal change in the promotion of women’s involvement in non-traditional livelihoods (Section 4.11.3, NSDEP), that conducive facilities for learning for women be made available, and women-related issues inform the guidelines for skills development (Section 4.11.4, NSDEP). The policy also explores the

³⁴ *Women and Men in India 2016. Article 29.*

³⁵ *Adopted on 4 August 2009 and came into force on 1 April 2010.*

³⁶ <https://www.fawco.org>

³⁷ *Sakshar Bharat Guidelines* http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SaaksharBharat_December.pdf

possibility to create a platform for placement and employment for women (Section 4.11.5, NSDEP).

While the policy does recognise issues of women and has separate sections for the 'Skills Development' and 'Entrepreneurship' yet, it does not go deep enough in breaking down the need for a different approach when it comes to skilling men, women and other gender.³⁸ The rationale of the policy, therefore, is not supported by gender-sensitive mechanisms to provide impetus for women's active participation and to ensure real benefits for women from the policy/programmes.

To implement the policy, the Government of India (GOI) created the Ministry of Skill Development and Entrepreneurship in 2014, absorbing existing institutions with related functions, with the mandate to co-ordinate the skills development work across the various ministries and government institutions. There are as many as 40 Skill Development Programmes run by 18 Ministries or Departments of the GOI with minimal engagement from the Ministry of Women and Child Development.

Technical and Vocational Education and Training (TVET) has been part of the the Indian education system since 1945. India's TVET has primarily been a supply-driven model with the government being the chief determinant of the type and duration of vocational skills provided for instance through the ITIs and the RVTIs over the years. This approach has been associated with the development model used by the Indian state where the State was a major employer of trained skilled human resources until the end of 1980s. However, there was no significant change in the approach to TVET till another 20 years and it is only in the last decade

that there is growing recognition to address the need of the trainees and the markets.

With the emerging role of the private sector, and considering the aspirations of the young people coming into the labour market, it has clearly emerged that the TVET system is not being able to produce sufficient number of skilled workers, the skills set of trainees do not match the requirements of the industry, and the quality of training is poor that it requires re-training at the shop floor. This mismatch has resulted in the graduates not being able to find work.

Without a doubt, India has made efforts to align its laws and policies according to international normative framework but, more work remains to be done. India's draft National Policy for Women 2016 notes as much, thus: "Nearly a decade and half has passed since the National Policy for the Empowerment of Women (NPEW), 2001 was formulated, which laid down a comprehensive progressive policy for the advancement, development and empowerment of women with appropriate policy prescriptions and strategies... (But), (t)here is need therefore to formulate a new policy that can guide the transformative shift required for making gender rights a reality, addressing women's issues in all its facets, capturing emerging challenges and ultimately positioning women as equal partners of sustained development progress that the country is experiencing presently. The re-scripting of women's empowerment has been envisaged as a socially

³⁸ Mudge, JA Gender Equity Note on the National Policy for Skills Development and Entrepreneurship, 2015 India EU Skills Development Project 2016

inclusive rights-based approach while reinforcing the rights and entitlements provided under the Constitution of India. The policy will enable sustainable socio economic, political empowerment of women to claim their rights and entitlements, control over resources and formulation of strategic choices in realisation of the principles of gender equality and justice”.

Resourcing Skills Development and/or Adult Education for Marginalized Women in India

Review of secondary data has shown limited access to resources, opportunities and services by women especially the most marginalized women. And, drawing from the analysis of issues and programmatic experiences of the government, industry bodies, NGOs, donors, etc, purposive approaches must be employed to reach the most marginalized individual, groups or communities if ‘no one is (to be) left behind’.

While the SSC³⁹ validate that “beauty and wellness” and domestic work (2 sectors among the government’s identified skills training priority areas) are predominantly attended by women, there is a growing movement in the development sector that is facilitating women’s engagement in the so-called non-traditional livelihood or NTL through multi-module skills development programme. Breaking into an entirely new path, this requires serious change of mindset from women and their families through relevant processes before, during and after the training, and investment from both women and the organization providing training in terms of time and resources.

As a way to transcend limitations of job opportunities for women and facilitate jobs with higher pay and room for professional growth, groups working on NTL are opening

up spaces to expand women’s productive engagement by training women in jobs and professions traditionally ‘reserved’/undertaken by men, e.g. taxi⁴⁰ and auto⁴¹ driving, masonry,⁴² carpentry,⁴³ hollow blocks making,⁴⁴ LED bulb making,⁴⁵ electrical installation⁴⁶ and management,⁴⁷ etc. This allows women to earn 3-4 times more income than they would have got in jobs traditionally assigned to women, e.g. domestic service, care-giving, etc. In context of social change, this challenges the status quo with women taking to public spaces and men sharing care and reproductive work. This challenges the idea of work and gender, and blurs the gender divide at work. However, since women’s participation in NTL is new and employers are yet to accept women in a workforce dominated by men (e.g. taxi and auto companies, construction firms, etc), and the work environment in places traditionally employing only men lack infrastructures for women, e.g. rest area, toilets, changing rooms, etc, the organizations providing skills development in NTL for women also facilitate their employment by linking them to employers, organizing them to undertake project collectively, providing infrastructure for them to undertake work.

Skills otherwise deemed traditionally associated with women like cooking, stitching, embroidery remains useful

³⁹ Sector Skill Council on Beauty and Wellness, Gurgaon, India.

⁴⁰ Intervention by Azad Foundation, Delhi and also by Janvikas (Ahmedabad, Gujarat), Samaan (Indore, Madhya Pradesh), Archana Women’s Center, Kerala adopting the model of Azad Foundation, Delhi.

⁴¹ Intervention by Humsafar (Lucknow, Uttar Pradesh) inspired by the model of Azad Foundation, Delhi.

⁴² Intervention by Archana Women’s Center, Kerala.

⁴³ Intervention by Archana Women’s Center, Kerala.

⁴⁴ Intervention by Archana Women’s Center, Kerala.

⁴⁵ Intervention by Archana Women’s Center, Kerala.

⁴⁶ Home electrical installation, Intervention by Archana Women’s Center, Kerala.

⁴⁷ Intervention by Maharashtra State Electricity Distribution Co. Ltd. (MSEDCL) which trains and employs women electricians.

for women especially the marginalized women and used as stepping stone to elevate their engagement by coming together and pursuing their own business like catering service and opening/operating a restaurant.⁴⁸ Women get training in managing their business and provided other relevant inputs with the aim that women would have control over their trade and income. New skills will be added to what they (traditionally) know and open up avenues for more lucrative, if empowering work.

In line with continuing education, skills development to train young women (and men) from marginalized sectors who have completed school (10th or 12th class) is provided on 'generic' skills – meaning, skills that they can use in any job or profession anywhere - to increase their employability into decent jobs.⁴⁹ The trainees are provided inputs on English language, communication, digital technology, personality development, how to present oneself for job application, etc. They are linked to prospective employers in various areas of employment. Adult literacy is also provided to marginalized young women who may have dropped out of school early on or unable to go to school at all and marginalized working women. This provides inputs on basic numeracy and literacy, discussion on social issues in relation to their context to foster critical awareness, women's rights, etc. but falls short of skills-building for now.⁵⁰

The India Study provides a number of case studies on empowering approaches to skills development. Along with the model of Azad Foundation (Delhi) which has been replicated by organizations in places in India and outside India, there are a number of other initiatives which have been innovative and transformative exemplifying a gender-just skills building complemented by adult learning that

presupposes a holistic intervention which places gender equality and women's human rights at its core. Emerging curricula and modules in this regard encompass a range of knowledge inputs, both technical and practical, as well as building the confidence and facilitating agency of the women being trained. It aims to transform a woman's perspective of oneself, the home, and the world, as also her material and socio-political context. Specifically, it aims to enable women especially the marginalized women acquire skills for work, find decent work, foster their economic independence and improve their quality of life.

Financing for skills development are deemed available in India as per NSDEP 2015 and various other government's policies in this regard. Financing for skills development may be derived from government allocation, from CSR funds, from development funding alongside individual sponsorships and donations. But, financing specifically for skills development that would translate to decent work for marginalized women needs to be advocated for.

While funding for skills development per se is not readily available, support for adult literacy even within financing for education is minimal. For the most part, skills development is not separately articulated in development strategies of most funding organizations, let alone skills development for (marginalized) women. They are deemed to get subsumed under broad programme categories such as economic empowerment or livelihoods or women's empowerment. Accordingly, resource requirements for skills building per se, especially for marginalized women,

⁴⁸ Intervention by Archana Women's Center, Kerala.

⁴⁹ Intervention by Magic Bus, Noida, Uttar Pradesh.

⁵⁰ Intervention by Nirantar, Delhi.

become difficult to meet. And, this gets more difficult where skills development framework requires coverage beyond domain or technical skills, to also ensure agency building and empowerment. Although, there are funders who recognize the need to change gender narratives thus, the respect and interest gaining ground on resourcing skills development for marginalized women, especially in NTL.

While skilling is a means to make women employable and get into the workforce, building an ecosystem of gender sensitive policies, practices, workplace infrastructure, resources including financing, among others, would enable more women to engage in the productive sector. It is deemed crucial to make the link between social, economic and political issues and build an ecosystem to get women into the workspace. Skills development programmes must, thus, take cognizance of this reality and include the facilitation of this ecosystem into skills development framework.

ACTION POINTS/RECOMMENDATIONS

Drawing from the analysis of both the primary as well as secondary data, the following recommendations are proposed for a wide group of stakeholders – Government, NGOs, Skill development agencies, Corporates and social enterprises, employers, educationists and trainers, etc, thus:

Outreach and Mobilisation

1. Information regarding skills development programmes and their benefits must be made available to and accessible by the target population. The policy framework for government-initiated and supported skills development programmes must include a focus on awareness and mobilization of marginalized

women and the Government must invest financial resources to enable this to happen.

2. Mobilization and community engagement are critical in skills development of women and must necessarily engage with families to ensure support for women's participation. The policy framework needs to therefore ensure that this becomes a non-negotiable part of all skills development programmes. Skills training providers need to ensure that they have trained teams that are able to reach out to the families of marginalized women and undertake the required counseling in their contexts. Adequate time and fund provisions need to be made for the same.

Training

3. National Skill Development and Entrepreneurship Policy (NSDEP) 2015 focuses too narrowly in the provision of technical and in some cases 'soft' skills. The policy framework for skills training for women and other marginalized groups must include training on rights, on structural barriers to enable them to build an understanding of the complex structural challenges faced by marginalised women specifically and to learn how to address these.
4. The policy framework must provide for flexible learning schedules to enable skill providers, trainers and educationists to respond to women's real needs encountered during learning process. A rigid one or three-month schedule cannot respond to different learning abilities, economic stresses or social challenges such as enduring violence within their family.
5. Given the above, the funds allocated to these trainings need to provide for more comprehensive training

programmes that extend over flexible periods of time. From one month for example in the case of concrete brick production to 8 months in the case of driving. The funds should also provide for counseling and support – either directly or by linkages with other service providers.

Employment and post-employment

6. Skills development providers should work to create or facilitate viable employment opportunities that enhance women's income and support women to seek these employment options as part of their programs. A clear market research needs to be undertaken prior to offering a skill training to ensure that there exists a market potential that will ensure remunerative livelihood options for marginalized women.
7. Skills development and facilitating employment opportunities must be followed up with initiatives to hand hold and build a supportive network to help the women sustain their work. Regular meetings or post placement forums go a long way in addressing challenges that women will continue to face as part of their employment. The post placement support must be made mandatory for a period of at least one year.
8. Further, the policy framework needs to acknowledge and address the challenge of sharing of household duties and push for sharing of care giving work across gender, creating a positive environment to facilitate women to balance and sustain their professional front. No amount of skill training will bring women into the labour force, unless they have the opportunity to negotiate the care and reproductive work. Government needs to ensure there are adequate and good quality crèche services that are run for 8-10 hours

to ensure women are able to take on full time paid work outside of homes.

Overall

9. A clear gender perspective within the policy framework that is incorporated right through – from access, mobilization, types of trainings made available, learning pedagogy and placements will enable a much more comprehensive response to women's needs for skills training that can yield remunerative incomes, and not just marginal returns for increased hours of work to an already overloaded day.
10. Policy framework on skills and livelihood must have a thrust on non-traditional livelihoods which are clearly more remunerative and have a greater potential for enabling women to make transformative changes in their lives as evidenced in the primary findings. NSDEP does recognize the potential for NTL but proactive engagement to advocate for the same is needed within NSDC and their training centres. Advocacy on this also needs to be undertaken with skills providers who get limited by their own beliefs and mindsets.
11. To encourage women to participate in the labour force, investments need to be made to ensure there exists an enabling infrastructure at various levels. Women, especially those from marginalised communities require safe public transport, well-lit roads and lanes, they require safe and hygienic toilet which are easily accessible, hostels for working women, shelters for those who might be facing violence at home, crèches for child care, among others. Investment in all of these will boost the potential of female workforce that will benefit the women, their families, communities and the nation.



1

background and framework of the study

Introduction

In 2015, a “universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity” was sounded off. One-hundred ninety-three countries⁵¹ committed to the Sustainable Development Goals (SDGs), otherwise known as Global Goals, to sustain, if build upon the earlier gains from the Millennium Development Goals (MDGs).

The SDGs consist of 17 interlinked goals which presuppose parallel efforts on various fronts to achieve success on each of the goals. Poverty eradication is central to the SDGs and ensuring that “no one is left behind” in the process of achieving the SDGs in 2030 is critical. The participation of all cannot be more urgent than ever - and, women’s genuine engagement in all spheres of life has to be prioritized if the SDGs are to be achieved!

Year on year, development reports across the world underscore how women lag behind in education, employment, decision-making and health indices, among other parameters. Progress made under one indicator gets offset by setbacks under other indicators. Yet, decades of development efforts have made inroads on women’s social, political and economic participation but they have yet to yield significant impact that could truly redefine women’s access to opportunities, services, resources and decision-making. And, to keep to the timeline for achieving the SDGs and make Agenda 2030 happen will require all the willpower and resources from the government, non-government and the private sectors as well as the commitment at the individual, household and community levels.

In line with its work since 2012 on the post-2015 education agenda SDG 4 to ensure inclusive and quality education for all and promote lifelong learning and in keeping with the

Education 2030 Framework for Action, regional network ASPBAE⁵² is undertaking this research on Financing Options for Skills for Work of Marginalised Women in phases. As part of ASPBAE’s thrust to expand its knowledge base on gender, education, skills and work, this research strings together the SDGs particularly SDG 4 on quality education, SDG 5 on gender equality and SDG 8 on decent work and economic growth.

For phase 1 of the research, ASPBAE is undertaking a Regional Scoping Study and two(2) country studies on Financing Options for Skills for Work of Marginalised Women in partnership with its members Azad Foundation⁵³ in India and PEKKA⁵⁴ in Indonesia. Within the ambit of the broad framework⁵⁵ set out by ASPBAE for the regional and country level research, the India Study also highlights, defines and identifies non-traditional livelihoods (NTL) for women by looking into ongoing initiatives in NTL for women in the country, underscoring sectors/industries where women may be (newly) skilled and productively engaged.

Guided by the overarching question “(w)hat are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social well-being to the marginalized women... - given the perspectives of ‘no one left behind’ and social justice?”; this report explores women’s persistent marginalization and the issues that hold them back from fully engaging economically, reviews existing policies, provisions and financing options for skills-building, understands gendered notion of skills development and adult education and looks into possibilities for financing gender-just framework for skills development and decent work.

The India Study will generate information about women's work in the informal sector, including inroads made and opportunities in the non-traditional livelihoods for women. This will allow Azad Foundation, ASPBAE and many other organizations - government, non-government and the private sector, to -

- come up with adult literacy and skills building plan/ programmes that will facilitate more opportunities for women for decent work, including in NTL.
- allocate resources towards sustaining adult literacy and skills development for decent, if higher income work for women.

This research will support earlier work by Azad Foundation in challenging gendered notions of skills and work, and put forth a gender-just framework for skills development and decent work in the country.

It is hoped that the India Study will support advocacy efforts by Azad Foundation for more like-minded organizations working with resource poor communities, economic empowerment of women, women's leadership, etc to come together and push the boundaries for women's

economic participation and holistic empowerment in a concerted effort. It is also hoped that the India Study will support advocacy efforts by Azad Foundation for relevant policies, budget and infrastructures to be made available by the government, the private sector, philanthropies and funding agencies towards women's adult literacy and skills development, especially in areas of engagement not traditionally open to women. Further, it is hoped that through this research, industries/sectors will see opportunities for their expansion through women's productive engagement in their industries/sectors and break gender stereotype at work.

Finally, it is hoped that the India Study will serve ASPBAE's advocacy efforts on education for women and work in the Asia Pacific region.

Methodology, Scope and Limitations

In October 2015, ASPBAE and Azad Foundation jointly organized an Asia Pacific Regional Workshop on Gender, Education, Work and Skills to deepen understanding on gender sensitive responses to skills provisioning for decent work of youth and adults. The regional workshop brought together 52 representatives from ASPBAE member organizations and strategic partners from over 17 countries from the Asia-Pacific region. The workshop reviewed experiences of civil society organizations and of publicly provided and organized skills for work programmes for women in different countries in the Asia Pacific. The workshop also looked at policies on TVET and skills and how these attend to the learning needs and contexts, specifically of marginalized women. One of the recommendations of the workshop was to delve into what

⁵¹ The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organizations and individuals. ASPBAE is headquartered in Manila, Philippines. For more information, see Research Framework in Annex 1 or visit www.aspbae.org

In September 2015.

⁵² The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organizations and individuals. ASPBAE is headquartered in Manila, Philippines with offices in Mumbai (India), Canberra (Australia) and _____. For more information, see Research Framework in Annex 1 or visit www.aspbae.org

⁵³ Azad Foundation is an organization based in New Delhi with operating centers in five other cities in India. For more information, visit www.azadfoundation.com

⁵⁴ The Female-Headed Household Empowerment Program (PEKKA) is a non-governmental organization based in Jakarta, Indonesia. For more information, see Research Framework in Annex 1 or visit <http://www.pekka.or.id/index.php/en/>

⁵⁵ See Research Framework in Annex 1.

are the existing policies and financing for skills for work of women. To pursue this recommendation further, ASPBAE planned to undertake a research study to review financing options for skills for work of marginalized women.

In 2016, ASPBAE commissioned an Exploratory Study Paper to better understand the landscape of policy and provisioning (both State and NGOs) for skills training for women in the informal sector in India. The Exploratory Study Paper, based on available secondary data, surfaced challenges in terms of adequate and reliable data to understand various aspects of women's work in the informal sector in India, e.g. labour policies, provisioning for education and skills training and its intersection with access to resources, poverty and social marginalization.

A working group meeting was then organized in October, 2016 with few members of ASPBAE who have been working on the issue of women and skills-building/decent work. The working group members shared their own experiences and jointly planned the research study, its objectives, scope and coverage. A Research Framework on Financing Options for Skills for Work of Marginalized Women was drawn from the discussions of the working group meeting and other inputs from ASPBAE members.

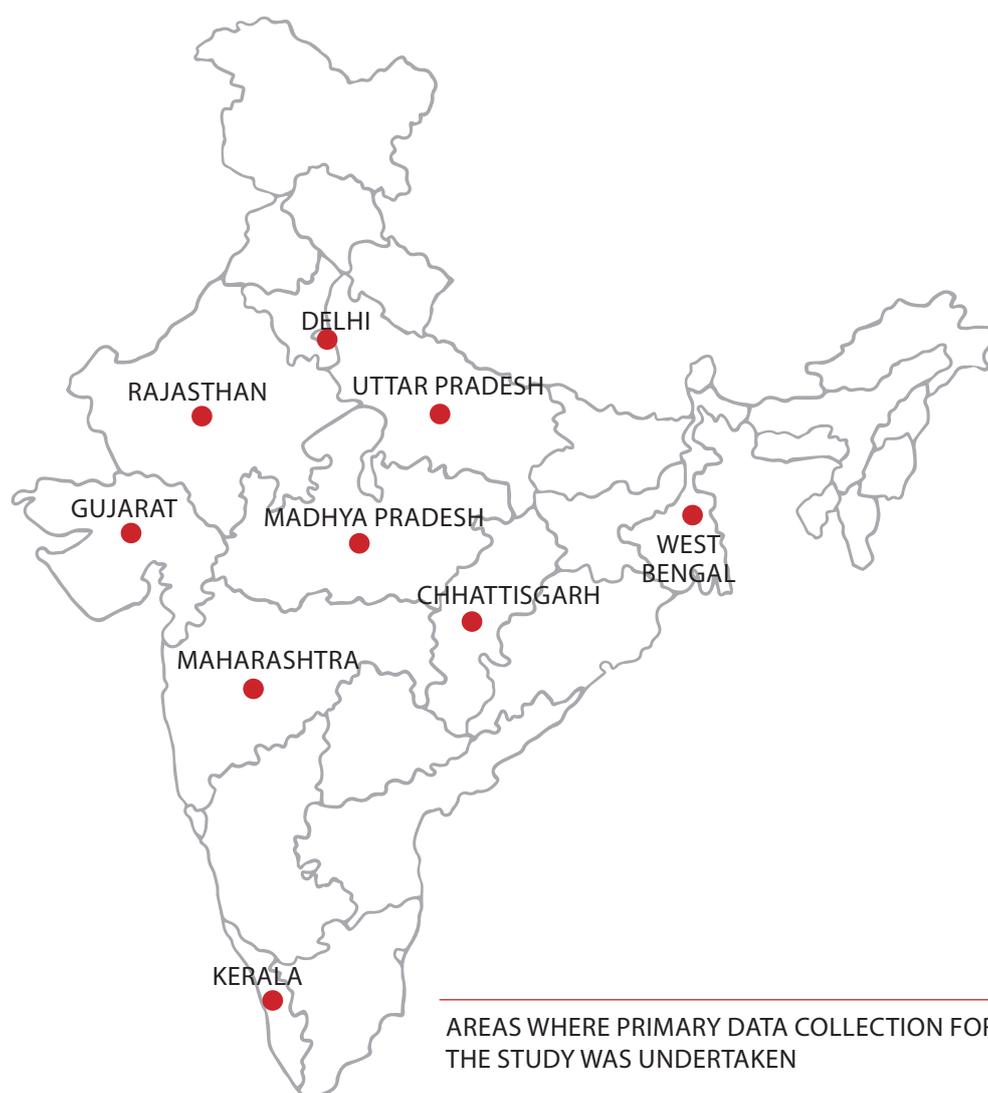
In August 2017, two (2) senior Consultants were roped in to help design the India Study in consultation with Azad Foundation and ASPBAE, undertake review of secondary data, prepare the tools for the primary data collection, coordinate the conduct of FGDs by various organizations and directly facilitate some of the FGDs, undertake KIIs with organizations undertaking and/or supporting adult literacy and skills development, and prepare the report. The contours of the India Study was generated from the broad Research Framework designed by ASPBAE, and introduced

the unique dimension of non-traditional livelihoods for women which underpins the work of Azad Foundation and its partners in the country.

The Research Framework for the India Study was presented at the National NTL Network Meeting on September 14-15, 2017 in New Delhi. A half-day session was dedicated to a discussion on the framework, the tools to be used and the areas to be covered by the Study. The partners volunteered to or identified among themselves who will be involved in the Study, taking into consideration geographical and trade⁵⁶ representations. The feedback generated at the meeting from 23 participants representing 16 organizations across India were taken into account to enrich the framework and polish the tools for FGDs and KIIs. The rest of the sessions during the meeting served as valuable inputs to the Study. The meeting set the ball rolling for coordination between the Consultants and the organizations who were organizing, resourcing and facilitating the FGDs.

The India Study employed different tools and techniques for collecting primary and secondary data. The primary data, focused mainly on qualitative data, was generated through FGDs and KIIs as also observational data. While the tool/Guide Questions for FGD was the same for all participants, the tool for KII was adjusted according to respondent. Research ethics were adhered to during primary data collection and reporting, e.g. ensuring informed consent of all participants, confidentiality of identity of participants (particularly in FGD) and personal

⁵⁶ Used in this report to mean the kind of work or livelihood pursued by participants based on skills imparted during skills development.



information, option given to participants to provide or not provide details per the FGD List of Participants, option given to respond or not to questions or to stop the interview at any point.

FGDs were carried out in Delhi/NCR, Jaipur/Rajasthan, Vizag/AP, Pune/Maharashtra, Ahmedabad/Gujarat, Mumbai/Maharashtra, Mysore, Indore/MP, Kottayam/Kerala, Lucknow/UP through NGOs Azad Foundation, Abhivyakti (in partnership with government-owned/run MSEDCL), Archana Women's Centre, Humsafar, Jabala, Janvikas, Magic Bus, Samaan. FGDs were undertaken with more than 150 women who have gone through skills training in car driving, auto driving, masonry, electrician's work, LED bulb making, etc and are now pursuing employment or livelihood on skills they were trained in (except for the women affiliated with MSEDCL who are recruited for a job and provided various training in the course of their employment). The FGDs were meant to capture the

challenges they surmounted and the change that have materialized since their skills-building training.

Twenty (20) KIIs with twenty-three (23) participants were undertaken with those associated with skills development and adult literacy in the non-government, government and private sectors as also with international donors supporting development initiatives including education and economic participation of girls and women. It was important to get inputs from the Government of India (GOI) through the Ministry of Skill Development and Entrepreneurship (MSDE) as also from industry bodies working on skilling the youth and accredited with the government in line with India's National Policy on Skill Development and Entrepreneurship 2015. KII was also undertaken with the Acquisition of Additional Skills Programme (ASAP) of the General Education Department and Higher Education Department, Government of Kerala to understand better the state's efforts to link education with employability.

With a number of partners of organizations working with women on livelihoods, including those considered non-traditional, it was critical to talk to the management of NGOs working to open up spaces for girls and women, and learn from their respective models of adult education and/or skills development. As part of the findings, case studies on select organizations are being presented in the report informed by relevant FGD and/or KII along with secondary data.

The secondary data was collected from past research studies on relevant topics and publications focusing on India by UN organizations, World Bank, universities, non-government organizations, private sector organizations and individual researchers. Government data on policies, budgets and reports on skills development have been used. Data on the interventions by the corporate sector through their CSR initiatives, as accessible, have been reviewed. International agreements and documents on normative standards have also been referred to.

While the Study attempted to represent several places and states in India and a number of trades being undertaken by women mostly in the informal sector, it is limited to programmes on skills development for decent work for marginalized women in urban areas. In particular, it focuses on skills development and work in non-traditional livelihoods – thus, the organizations involved in FGDs, although there is one(1) case study on an organization

working on women's adult literacy . Based on previous studies⁵⁷ on or referencing common aspirations of marginalized women preferring “to find employment” as opposed “to own(ing) business”, and given limitation of time for research, the Study does not cover women's entrepreneurship or collective collaboratives enterprises like SHGs and co-operatives.

⁵⁷ Study of Young and Urban Resource-poor Women's Livelihood Aspirations and Opportunities, Azad Foundation, New Delhi, India, 2015. See also Women's Voices, Employment and Entrepreneurship in India, UNDP, 2016.



2

review of secondary data

Understanding the Marginalization of Women in Education and Work in India

India has the second largest population in the world currently at 1.32 billion people⁵⁸ spread across urban (33%) and rural (67%) areas⁵⁹. It has 48.2% female population⁶⁰, more than 30% of whom live in cities⁶¹. India is expected to have the biggest population in the world by 2025.

India is home to a vast numbers of people living in poverty affecting 29.5% of its population, the largest population of the poor living in any country. Women form a major part of this population and they do not only face the burden of resourcelessness but also gender-based discrimination, social exclusion and other forms of marginalization. Women generally trail men in education, employability, employment, among other indicators but, it must be underscored that women from certain sections of society fare worse than the rest of women. Women are not homogenously placed and their situations are defined by social categorizations and identities. The intersection of gender with caste, ethnicity, class, age, geographical location, etc compound the marginalization of women for which certain groups of women are systemically (more) denied access to opportunities, resources and services.

There has been rapid improvement with India's overall literacy rate being 72.98% (female literacy rate at 64.63% and male literacy rate at 80.9%)⁶². There has been a steady increase in literacy rate in the last decade⁶³ with females from rural areas registering the highest improvement in literacy rate in 2011 over 2001 at 24% compared to their urban counterparts that improved by 8% increase in literacy rate in 2011 over 2001⁶⁴. Yet, India remains to have the highest number of the non-literate population of the world at 287 million⁶⁵, thus facing a serious challenge of being unable to address the aspirations of its people

despite having made significant inroads in the education of its children.

With increasing enrollment at the school level, it is hoped that the numbers will certainly improve with the new generation. For the moment, India faces a situation where about 1 in 3 women in rural areas and about 1 in 5 women in urban areas, respectively, are not literate and, among those literate, about 3 in 5 men and 4 in 5 women are either non-graduates or only been educated till the upper primary level. India has a large number of people who have only gone through basic school education and ceased to study further due to various reasons.

Financial constraints have played a major part in alienating both girls and boys from education. The other major reason for not ever enrolling in school among females was engagement in domestic activities in both rural and urban areas and the same reason were the cause of their dropping out of school or discontinuing their education⁶⁶. The primary reason for males to drop-out of school or discontinue education was engagement in economic

⁵⁸ <http://databank.worldbank.org/data/download/POP.pdf>

⁵⁹ <https://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS>

⁶⁰ <https://data.worldbank.org/indicator/SP.POP.TOTL.FE.ZS>

⁶¹ Ministry of Statistics & Programme Implementation, *Statistical Year Book India 2016*, "Table 2.8 Projected Total/Urban Population By Sex as on 1st March" (2016). See http://www.catalyst.org/knowledge/women-labour-force-india#footnote11_o2gz896

⁶² *Per the Census of 2011.*

⁶³ 20% increase in overall female literacy rate in 2011 over 2001 and 7% increase in overall male literacy rate in India for the same period. In *Women and Men in India 2016*.

⁶⁴ *Women and Men in India 2016.*

⁶⁵ <http://www.thehindu.com/news/national/indias-illiterate-population-largest-in-the-world-says-unesco-report/article5631797.ece>

⁶⁶ *Women and Men In India Chapter 3 Table 3.10 and Table 3.12 based on NSSO Round 71, 2014*

activities. This clearly underlines gendered reasons that push men and women away from education.

Currently, most in India have at best attained upper primary level of education. (Please see Table 1 in the Annexure 7 to see the distribution of educational attainment) Data shows that the general population in the age group above 15 years has lower literacy rate at 71% (80% males and 62% females)⁶⁷ compared to those in the age group above 7 years with 76% literacy rate (83% males and 68% females). Certain social groups are have a worse literacy rate - the overall literacy rate for SC is 69% (78% males and 60% females), for ST is 67% (75% male and 57% female) and OBC is 75% (84% male and 66% female).⁶⁸

The NSSO data on literacy rates along major religions followed in India reveals that the literacy levels among the Muslims (both men and women across urban and rural areas) are the lowest compared to those from other religious communities.⁶⁹ In terms of numbers, it is the following rural [300/1000 men and 487/1000 women] urban [190/1000 men and 331/1000 women]. Women from

ST/SC and Muslims communities have higher incidence of illiteracy compared to the rest of the population.

Data presented thus far show that access to and ability to sustain an education becomes limited with the intersection of gender, poverty, caste, ethnicity, religion, geographical location. "The reality of marginalization means that children from certain section(s) of society are unable to get education, if good education"⁷⁰ Aside from access to education, the quality of education is also a concern – the number of years in school do not necessarily attest to learning. And, this proves to have domino effect on many other aspects of life. "Learning outcomes in basic education are so low, in so many contexts, that the developing world is facing a learning crisis... The learning crisis disproportionately affects children from poor households: they are far more likely to leave school without acquiring basic skills like literacy or numeracy. Ultimately, the learning crisis translates into severe shortcomings in the skills of the workforce"⁷¹

Table 1: **Literacy among people by Religion (per 1000) NSSO Round 71**

Rural Male							Rural Female						
	Hindu	Muslim	Christian	Sikh	Others	All		Hindu	Islam	Christian	Sikh	Others	All
Not Literate	250	300	146	270	175	253	Not Literate	483	487	237	356	375	475
Urban Male							Urban Male						
Not Literate	84	190	57	79	42	99	Not Literate	213	331	90	178	155	226

⁶⁷ Table Statement 3.1, NSSO Round 71, 2014.

⁶⁸ NSSO Round 71.

⁶⁹ Statement 3.10, NSSO Round 68, 2011-12.

⁷⁰ World Development Report 2018, WB, 2017.

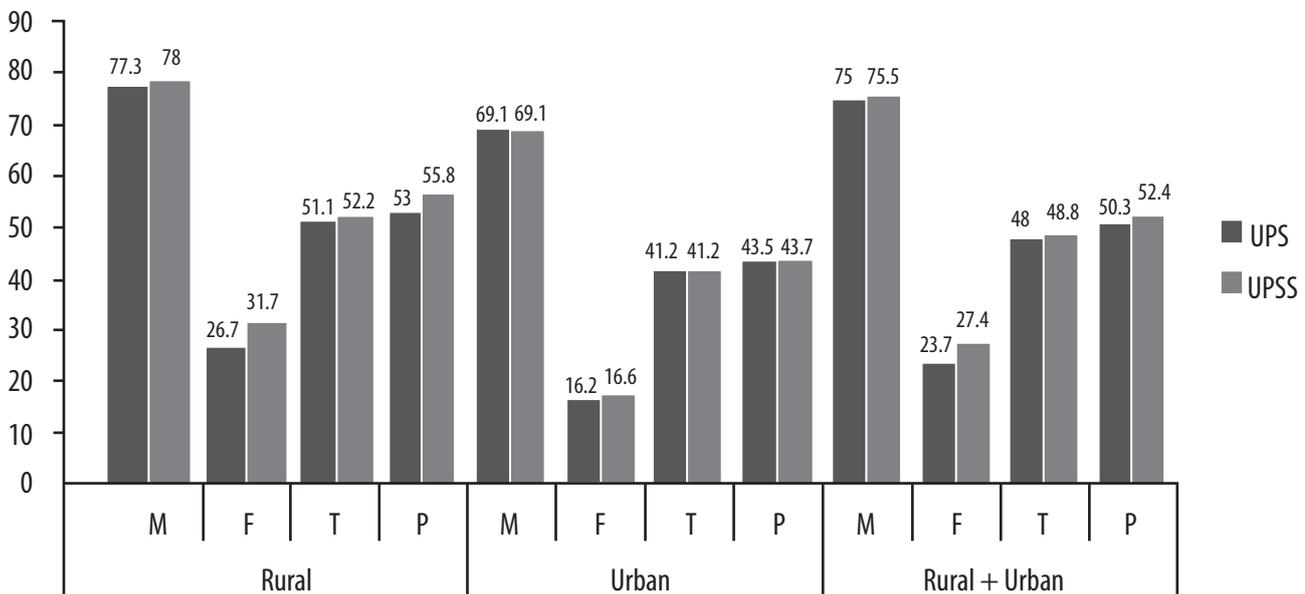
⁷¹ World Development Report 2018, WB, 2017.

India is going through a period where the predominantly young population are coming into the workforce. Meantime, the country is in the middle of the period referred to as a “demographic dividend” whereby it can potentially capitalize on the young population coming into the labour force. The so called “demographic dividend” is based on the share of the youth population as a proportion of the total population. As more and more people in India are coming into the labour force, it is also important to see this against a global trend of an ageing population. Notably, India is in a situation of comparative advantage where its median population is relatively younger than the other major economies of the world with a high proportion of the population in the productive working age, with relatively low dependency ratio. (Please see Graph 3 in the Annexure 7)

From the labour force side, the workers need to have adequate preparation to be able to find work for which they require basic education and an adequate skill set that would suit the requirements of the industry. India has a large number of men, women and other genders in the age group 15-30. This group of people are the new entrants to the workforce who create a potential for providing labour for a growing economy. However, this has to be matched on the other side, with the economy actually being able to effectively absorb them into the workforce. That, in turn, is dependent on various considerations - both on the side of the potential work seekers as well as those wanting to employ them. From the employer’s point of view, the workers need to have basic education and the required skills to be able to work effectively. It is also dependent on the nature of technology that is available and typically used in the field which will determine the amount of labour,

GRAPH 1

Labour Force Participation (LFP) rate based on UPS and UPSS approach*



*Figure 3.3 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

and the skills set required. Besides this, we also need to understand that a number of people, especially women are not seen to participate in the productive sector reflected through the low (and falling) Labour Force Participation Rate for women across the last two decades in India. With it being 23.7% overall (26.7% in rural areas and 16.2% in urban area) as the official data.⁷²

Women, men and other genders in India have been confronted by limited employment opportunities. A significant reason for the limited availability of work opportunities is due to the jobless growth model that India has been following. Specific to women, the broad understanding at the policy level seems to suggest that this stagnation is due to a typical “U shaped” relationship⁷³ between women’s employment and economic growth and that with the growth cycle of India currently, the decline will be eventually reversed and that there would be greater participation of women in the productive economy with the growth of the economy in the medium term.

Bhalla and Kaur,⁷⁴ however, state that the “adjusted” LFPR – which is the adjusted ratio with respect to women working or attending school - has shown a marked tendency to increase and in 2004/5 had reached a value of 36 percent, e.g. 36 percent of women in urban India were either working or attending school; the comparable number was 31 percent in 1983”. Nonetheless, as pointed by Lahoti and Srinivasan, “growth by itself is not sufficient to increase women’s economic activity, but the dynamics of growth matter”,⁷⁵ underlying the fact that the natural growth trajectory may not be enough to create new work opportunities for women in India.

A study by ILO, for instance, underscored women’s declining participation in the workforce over the years,

acknowledging “...the key long-run issue (being) the lack of employment opportunities for India’s women, owing to factors such as occupational segregation”, noting social norms and other akin factors.⁷⁶ Indeed, there are multiple issues faced by women in India, not only gendered stereotyping of occupations but also prevalent socio-cultural norms restricting work opportunities either in terms of caste and/or mobility, among others.

There is a relatively higher participation of women from the SC/ST categories in the labour force with the highest LFPR being among the ST women in rural areas (36.3%) and among SC women in the urban areas (20.8%)⁷⁷ (Please see Table 3 in the Annexure 7 for data on LFPR among various social categories). As noted earlier, there is however, higher illiteracy (and generally lower educational achievements) for these categories. Data as per NSSO 68th Round shows that LFPR among Muslim women is lower than the average (253 in rural and 155 in urban India) and that there is a relatively high number of non-literates among Muslim women in the population group above 15 years of age in both the urban and rural areas (Please see Table 4 in the Annexure 7).

⁷² Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁷³ Situation where women’s employment has been observed to decline with increased economic growth and then starts increasing after a certain threshold. The reasons for this phenomenon are attributed to women going out of the workforce as household incomes rise. Subsequently, after a certain threshold and period of time, more women join the work force after getting the benefits of education and training.

⁷⁴ Bhalla and Kaur. Labour Force Participation of Women in India: Some facts, Some Queries, LSE Asia Research Centre, Working Paper 40, undated. Cited in (Sujata) <http://eprints.lse.ac.uk/38367/1/ARCWP40-BhallaKaur.pdf> downloaded on 6/10/2015.

⁷⁵ Lahoti, R and Srinivasan, H, 2013 Economic Growth and Female Labour Force Participation in India, Working Paper 414 IIM Bangalore http://www.iim.ernet.in/research/sites/default/files/WP%20No.%20414_0.pdf downloaded 6/10/2015

⁷⁶ Kapsos, S., et al, Why is Female Labour Force Participation Rate Declining So Sharply In India?, ILO Research Paper 10, 2014.

⁷⁷ Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

The structure of the Indian economy is such that most of the employment is generally in the informal sector with 93% of the workforce located in either the unorganized sector or working in contractual segments of the organized sector with more or less the same work insecurities as the unorganised sector of the economy. Wage/salary earners, contract workers, casual workers and self-employed workers form part of the labour force and vast number of people are not salary/wage earners and about 80% of the women workers are either self-employed or engaged in casual work.⁷⁸ (Please see Table 5 on Distribution of employed persons among different categories of employment in the Annexure 7)

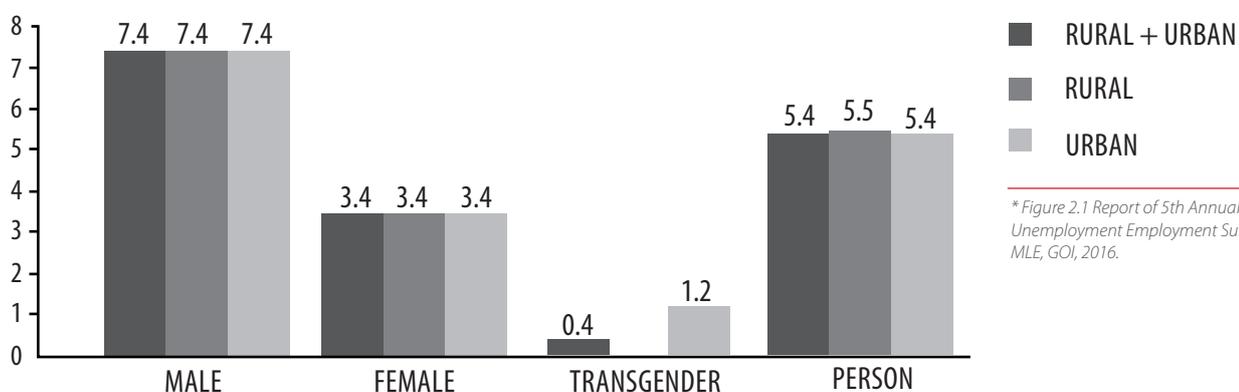
“At the All India level, a majority 67.5 per cent of the self-employed workers had average monthly earnings up to Rs 7,500. Only 0.1 per cent of the self-employed were estimated to have earnings above Rs 1 lakh⁷⁹/

month... Similarly, 57.2 per cent, which is more than half of the regular wage/salaried workers, had monthly average earnings of up to Rs 10,000. (Annexure 7) At the all India level, 38.5% of the contract workers and 59.3 of the casual workers have monthly earnings of up to Rs 5,000.⁸⁰ ...Irrespective of education level and residence (rural, urban), the average per day wage/salary earned by a female is less than that by a male – e.g. the average wage/salary received per day by regular wage/salaried employees of age 15-59 years for females (rural: Rs. 201.56, urban: Rs. 366.15) is lower than that of males (rural: Rs. 322.28, urban: Rs. 469.87) in both rural and urban areas and the gap is more in rural areas.⁸¹

Then again, one of the reasons cited for the low level of remuneration for work has been the level of skills available with the labour force. Entrepreneurship and

GRAPH 2

Distribution of persons aged 15 years and above who received/were receiving vocational training (in %)*



* Figure 2.1 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

⁷⁸ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁷⁹ 1 lakh=One Hundred Thousand

⁸⁰ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁸¹ As per NSSO 2011-12 in Women and Men in India 2016.

self-employment is being promoted by the government but data shows⁸² that most people in the self-employment category have very low earning and are primarily underemployed own-account workers. The fact is that, there is a low level of relevant skills for the types of jobs that are available in the country with only about 5.4% of our labour force being skilled, with the number among women being even lower at 3.4%.⁸³

While the overall number is low, it can be seen that most of the skilling acquired is informal in nature and it is mostly people in wage/salary employment who have opportunities for formal skill/vocational training in India. A large number of self-employed have gone through a skill/vocational training to be able to continue their occupation this is primarily informal training. The majority of contractual and casual workers, who are part of the informal economy, do not have any training⁸⁴ (or training opportunities) (Please see graph 4 on breakup of people receiving vocational training by nature of employment in the Annexure 7).

Linking this back to the level of educational attainment and the fact that a vast majority of the population has not been educated beyond the upper primary level, especially the women among them, the participation of this population in the productive sector is primarily confined to work of low remuneration, or underemployment in own-account work, besides the un-monetized care work, which is predominantly done by women.

It has also been seen that with increasing education at the school level, there has been a fall in the percentage of people employed who have attained secondary and higher secondary education with more than 50% of them not even being in the labour force. (Please see Graph 5 in the Annexure 7) The trend of employment then starts increasing as higher

levels of education are attained. The unemployment level also rise with higher educational attainment showing that there is a disconnect in educational attainment and employability, but that there they are available and willing to work being part of the labour force.

With a large majority dropping out of formal education at a fairly early stage in India, there is a challenge to engage this population in productive employment that can help increase their opportunities and improve their quality of life. However, re-integration into the formal schooling system or encouraging them towards vocational training are two other possibilities to ensure they get sufficient life skills and opportunities to improve their quality of life.

Indeed, India is extremely challenged to effectively utilise the “demographic dividend” as the vast majority of the population is not equipped with the requisite employable skills, on one hand, and not having significant work opportunities, on the other hand. As the (then) Minister of the MSDE noted: “Our country presently faces a dual challenge of paucity of highly trained workforce, as well as non-employability of large sections of the conventionally educated youth who possess little or no job skills.”⁸⁵

But, even more so, India is challenged in terms of engaging women in the productive sector, not only because of the challenge of skilling women, particularly marginalized women amidst the constantly evolving demands in the job market but also because of limitations set by socio-cultural

⁸² Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁸³ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁸⁴ Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.

⁸⁵ National Policy for Skill Development and Entrepreneurship 2015, MSDE, GOI <https://www.nsdcindia.org/New/sites/default/files/files/National-Policy-on-Skill-Development.pdf>

norms and practices at both the micro-level and the macro-level for their participation. Besides socio-cultural norms at the household level, women also face challenges of violence in public places and a hostile work environment that act as deterrent in their seeking employment or in persuading the families to let them pursue productive employment. Deeply-entrenched biases against women being in the public domain including education and the workplace – especially sectors in employment dominated by men, most times reflected in laws/policies and governance, have historically excluded women especially from marginalized backgrounds from exercising their agency and fully realizing their potential as persons, as professionals, as citizens.

Laws and Policies for Skills Development-Adult Education and Decent Work in India

A member of the United Nations since 1944,⁸⁶ India is signatory to many significant international conventions and agreements. For which, India is deemed to recognize that human rights are inherent, universal, indivisible.

India ratified CEDAW in 1993⁸⁷ and agreed to various other international documents including the Convention on the Rights of the Child (CRC), the Beijing Platform for Action and numerous ILO conventions and, likewise, endorsed the SDGs. Domestic laws and policy measures have been enacted in view of all its international commitments.

“The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women. Fundamental Rights,

among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment... Within the framework of a democratic polity, (India’s) laws, development policies, plans and programmes have aimed at women’s advancement in different spheres.”⁸⁸

While India’s Constitution guarantees equality and non-discrimination⁸⁹ against women and marginalized groups, various laws have been put in place to uphold these Constitutional guarantees. “To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women.”⁹⁰ At work, there are special laws that protect workers, e.g. among others, the Maternity Benefit Act, 1961 (Amended in 1995), Contract Labour (Regulation and Abolition) Act, 1976 and the Equal Remuneration Act, 1976. Under the Indian Penal Code, India protects women against Sexual Harassment, both at the workplace as well as in public.⁹¹

⁸⁶ Among the original members that signed the Declaration by the United Nations at Washington, D.C. on October

⁸⁷ With declarations - Articles 5 and 16, and reservation - Article 29.

⁸⁸ Women and Men in India 2016.

⁸⁹ Relevant Constitutional provisions, thus: (i) Equality before law for women (Article 14) (ii) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (1)) (iv) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16) (v) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d)). vii) The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42) (viii) The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46)

⁹⁰ Women and Men in India 2016.

⁹¹ Sec. 509, IPC.

India has also adopted special initiatives for the development and participation of women and girls and measures to safeguard their interests,⁹² among them:

1. National Commission for Women : In January 1992, the Government set-up this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.
2. The National Plan of Action for the Girl Child (1991-2000) : The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child. National Policy for Children-2013 was adopted by the Government of India on 26th April 2013. National Plan of Action for Children 2016 is in Draft Format.
3. National Policy for the Empowerment of Women, 2001: The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a "National Policy for the Empowerment of Women" in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women. National Policy for the Empowerment of Women, 2016 is under draft stage.

In acknowledging the role of education in development, India enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) on 4 August 2009.⁹³ "The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private

partnership plan). Kids are admitted in to private schools based on economic status or caste based reservations. It also prohibits all unrecognised schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age. The RTE Act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it".⁹⁴

"The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation - the Persons with Disabilities Act. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act".⁹⁵ With free education, "(t)he RTE Act is a critical movement towards inclusion for girls, children with disabilities and children from other marginalized groups".⁹⁶

The "(i)mportant facets of quality education in the context of RTE (are):

- "Schools as inclusive spaces: A key RTE mandate is for schools to become child- friendly, inclusive spaces where all children from diverse backgrounds are welcomed, treated kindly, and encouraged to actively participate in learning through child-centred activities.

⁹² *Women and Men in India 2016.*

⁹³ *Came into force on 1 April 2010.*

⁹⁴ <http://righttoeducation.in>

⁹⁵ <http://righttoeducation.in>

⁹⁶ <https://www.fawco.org>

- “Teachers as key change agents: Another important RTE goal is to empower teachers as key change agents in schools, ensuring their competence as professionals able to reflect on and improve their own practice. Beyond ensuring an acceptable Pupil-Teacher Ratio, RTE mandates that all teachers are professionally trained and supported to continuously assess and improve children’s learning.
- “Role of the community: Another key mandate of RTE is empowering communities to take ownership in the effective running of schools through School Management Committees.
- “Strengthened institutions and governance: While there are one-time investments that will make a significant difference in achieving targets in such areas as ensuring a library or a functional toilet in every school, much of the pedagogic transformation mandated by the RTE will necessitate substantial structural reform.”⁹⁷

Sakshar Bharat was initiated in 2009 as a follow up to the National Literacy Mission started in 1988 to achieve 80% literacy at the national level with a focus on adult education for women and reduce the gender gap in literacy to less than 10%. “The principal target of the programme is to impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond. This includes coverage of 14 million Scheduled Castes (SCs), 8 million Scheduled Tribes (STs), 12 million minorities & 36 million others. The overall coverage of women is aimed at 60 million. Four hundred and (410) districts belonging to 27 States/UTs of the country were identified to be covered under Sakshar Bharat”.⁹⁸

Basic Literacy, Post Literacy and Continuing Education were to be continuing programmes under Sakshar Bharat and the campaign model was supplemented with Jan Sikshan Kendras (Adult Education Centres). Adding to functional literacy, it was designed to help neo-literates to continue their literacy and have an equivalence with the formal education system. Skills development programmes were added to the objectives of the scheme with a target of 1.5 million women getting skills training.⁹⁹

“Till March 2016, twelve bi-annual assessment tests were conducted in which around 6.97 crore learners (male 2.02 and female 4.95 crores) appeared. Out of which, 5.13 crore (3.65 crore female and 1.48 crore male) have successfully passed and declared literate. In addition, one crore learners have reportedly appeared in the assessment test conducted on August 2016”.¹⁰⁰ Rs 3.20 billion has been allocated for this scheme in the Budget 2017-18.¹⁰¹

India also acknowledges the need for skills development in enabling people to get decent job. The same year the RTE Act was passed and the Sakshar Bharat initiated, the National Skills Development Policy was framed - superceded by the National Policy for Skills Development and Entrepreneurship 2015, setting out the skills development initiatives of India which targets to skill 400 million people by year 2022. It may not be amiss to note,

⁹⁷ <https://www.fawco.org>

⁹⁸ http://mhrd.gov.in/saakshar_bharat

⁹⁹ Sakshar Bharat Guidelines - http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SaaksharBharat_Decmber.pdf

¹⁰⁰ Initiatives and Achievements of Ministry of Human Resource Development, Press Information Bureau 30th Dec 2016 - <http://pib.nic.in/newsite/PrintRelease.aspx?relid=155999>

¹⁰¹ http://unionbudget2017.cbgaindia.org/education/saakshar_bharat.html

however, that the twin campaigns “Skill India”¹⁰² and “Make In India”¹⁰³ launched by GOI in 2015 and 2014, respectively, is at the heart of skills development initiatives in the country.

The National Skill Development and Entrepreneurship Policy, 2015 has tried to incorporate the intent of the SDGs, recognizing the need for women to participate. The policy does recognize the role of women in economic development, the need for women to have viable incomes and women’s right to decent work (Section 4.11.1). It also articulated the need for special efforts to be made to involve women in skills development and for creating women-specific vocational education and trainings (Section 4.11.2). The policy goes further to recognise that there needs to be a attitudinal change in the promotion of women’s involvement in non-traditional livelihoods (Section 4.11.3), that conducive facilities for learning for women be made available, and women-related issues inform the guidelines for skills development (Section 4.11.4). The policy also explores the possibility to create a platform for placement and employment for women (Section 4.11.5).

For the promotion of entrepreneurship among women, the policy encourages public procurement from women-owned businesses (Section 5.6.2). “It will also be ensured that gender-neutral incubation/ accelerator, network of mentors, industry, resource centres and credit institutes are developed to facilitate women entrepreneurs” (emphasis in italics added) and the policy encourages access to credit for women at relaxed credit terms (Section 5.6.3).

While the policy does recognise issues of women and has separate sections for the ‘Skills Development’ and ‘Entrepreneurship’ yet, it does not go deep enough in

breaking down the need for a different approach when it comes to skilling men, women and other gender.¹⁰⁴ The rationale of the policy, therefore, is not supported by gender-sensitive mechanisms to provide impetus for women’s active participation and to ensure real benefits for women from the policy/programmes.

Towards supporting the policy, GOI created the Ministry of Skill Development and Entrepreneurship in 2014, absorbing existing institutions with related functions, with the mandate to co-ordinate the skills development work across the various ministries and government institutions. “The Ministry is mandated for coordinating all skill development efforts across the country; aligning demand and supply of skilled manpower; building the framework for vocational and technical education to facilitate skill up-gradation, building of new skills, and innovative thinking for existing as well as new jobs to be created.”¹⁰⁵

There are as many as 40 Skill Development Programmes run by 18 Ministries or Departments of the GOI with minimal engagement from the Ministry of Women and Child Development. All activities for skills development in the country are to be co-ordinated through the MSDE and there is a process of streamlining various Skill Development Programmes being brought under the Ministry or adhering to the Common Norms that serves as a guideline for the

¹⁰² Launched on July 15, 2015 by the Government of India meant “to train over 40 crore (400 million) people in India in different skills by 2022”. See <https://www.narendramodi.in/pm-s-remarks-at-the-launch-of-skill-india--206106>

¹⁰³ Launched on September 25, 2014 by the Government of India meant to “facilitate investment, foster innovation, enhance skill development, protect intellectual property and build best-in-class manufacturing infrastructure”. See <http://www.makeinindia.com>

¹⁰⁴ Mudge, JA Gender Equity Note on the National Policy for Skills Development and Entrepreneurship, 2015 India EU Skills Development Project 2016

¹⁰⁵ Report Of The Sub-Group Of Chief Ministers On Skill Development, Niti Aayog, GOI, 2015.

design and implementation of any Skill Development Programme. There are a number of programmes and schemes administered by the following and coordinated through the MSDE:

1. The National Skill Development Agency (NSDA) is a quality assurance and policy research body of MSDE in the skilling ecosystem. The NSDA has co-ordinated the creation of the National Skill Qualifications Framework (NSQF), a competency-based framework to organise all qualifications according to a series of levels of knowledge, skills and aptitude. Graded from one to ten, the levels have been defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. All the trainings are being synchronized to comply with the NSQF framework to have a standardization of qualifications regarding vocational skills development in the country.
2. The National Skill Development Fund (NSDF) was set up in 2009 by the Government of India for raising funds from Government and Non-Government sectors for skills development in the country. The Fund is contributed to by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indians. A public Trust set up by the Government of India, NSDF is the custodian of the Fund.
3. The National Skill Development Corporation (NSDC) is Public Private Partnership that aims to promote skills development by catalyzing creation of large, quality, for-profit vocational institutions.
4. The National Skill Development Mission (NSDM) was set up in 2015 to create convergence across sectors

and States in terms of skills training activities and expedite decision making across sectors to achieve skilling at scale with speed and standards through a co-ordination mechanism.

Currently, 24 priority areas for skills development have been identified by GOI keeping in need of the growth path of various industries. The overall shortfall of skilled people (by 2022) is estimated to be 103.4 million with more than half being in 4 sectors {Building Construction and Real Estate-30.6 million, Retail-10.7 million, Logistics, Transportation and Warehousing-8.2 million and Beauty and Wellness-8.2 million.}¹⁰⁶ (Please see Table 11 in the Annexure 7).

Technical and Vocational Education and Training (TVET) has been part of the the Indian education system since the 1945 with the establishment of the Directorate General of Resettlement & Employment (DGR&E), renamed Directorate General of Employment & Training (DGE&T), to support de-mobilised soldiers from the Army after World War II and subsequently engaged in supporting partition-impacted migrants in 1947.¹⁰⁷ It continued supporting all vocational training activities in the country till the Craftsman Training Scheme (CTS) and the Apprentice Training Scheme (ATC) were transferred to the newly formed Ministry of Skill Development and Entrepreneurship in 2014.

¹⁰⁶ Annual Report 2016-17 Ministry of Skill Development and Entrepreneurship, Govt. of India

¹⁰⁷ Referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.

¹⁰⁸ The section has been referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.

The Directorate General of Employment and Training currently administers:¹⁰⁸

Craftsman Training Scheme (CTS): CTS coordinates ITIs (set up in 1950) that impart vocational skills programmes to prepare workers for industries through course spanning 1 to 2 years of duration with most courses requiring Class Xth or XIIth qualification, except for 11 courses where Class VIIIth qualification is sufficient. While there is a common curriculum, ITIs are run through the government support as well as privately funded. There is an evolving model of a PPP system whereby industry is settling up ITIs and developing curriculum as per industry need. A total 12,412 ITIs (2,051 government run and 10,361 privately run) had been set up by 2015-16 with 25,51,330 seats by 2015-16.

Apart from ITIs which reserve 30% of the seats for women, the National Vocational Training Institute and Regional Vocational Training Institutes (15) were set up specifically to impart training for women in 1977. Over the past 40 years, they have trained over 1,30,000 women with around 7,000 seats currently available each year. Besides this, an Advanced Vocational Training Scheme is provided to upskill the serving industrial workers - 6 Advanced Training Institutes and 15 ITIs run the 1 to 6 week courses for the same.

Apprenticeship Training Scheme (ATS): The ATS has seen many modifications since it was conceptualized in 1959. It was recently revised in 2014 and takes in apprentices with VIIIth pass qualifications and being 14 years and above for a duration between 6 months to 4 years. There are 260 designated trades under the ATS in which 30,165 establishments conduct training of 2.3 lakh trade apprentices out of which 36,000 apprentices are engaged in Central Public Sector Undertakings/Central Government

and 1.94 lakh in the State Public Sector 12 Undertaking/ State Government Departments and Private Sector where 70% to 90% of minimum wage is provided to the apprentices. A specific one year Training of Graduates, Technicians and Technicians (Vocational) Apprentices in 126 special subject fields is undertaken by the MHRD covering about 83,000 people/year. The rates of stipend for graduates, technicians and technicians (vocational) apprentices are Rs.4,984/- per month, Rs.3,542/- per month and Rs.2758/- per month respectively with effect from 23 December, 2014. Expenditure on stipend for these categories is shared equally between the Employers and the Central Government.

National Apprenticeship Promotion Scheme (NAPS) has been introduced in 2015 to give impetus to the Apprenticeship “to promote apprenticeship training and to increase the engagement of apprentices from present 2.3 lakh to 50 lakh cumulatively by 2020”

Skill Development Initiative Scheme (SDIS): To focus on youth and prepare them for the service industry, this Scheme was started in 2007 for early school leavers and released child workers. The objective was to impart skills to youth so that they can enter into the job market and after sometime, they may acquire higher skills through advanced modules. “It was also provided that skills of existing workers, particularly, those working in the unorganised sector will be certified through recognition of prior learning (RPL). However, it was not a substitute for long term craftsmen training scheme courses run through the network of Industrial Training Institutes in the country.

¹⁰⁸ The section has been referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.

It was also felt necessary to run these courses as not many of the ITIs run courses under the services sector.”

Craftsman Instructor Training Scheme (CITS): This was started to create trainers for vocational courses “to train instructors in the techniques of transferring hands-on-skills, in order to train semi-skilled/skilled manpower for industry... with training being provided for 29 Engineering trades”. DGE&T training institutes have 3,808 seats, and Institutes for Training of Trainers (ITOT) has been set up since 2010 through the private sector with 16 ITOT providing 3,240 seats. The NVTI and the RVTI for women are also involved in this training of trainers with 1,500 seats in 12 trades.

PMKVY: This scheme was launched in 2015 with an aim to impart skills to 2.4 million people (1.4 million new and 1 million through upgradation of skills through the Recognition of Prior Learning) . The focus was on providing skills development through qualification packs subject to the NSQF developed by the SSC undertaken through private training institutes in a PPP mode. The training has been provided through 8,749 centres across 375 job roles. The Scheme has subsequently been revised and expanded in scope. The PMKVY (2016) has an outlay of Rs 12,0 billion to impart skills training to ten million people over the next four years (2016-2020) with 25% of the funds being allocated to the State Governments with the balance to be utilized through the NSDC in partnership with various SSC. There are three broad components of the scheme:

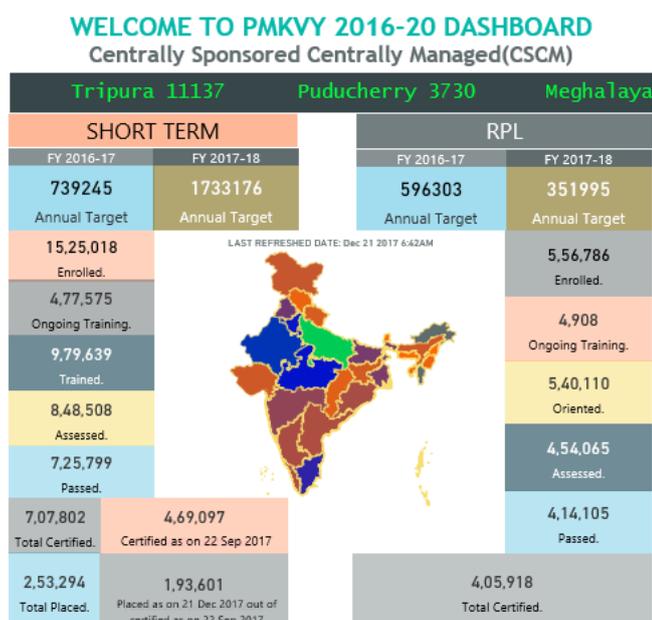
1. Short term training: Focusing on drop-outs from school and colleges (with a minimum of elementary education), training through private training centres will be done on the basis of NSQF and also soft skills, Entrepreneurship, Financial and Digital Literacy. The

current focus is on NSQF level 4 and 5 unlike the earlier version of the PMKVY. Training Centres have the additional responsibility of finding placement of the learners.

2. Recognition of Prior Learning: People already engaged in work will be provided re- training and skill enhancement based on the NSQF through camps, at employers premises or through designated centres.
3. Special Projects: The Special Projects component of PMKVY provisions trainings in special job roles not defined under the available Qualification Packs (Qps)/National Occupational Standards (NOSs). These projects may require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder are designed to create the required flexibility and responsiveness.

Generating adequate data about the number of people being trained in short term vocational courses in the country is currently a problem. The MDSE is consolidating the database currently through the LMIS. The NSDC has recently added a live update on its website based on the data that is updated regularly but a breakup is only available as per State and not according to gender. The current status is as per the graph :¹⁰⁹

¹⁰⁹ NSDC website accessed 21 Dec 2017- see <https://www.nsdcindia.org/New/pmkvy-overview>



The same detail is available on the PMKVY website¹¹⁰ along with the following .

1. Sector and Job Role Wise Details of candidates registered, enrolled, trained, assessed and certified in RPL under PMKVY 2016-20
2. Sector and Job Role Wise Details of candidates registered, enrolled, trained, assessed and certified in STT under PMKVY 2016-20

Both the consolidated lists do not have gender disaggregated data available. As a response to a question raised in the Lok Sabha about skills training for women,¹¹¹ the then Minister of Skill Development and Entrepreneurship responded that:

“Under long term skill programme, the Women’s Training Division, Directorate General of Employment and Training under the Ministry of Skill Development & Entrepreneurship, conducts Vocational Training Programmes through a network of One National and 15 Regional Vocational Training Institutes (NVTI/RVTIs) exclusively for women. In various vocational courses being

conducted at NVTI/RVTIs, 7003 women are undergoing training during the current session, i.e. 2016-17. Since inception, NVTI/RVTIs have trained around 1,30,103 women till January, 2017”.

“The Training is being provided through Craftsmen Training Scheme (CTS) and Crafts Instructor Training Scheme (CITS) under Semester System. Under State Sector, vocational training to women under Craftsmen Training Scheme (CTS) is provided through 1,408 Women Industrial Training Institutes (WITIs) / Women Wings with about 83,270 seats. In addition, 30% seats in General ITIs are reserved for women trainees. Around 1,35,459 women are trained in ITIs (both government & private) every year.

“Under Support to Training and Employment Programme for Women (STEP) implemented by Ministry of Women and Child Development, the Government of India aims to provide competencies and skills that enable women to become self-employed/entrepreneurs. Under STEP scheme, the number of beneficiaries covered is 15,133 during 2015-16.

“The flagship programme of MSDE, the PMKVY, is for all sections of the society including the women. Further, there are certain incentives under PMKVY to encourage women participation in the skills training. All women trainees under PMKVY is provided with travelling allowance of Rs. 1,000/1,500 per trainee per month depending upon

¹¹⁰ <http://pmkvyofficial.org/Index.aspx> accessed 21 Dec 2017

¹¹¹ Lok Sabha Starred question 182 Skill Development for Women raised by Shri Harinarayan Rajbhar responded by the Minister MSDE on 15th March 2017.

whether TC is within district of domicile of candidate or outside. Similarly, post placement support of Rs. 1,450 per month per trainee is applicable for special group including women for 2 or 3 months post training depending on placement within or outside the district of the domicile of the candidate. Under PMKVY 2015-16, out of 19.8 lakhs candidates, about 8.64 lakhs trained (i.e. 44% approx.) were women. Under PMKVY 2016-20, launched on 2nd October 2016, there are 97,040 women candidates (more than 40% of total enrolled) so far out of which 4,019 have been assessed and another 85,099 women are undergoing training till now.

“Under Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY) implemented by the Ministry of Rural Development, Government of India, placement linked skill development is imparted to rural youths including women. A total of 53,180 women have been skilled under the scheme during the FY 2016-17.”

The MSDE Minister’s statement clearly demonstrates that the total number of women going through the longer duration programmes (ITIs, N/RVTIs etc) are about 2,25,000 annually. The other skills development programmes administered through other Ministries (in this case coming to about 68,000) and the short term vocational training through the PMKVY is 0.864 million. This points to about 1.2 million women trained across the country annually.

India’s TVET has primarily been a supply-driven model with the government being the chief determinant of the type and duration of vocational skills provided for instance through the ITIs and the RVTIs over the years. This approach has been associated with the development model used by the Indian state where the State was a major employer of trained skilled human resources until the end of 1980s.

However, there was no significant change in the approach to TVET till another 20 years and it is only in the last decade that there is growing recognition to address the need of the trainees and the markets.

With the emerging role of the private sector, and considering the aspirations of the young people coming into the labour market, it has clearly emerged that the TVET system is not being able to produce sufficient number of skilled workers, the skills set of trainees do not match the requirements of the industry, and the quality of training is poor that it requires re-training at the shop floor. This mismatch has resulted in the graduates not being able to find work.

Without a doubt, India has made efforts to align its laws and policies according to international normative framework but, more work remains to be done. India’s draft National Policy for Women 2016 notes as much, thus: “Nearly a decade and half has passed since the National Policy for the Empowerment of Women (NPEW), 2001 was formulated, which laid down a comprehensive progressive policy for the advancement, development and empowerment of women with appropriate policy prescriptions and strategies... (But), (t)here is need therefore to formulate a new policy that can guide the transformative shift required for making gender rights a reality, addressing women’s issues in all its facets, capturing emerging challenges and ultimately positioning women as equal partners of sustained development progress that the country is experiencing presently... The re-scripting of women’s empowerment has been envisaged as a socially inclusive right-based approach while reinforcing the rights and entitlements provided under the Constitution of India. The policy will enable sustainable socio economic,

political empowerment of women to claim their rights and entitlements, control over resources and formulation of strategic choices in realisation of the principles of gender equality and justice”.

Resourcing Skills Development and/or Adult Education for Marginalized Women in India

Women especially from marginalized sectors need skills development not only in technical/domain skills but in basic literacy, numeracy, digital technology and gender equality, among other inputs. Currently, the following are the sources for financing skills development in India, thus:

1. Government-Supported Training: Most skills development training in India is financed through the government tax revenue. The resources are deployed for training through the various schemes of multiple Ministries (please see Annexure 5: List of Skill Development Schemes of Various Ministries). The largest section currently vests with MSDE through the DGT support to public ITIs and through the NSDC support to Training Partners under PMKVY. For 2017-18, the Government of India has allocated Rs 30.16 billion for the MSDE. All other schemes are financed through respective Ministries like Vocationalization of Education Scheme through the MHRD. There is also an allocation of Rs 4.5 billion for the Deen Dayal Antodaya Yojana (previously called NRLM), coordinated by the MORD.

The Government has also incentivized certain skills development activities by giving a tax break of 150% of the expenditure, subject to limitation. Part of the resource mobilization by the government also happens through international loans and grants

like the MOU with the MSDE-World Bank which is supporting MSDE's two new schemes, e.g. SANKALP and STRIVE. Skills development run/sponsored by the government focus on technical/domain skills and 'soft skills' related to particular technical/domain skills.

- 2. Employer-Based Training:** Employer-based training has been increasing over time with 36% of the firms as of 2014¹¹² having in-house skills trainings for their employees and apprentices. These are job specific trainings based on specific requirements of the firm and may not translate beyond the current work engagement of the workers. Moreover, given the size of the organised sector, the number of people who can be trained through this is limited. The SME sector has not significantly engaged in this type of training. As with government run/sponsored trainings, skills development run/sponsored by employers focus on technical/domain skills and 'soft skills' related to particular technical/domain skills.
- 3. CSR Funding For Skills Development:** “Section 135 of the Companies Act provides the threshold limit for applicability of the CSR to a Company i.e. (a) net worth of the company to be Rs 500 crore¹¹³ or more; (b) turnover of the company to be Rs 1000 crore or more; (c) net profit of the company to be Rs 5 crore or more. Further as per the CSR Rules, the provisions of CSR are not only applicable to Indian companies, but also applicable to branch and project offices of a foreign company in India.

¹¹² Referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.

¹¹³ 1 crore=10 million

“Every qualifying company requires spending of at least 2% of its average net profit for the immediately preceding 3 financial years on CSR activities. Further, the qualifying company will be required to constitute a committee (CSR Committee) of the Board of Directors (Board) consisting of 3 or more directors. The CSR Committee shall formulate and recommend to the Board, a policy which shall indicate the activities to be undertaken (CSR Policy); recommend the amount of expenditure to be incurred on the activities referred and monitor the CSR Policy of the company. The Board shall take into account the recommendations made by the CSR Committee and approve the CSR Policy of the company”.¹¹⁴

Companies have been funding initiatives by non-government organizations but many of them have set up their own foundations to undertake their own programmes with communities in and around the areas where they operate on different programmes, e.g. education, livelihoods, health, etc. The government is now actively seeking the participation of the corporate sector in financing of skills through contributions to the NSDF to finance skills development programmes in India. Thus, with the approval of skills development as an option for CSR support, the possibility of financing of skills development through this route has now opened. The whole concept of CSR support is meant to be financial support for skills training on purely philanthropic nature and not one which is beneficial only for the contributing firm for its core business. Given that all firms require skilled personnel, however, there is an inherent danger of the use of CSR funds to finance

internal skilling requirements only of the respective contributing company.

The recently launched SANKALP scheme of the MSDE provisions a setting up of a CSR Skills Fund “to educate, inform, engage, and build capacity to implement effective skills programs”.¹¹⁵ The estimated anticipated contribution of the corporate sector to the CSR Fund is US\$36.875 million.¹¹⁶ The data available on the Ministry of Corporate Affairs website for 2015-16 (please see Table 12 in the Annexure 7)¹¹⁷ shows that it might be possible for the MSDE to persuade the industry to contribute to the CSR Fund of around Rs 2.40 billion proposed under SANKALP over the next 4 years.

Meantime, the SSCs were envisaged as industry-led, multi-stakeholder forum to promote the interest and identify the skilling needs of the sector. There has been financial participation of the sector in the running of SSCs but it is overwhelmingly still financed by the Government. The overall contribution of private funding in the SSCs is merely 20%.¹¹⁸ The same is the case with the large corporate bodies being able to absorb trained human resources coming out of India’s

¹¹⁴ Ministry of Corporate Affairs re- Section 135 and Schedule VII of the Companies Act, Corporate Social Responsibility Policy Rules, 2014, w.e.f. 1 April 2014. <http://www.mondaq.com/india/x/366528/Corporate+Governance/Corporate+Social+Responsibility+Indian+Companies+Act+2013>

¹¹⁵ <http://www.worldbank.org/en/news/press-release/2017/12/13/government-india-world-bank-sign-agreement-give-impetus-indias-skills-agenda>

¹¹⁶ Skill India Mission Operation-World Bank Program Appraisal Document, June 2017. (this is regarding the World Bank Support to the SANKALP Scheme of MDSE. The loan agreement for the same was signed on Dec 13, 2017. See <http://www.worldbank.org/en/news/press-release/2017/12/13/government-india-world-bank-sign-agreement-give-impetus-indias-skills-agenda>

¹¹⁷ <http://www.mca.gov.in/MinistryV2/csrdatasummary.html> accessed 21 Dec 2017. Data for 2016-17 is not accessible.

¹¹⁸ SSC Report Vol 2 Financing of SSCs by the NSDC and their contribution

premium educational institutions without making any significant investment in return.

On the demand side, there is information gaps about the types of requirements of the industry. This information gap, due to a lack of a formal communication system that can inform the potential trainees about the types of skills in short supply in the local area, is often compounded by the fear of training fees that they expect to pay for the same or associated costs of travel, lodge and boarding, if not of the cost of giving up a low paying job to undergo skills training. This becomes a more acute problem for women desirous of availing skills training. While no specific scheme is currently run by the MSDE for women specifically, the new SANKALP scheme has inbuilt targets to increase the participation of women, SC, ST and PWDs in short-term vocational training.

- 4. Development Aid:**¹¹⁹ Development funding from official development assistance and private organizations¹²⁰ and foundations coursed through the government and development programmes being undertaken by non-government partners provide resources for a range of initiatives on the ground. Generally, funding comes under broad heads such as “community development”, “education”, “empowerment of girls (or women or the poor or the marginalized groups, etc)”, “poverty alleviation”, “social change”, etc or under specific budgetary lines to respond to issues such as trafficking, VAW/G, child marriage, migration, etc. There are also individual donors and philanthropists who give for specific programmes or communities.

Funding for skills development per se is not readily

available; support for adult literacy even within financing for education is minimal. For the most part, skills development is not separately articulated in development strategies of most funding organizations. They are deemed to get subsumed under broad programme categories such as economic empowerment or livelihoods. Accordingly, resource requirements for skills development, especially for marginalized women, becomes difficult to meet. And, this gets more difficult where skills development framework requires coverage beyond domain or technical skills, to also ensure agency building and empowerment. While ideal, said holistic and gender-sensitive framework is not feasible with small funding organizations. Besides, funding organizations are bound by their respective theory of change which, in any case, evolve constantly - or individual donors and philanthropists define their preference on how the money would be used. They deem skills development training (and adult education) as not sufficient by themselves unless the participants actually get jobs owing to the training.

Skills development and adult literacy programmes for marginalized women are time and resource intensive processes. This does not work with many funders who generally require visible and measurable outcomes within set timelines. Yet, there are funders who recognize the need to change gender narratives thus, the respect and interest gaining ground on resourcing

¹¹⁹ Informed in part by KIs with funding organizations.

¹²⁰ As per the OECD, ODA for India is \$3.16 billion in 2015. Foreign aid received by NGOs/Associations for 2015-16 is Rs. 17,208 crores while the Government received ODA support for Rs 2144.77 crores for 2015-16. Ref - Lok Sabha UNSTARRED QUESTION NO.3245

skills development for marginalized women, especially in NTL. It is deemed crucial to make the link between social, economic and political issues and build an ecosystem to get women into the workspace.

Funding organizations interviewed for this Study believe that skills development programmes for marginalized women must be self-sustaining – or, they must be connected to government-funded initiatives. Otherwise, skills development programmes must be integrated into secondary education to ensure that the youth are employable after school.



3

study findings

Finding based on feedback from various civil society organizations are presented below. The detailed case studies for the same are available in Annexure 6 to the report. Findings are based on these Case Studies of organizations providing skills development or training, and synthesis of FGDs by the women who have been skilled by these organizations. The KIIs undertaken with the management of organizations involved in the Study, supplemented by information from their annual reports, programme documentations, publications and websites, among others, have fed into the Case Studies. The FGDs tried to capture the journey of the women and the change in their lives in context of skills development and work placement especially in non-traditional/non-conventional livelihoods and are presented in synthesized form under 'components of skills development', 'challenges, opportunities and changes in women's lives' and 'recommendations from women'. FGDs were carried out in Delhi/NCR, Jaipur/Rajasthan, Vizag/AP, Pune/Maharashtra, Ahmedabad/Gujarat, Mumbai/Maharashtra, Mysore, Indore/MP, Kottayam/Kerala, Lucknow/UP through NGOs Azad Foundation, Abhiviyakti (in partnership with government-owned/run MSEDCL), Archana Women's Centre, Humsafar, Jabala, Janvikas, Magic Bus, Samaan. FGDs were undertaken with more than 150 women who have gone through skills training in car driving, auto driving, masonry, electrician's work, LED bulb making, etc and are now pursuing employment or livelihood on skills they were trained in (except for the women affiliated with MSEDCL who are recruited for a job and provided various training in the course of their employment). The FGDs were meant to capture the challenges they surmounted and the

change that have materialized since their skills-building training.

1. SYNTHESIS OF FGD FINDINGS

1.1. Components of Skills Development

1.1.1. Pre-training

INFORMATION ABOUT SKILLS DEVELOPMENT

Information on any skills development programme is necessary to solicit participation. Many times, however, information does not reach the intended participants nor is it readily available especially to certain groups of people. The study has documented how marginalized women access information to skills development opportunities, thus:

A. MOBILIZATION AND OUTREACH:

Mobilization and outreach is an intensive process which could be both time-consuming and costly. However, the Study proves that it is critical for information dissemination about the skills development programme but also for ensuring the participation of certain groups of people, otherwise 'hard to reach' like the marginalized women who are the focus of this Study.

Mobilization and outreach through 'information camps' or 'information booths' in target localities allow for interface of the skills development provider with the community in general and the prospective participants. It is at this point that information on skills development is provided but also for queries to be answered and doubts clarified. Especially where women are targeted for skills development programme that does not conform to the gendered notion of skills (and work) for women, it is at this

stage that the skills development provider sensitize people about their programme and, in fact, introduce gender awareness to people across backgrounds in the community. This requires a lot of discussion on gender issues and a continuing process of changing mindsets.

Door-to-door campaigns have been effective in purposively reaching out to women who are, by socialization, unable to come to public events like 'information camps'. The skills development provider gets to meet the prospective trainee and the members of the household including those who will be making the decision for the woman to join the training or consulted by the woman in the decision-making process.

Surveys targeting households with prospective participants, followed by a visit or phone call from the skills development provider have also generated positive feedback in terms of participation. Partnership by skills development provider with other NGOs already working in the community allows for wider reach and increased channel of information.

B. STUDENT REFERRAL:

Student referral for skills development is available in certain contexts. This happens when the skills development programme is targeted at young people, if women, of a particular age group and education. This presupposes coordination, if partnership, between the educational institution and the skills development provider.

C. MEDIA:

The Study found that the use of mobile phone and internet-based media are popular especially among

the youth even in resource poor communities. As such, information on skills development are accessible on YouTube, Facebook or websites. The Study also found that information gets effectively disseminated on TV through advertisements or shows like Satyamev Jayate that feature women who have been successfully trained, e.g. the women from Azad Foundation's "Women on Wheels" Programme.

D. PANCHAYAT:

Information about a skills development programme from the Panchayat is tantamount to an endorsement. Whether the information is provided through existing community groups like the SHGs or community animators come home and share the information, the involvement of the Panchayat lend weight to the programme.

E. WORD OF MOUTH:

In many cases, the prospective participants get to know about the skills development through a family member, e.g. mother, sister, husband, brother or other relatives, neighbour, community social workers like Anganwadi, Asha worker, Shubh Arambh staff, community fellows, trainees (present and past)/ graduates of skills development programme.

F. "SEEING IS BELIEVING":

And, yet, the power of actually seeing someone you aspire to become in front of you cannot be undermined, just like the experience of some of the women interviewed when they saw a Sakha Cab or DriverBen driver passing by. Seeing someone "live the dream" has a tremendous impact on a person and

inspires decision to follow in the footsteps of someone who has actually done it.

CONSIDERATIONS FOR APPLICATION FOR SKILLS DEVELOPMENT

A. APPLICANT'S ASPIRATION

Marginalized women aspire things for oneself, one's family and for other people, too. The Study found that, in spite traditional family set up where women have been socialized to stay at home and be economically dependent on men, women want "to become independent in life"; indeed, "to get out of one's 'situation'". For this, women want to get a job which would allow one to "earn better income, to earn decent income" or a secure government job. Women understand the vulnerability of not being financially independent. As one of the FGD participants noted: "I witnessed a friend go through difficult times after divorce since she was not financially independent. It was an eye-opener, so I decided to get a job even when I had a small child".

At the same time, women want "to learn English and self-defence", as well as "to do something different/unique". Thus, "to acquire skill which doesn't take long to learn" and "to get a job or job assurance after training" are huge motivations. "(T)o find a job in line with one's aspiration" like, "to be able to drive (a car)" or "to find work which can be done from home" to allow one to balance home and work, is an ideal situation.

Most of the time, women's aspirations are linked to the family, e.g. **"to have a better family life"**. In particular, women's aspirations centre around the children or the young in the family, e.g. **"to give better future to the**

children", **"to give better educational opportunities to children or sibling"**, **"to inspire the children"**. In some cases, women decide to take cudgels for the family responsibility, e.g. **"husband does not have a job so joined (training and work) for financial stability"**.

Yet, women also aspire **"to inspire other women"** and **"become a role model"**. For, women who have found their calling understand that there are many more women out there who need the 'push' to take the bold step towards realizing their aspirations.

FACTORS AFFECTING DECISION TO PARTICIPATE IN SKILLS DEVELOPMENT

While women's aspirations give them the impetus to do something, there are overwhelming number of factors affecting women's decisions to step out of the house or of the comfort zone of the socially assigned roles or occupations for women. There are many socio-cultural factors that hold women back aside from practical considerations.

Personally, women **"fear about (not) learning"** - e.g. driving a car, as some did not even know how to ride a cycle - and fear of failing in the chosen field, e.g. **"didn't know the field very well, was not sure about what the work would entail" or "just cooked for home earlier so not sure how to cater to other/many people (e.g. catering business)"**. Women also have **"inhibition of doing something new which women do not usually do"**, e.g. driving.

Distance is a major constraint in many places in the country. Women hesitate to travel long distances for training where there is no proper transport facility and where they have limited resources for commute to and from the training venue.

Beyond that, women are well aware of the pressure from outside oneself: “Family and community do not encourage girls to step out/go out and get educated and learn new skills”.

“Family and community don’t believe that with such basic educational qualification they will get any job”.

“People in community pass comments about women who come out to get education or work”.

“Family and community question women’s choice” (especially where they differ from what the family and community see as “normal” for women).

TAKING DECISION TO PARTICIPATE IN SKILLS DEVELOPMENT

It’s very rare case when women¹²¹ don’t tell anyone in the family about their participation in a training for NTL until after completing the skills development programme and getting placement. The Study found that most of the women participated in skills development because of their own aspirations and after hearing about the programme and its benefits. Yet, the Study notes that women generally consult family and get father and/or husband to agree, even if they make their own decision to join a skills development programme.

There are cases where the family actually insisted on the woman to participate in skills development owing to its *“commitment to girls’ education and employment towards financial independence”* or the *“mother motivates the daughter so that she will have better future, or do not do domestic (service) work (like her)”*. Quite a number of women talk of *“husband (being) encouraging”, even husband “(saying) he would share household and childcare responsibilities”*.

Yet, there are women who were able to participate only because the family agreed (and provided support (even if they *“chose skill to be trained”*) or *“chose skill which would allow them to earn from home”*).

CHOICE OF SKILL TO BE TRAINED IN

The Study found that women choose skills that would translate into a job or livelihood that would provide good income and respect, e.g. *“driving because of the guaranteed job.. with better salary than other livelihoods”* and *“a more respectful livelihood option”*. Or, a *“stable job like a government job because financial security and job stability”* are important to them. Nonetheless, there are women who want to work amidst other responsibilities and opt for *“skill which will allow (them) to work from home”*, e.g. LED bulb making.

Women, given the chance, choose *“novel skill... which breaks stereotypes around gender & work”* amidst socio-cultural gendered expectations. They are *“keen to try something new..., (try) work that is challenging but interesting”*. It is important that there are skills development providers like those involved in the Study which *“encourage women to be trained in trades otherwise only done by men to enhance their income”* and open up space for women’s engagement in the economic sector. Outside domain skills, women would like to be trained on a range of skills that would enhance their employability in any sector.

¹²¹ 2 cases on this shared from 2 separate FGDs.



1.1.2 TRAINING

CRITERIA FOR PARTICIPATION IN SKILLS DEVELOPMENT PROGRAMME

Skills development is premised on the trainability of the participants. Moreover, it is essentially geared towards employment thus, job requirements are duly factored in when designing a skills development programme including the criteria for participation.

For the “Women on Wheels” programme facilitated by Azad Foundation, schooling of at least 10th standard is required as well as identity documents such as Permanent Account Number (PAN), Aadhar Card (Unique Identification Number required for accessing public service schemes), and birth registration. Janvikas, for its “DriverBen” programme requires the participants to be aged between 18 to 35 and to have relevant ID proofs.

For MSEDCL, 10th pass and ITI (Electrical) Certificates are required for VS and Graduation and MS-CIT certificate for CS. In the case of AWC, criteria for participation varies according to the domain skill but the willingness of the participant is a foremost consideration. Part of the training

is to prepare the women for the professional world so strict attendance and punctuality are required.

Magic Bus works with young people aged 18-25 years from BPL category with family income less than 1.2 lakhs/annum who are unemployed. Documents required to apply for skills development include ID proofs (Aadhar Card, Ration card), photos and mark sheets of 10th or 12th class. Magic Bus “caters to sector agnostic skills, by design... . There is no domain specific skill imparted in the programme. But once the course is complete, those who were willing to pursue any particular Vocational Training in any of the domains, did so”.

CURRICULUM FOR SKILLS DEVELOPMENT

Aside from domain or technical skills, organizations involved in the Study provided inputs on some of the following which are deemed helpful by the women:

- basic literacy
- English language and communication skills
- financial literacy and management (including banking and use of ATM)
- gender equality
- legal rights
- social (re)orientation and psychological sessions
- self-defence
- first-aid/emergency response
- use of technology such as GPS (for drivers), smart phone, apps
- basic computer skills and internet
- personality development
- goal-setting, planning and time-management
- team work

- customer relations
- generic course on employability.

DURATION OF SKILLS DEVELOPMENT

Based on skills covered by the Study, domain skills alone generally take from 30 days onwards (except LED bulb making) as follows:

- LED bulb making: 3 days +
- Clerical Staff: 5 days orientation + ongoing OJT
- Concrete Bricks Production: 30 days intense training
- wood craft: 3 months
- ferro cement technology: 3 months
- supervisor's training: 6 months
- driving: 6-8 months (could last up to 11 months)
- masonry: 3 - 9 months (+ another year OJT for specialized constructions)
- electrician with MSEDCL: 3 years OJT
- electrician with AWC: 3 months + (certification)

The period could be longer depending on other inputs such as literacy and numeracy, life skills, among others. Depending on the organization (and curriculum), these extra inputs could be provided parallel to the domain skills within the same time period.

SUPPORT AND ENABLING MECHANISMS REQUIRED/ PROVIDED

The Study found that women are willing to invest in something that could bring positive change in their lives. This means the time they put into the training, the time spent away from home especially the children, double day to ensure that they undertake their responsibilities at home (cleaning, cooking, caring for family members, etc)

before and after training, among others. In cases, they also bear part of the cost for attending skills development even if they do not have their own source of income – this gets difficult for most women from the marginalized sectors and could actually hinder their participation. Enabling support mechanisms become crucial to see them through. We can see that clearly in the the case of Humsafar and Samaan, who work with violence affected women, how this support is critical in enabling the women to go through their training.

Skills development programmes are provided free of cost by the organizations (all being NGOs) involved in this Study. Yet, participants do incur monetary costs, too. In one instance, participants pay commitment/joining amount of Rs 2000 (in installments) which is used to defray cost for licenses, etc. at different stages of the training. While some training are residential, most are non-residential because they extend over months. For which, training participants commute and take care of their own conveyance/ transportation costs.

Women take money from their savings, if any, or earn on the side of the training which is very tough because training durations are generally short and intense. Or, in some cases, they get support from the family for their participation. Others take loan where that is available. In some places, participants get stipend to help defray transportation costs and, in one case, they get a set amount to pay for the time they would have spent earning money, otherwise.

The proximity to the training centre is a big boost for women to attend skills development programme. This saves time, this saves money, and this also saves the family

and trainee from worrying. Supportive family members (mothers, husbands, mothers-in-law, sisters) to help with the responsibilities at home while women are in training make a world of difference. Positive community feedback helps in unquantifiable ways. Most of all, “personal interest to learn” or “self-motivation to acquire skill for work” keep women going as well as the “thought of getting employed in a very short span and according to (one’s) aspirations”.

Encouraging, approachable, supportive staff and co-trainees are essential to a conducive learning environment. The use of equipments and technology like simulators for driving, cutters for carpentry and woodwork, etc facilitate better learning. “Effective training sessions through sports-related activities which would help in creating a comfortable and healthy environment to learn with ease” works especially with the young ones. Career counselling and guidance throughout have also been found to be most helpful.

1.1.3 PRE-PLACEMENT

Usefulness Of Training For Finding Work And Generally

The women outlined what they learnt from skills development programmes provided by the organizations involved in the study which helped in their employability, these are:

- **ANY ONE OF THE DOMAIN/TECHNICAL SKILLS:** Car driving, auto driving, masonry, carpentry, plumbing, electrical skill, LED bulb making, ferro cement technology, etc
- **A NUMBER OF NON-DOMAIN SKILLS:** Self-defence, first-aid/ emergency response, gender awareness, health, English speaking, life skills and work readiness, financial literacy, computer and communication technology/internet skills, work ethics, time

management, managing relationships and criticisms, communication and interaction skills, leadership, mentorship (supervisors), to plan and budget.

- **WOMEN ALSO LEARNED LEGAL RIGHTS** (“how to file FIR, to protest against violence at home & in public spaces such as bus, streets”), anger management (“how to keep a cool head while talking to customers, which helps at home, too!”), empathy and problem-solving (e.g. “when women (electricians) go to disconnect a (power) line, they must talk to the customers, hear their problems and help resolve issues”).
- **WOMEN HAVE ALSO BEEN TAUGHT TO RESPECT ORGANIZATIONAL VALUES**, to work in a team and maintain standards needed for running business. They recognize the value of punctuality. Women are imbued with confidence to speak in public, to put forth one’s views in front of other people, to talk to & deal with the outer world. Alongside, women learn “personal grooming, e.g. how to dress at work and how to communicate with clients”.

At a very personal level, skills development “imparted confidence, ‘power’ and encouragement to women”. Women have come “to (understand) their strengths” and learned to “fight (their) fear”. They possess good “problem solving skills” and “can handle problematic situations better”. They have “positive vibes - very good attitude, interacting well (with others)”. They learned “to travel independently... even at night”.

As women gain “increased self esteem”, they “aspire higher now”. Women claim, they “found self” in the process of learning new skills and also “realized the importance of education and (some) started studying again while training”. They started “to save from the

first salary itself". With a "new way of thinking", they know "how to focus to achieve target/outcome".

SUPPORT FOR WORK PLACEMENT

Skills development for marginalized women provide support for placement as part of the programme. Azad Foundation provides placement with/through its sister organization, Sakha Consulting Wings, a private limited company. Other organizations like Humsafar, Janvikas and Samaan (through Sakha Consulting Wings) have their own placement cells to absorb the women for jobs after training. Women trained by AWC claims to have "plenty of work after training with/through AWC and affiliates". Magic Bus connects the trainees with employers as part of the programme. MSEDCL's training begins after recruitment, and is on the job. The knowledge of support for such placement creates a sense of assurance that allows them to focus on their training as they can see that women in the previous batches are being supported in finding employment.

1.1.4. PLACEMENT

usefulness of training at work and generally

Skills development programmes as explained earlier do not only provide domain skills but much more. Women are taught a range of life skills which come handy under different situations. After training, they work in jobs or livelihoods aligned with the skills training provided to them and according to their aspirations. The skills developed for enhancing overall productive engagement, and were not catering to any domain, serve them well in any job and circumstances.

Women trained by Azad Foundation all work as drivers per their training. Other than taxi driving, they are working as chauffeurs in private households, car showrooms, hotels and other companies including the DTC. While LED bulb makers can make 20-25 bulbs per day from home, the masons get contracts through AWC. Women who underwent skills development with all other organizations work according to their training – unless there is pressing reason, otherwise, like health or migration (to another place where job for the particular trade is not forthcoming because the environment (still) does not allow it, e.g. mason), etc.

WORK BENEFITS

More than half the women that the Study covered did not have a job before the skills development but are now earning decent income. Those who were working earlier have now been earning much more than before. In sum, "income is good, there is financial freedom, have been able to buy things on one's own, buy new assets like new home, mobile phone, bike and tv, able to contribute financially to the house". And, as they contribute material resources to the household, "the more income, the more respect." They get "more negotiating power in the family" and get consulted for family decisions.

Aside from material investment, some women "have started studying again", inspired to learn more. For those who have yet to invest in a house, they are able to "get rented house at good locality because of job".

Overall, women are "very excited with work". Simply, they are just "very glad to have stepped outside the home and see the world, meet new people, see new roads". And, as they go about their work, women "have become good

at listening to people, helping them. (They) had no idea before joining but the work has built ownership". They also get to "know people and build contacts..."

Indeed, the work benefits cannot be reduced in terms of income but to a lot of other non-material and, many times, un-quantifiable gains.

1.1.5. POST-PLACEMENT

For all the organizations who are part of the Study, the skills development programme provides post-placement support. For a period after placement, organizations continue to interface with the trainee and her family. They provide counselling as required and monitor the trainees' progress at work.

1.2. CHALLENGES, OPPORTUNITIES AND CHANGES IN THE LIVES OF WOMEN

1.2.1. Challenges

There are challenges before, during and after training all the way to employment. Skills development provider helps the trainees deal with or manage the challenges. Part of all the skills development programmes under this Study instill confidence, provide lessons on how to respond to issues and overcome challenges. Yet, many challenges are part of the larger context which an individual cannot solve on one's own or in isolation.

Generally, the distance from home to the training centre is important to consider. Aside from the finances and time spent for day to day commute for the duration of training, there are safety issues to consider. Skills development programmes teach women how to handle violence in public (and private) spaces but the elimination of sexual and gender-based violence is an issue to be tackled by various stakeholders.

At home, women are not freed the roles of managing the household, caring for the young and elderly in the family, caring for the sick, cooking and doing the laundry, among others. The timing of training (or job) becomes challenging for women who do the unpaid work at home. Women have to finish work at home before coming to training (or job) which means getting up as early as 4am because one cannot be late for training (or job) and/or sleeping very late the night before. "Managing kids' responsibilities with husband is challenging, especially in a nuclear family with minimal support from relatives" and, on occasion when no one can look after the kid/s at home, there are no creches in offices (and private creches are not common and, if available, may be costly) and "colleagues look down upon (women who) bring kids to work".

"Family support is needed without which, (women) can't work". Family resistance (of women going out, of women working but also of housework not getting done) manifest itself while women are in training and throughout their employment. While the other women in the family (mother, sister, mother-in-law) fill in for the woman who goes for skills development or a job, they also get hampered in their participation outside the house. And, while "working far away from home, sometimes there are health issues in the family and unable to reach family early".

When working with young women, marriage is an issue that can come in the way of their participation in skills development programme, e.g. "relatives ask for marriage and it is (the family's) first priority not training", "pressure on parents (from relatives) that this is not the age for (daughter's) training, they should look for a groom instead".

Men are not happy that women are “eating into men’s space” as women venture in NTL. In the community, “character assassination from other people including from other women” of women who defy conventions is commonplace. There is community pressure on women against education/training and work – e.g. “caste panchayat also looks down on (women who go for skills development or work), since women don’t go out to work in (this) community”.

At work, it is “not easy for women to work at the sub-divisional level since customers are aggressive, shout abuses. Many times, male colleagues are mute spectators”. Being the “sole lady in the department (can feel) alienat(ing) initially but gained support from male colleagues”. Women “need to keep up a ‘happy face’ (from work) (because) telling the family about the daily problems will just make them more concerned. But putting on a façade is also stressful”. “Night shift (3pm to 11pm) is challenging ...(in) a new city and (it)... has safety concerns”. In certain occupations like that of electricians, “risk of accidents is present, need live training to avoid/deal effectively in such situations”. It can be difficult if “training/probation period is too long”.

1.2.2. Opportunities

Women who participated in the Study draw a lot from their families for support to be able to do what they do. They also acknowledge organizational support – whether materially or through encouragement and validation. Women, among themselves, support each other during training or at work.

During training, women work to save money for training expenses, or seek financial help from skills development provider/organization for daily commute to the training

centre (via loan or stipend). Or, they borrow money elsewhere to buy bus passes. They manage time between home and training or job by doing housework before and after training or job. They forego their leisure hours and sleep less to be able to do everything and go out to train or work.

Skills development provider/organizations sometimes are able to coordinate job placements nearer one’s home and timing, which takes care of the distance and timing issues. Working in groups can be facilitated, e.g. “30 girls from different villages come together to support each other in difficulties”; or “traveling together in buses to and from the workplace which helps when it gets late in the evenings”; or colleagues “planning to buy two wheeler to commute easily”. Flexible work hours also help women, e.g. on-call driving.

Interaction between family members and skills development provider/organization staff prove to be very helpful - parental counselling by organization, home visits - even “convincing parents that daughter will work for at least 2 years before marriage”. Skills development provider/organization “talking to men” in the family and community make it easier for women. Regular persuasion of elders or non-supportive members of the family by women themselves or by supportive members of their household is needed for women’s continued participation thus, also “convincing family about progress” made by them, even “convinc(ing) parents to have faith in them”.

In the community, women ignore what others are saying and do not allow the prevailing mindset to bog them down. They believe that, in time, the community would see the benefits of their training or job, and the community would take pride in their achievements.

1.2.3. Change in Women's Lives

Some of the women who took part in this research were students (e.g. school or college or ITI) or apprentice (e.g. Magic Bus). Some were employed in low-paying and/or temporary jobs (domestic service, stitching, etc) or assisting family in livelihood (e.g. dried fish vending, etc) or hired for a job and provided OJT (e.g. MSEDCL). Many were unemployed – married with child/ren, passed 12th class but without job, or left low-paying job.

Women are “happy and proud” after completing skills development and landing a job - they rightly know that, especially those in NTL, “they are the first in (the) field”. They have become “role model and inspiration to other women in the community”, they are seen as “icons and achievers in their community”. Women feel validated and they are “creating (their) own identity, e.g. “feel that uniform has given ...a unique identity”. There is pride as they move around in their community and the workplace. They know their city and the roads much more now.

As mentioned earlier, those without a job before the training are now earning decent income. Those who were working earlier have now been earning 10x or more from before.

The income has allowed women financial independence. They are able to invest in property, their children's or sibling's or own education and also contribute to the household income. They now have a voice in decisions at home and given respect, e.g. “family has realised that (women's) opinion matters!”. They are also “treated equally like the brother”. “Children look up to (women) with respect” and “children are happy” for their mothers. Women “feel needed”.

They are “seen as independent individuals who can decide (their) own terms and conditions in life”. They are “respected in family, society and villages”, “getting lots of support, love and respect especially from family”. And, as they start “believing in (them)selves” more, they start to “exercise right to decision making”. In one case, a young woman was “able to put forth (her) opinion in front of (her) family members regarding marrying the person of her choice”. They do not fear anymore and “coming home late does not create chaos and fight” at home.

Their jobs are in line with their aspirations. A Cab Driver from Azad Foundation's “Women on Wheels” Programme who is now employed with Sakha Cabs declared that she “wanted to take (her) family on a drive- and (she has) achieved that.” The many who have “not thought of becoming or achieving something in life has now got the zeal to do something and become someone after the training programme”. Thus, one “decided to continue her (college education) which she had left...to attain something in life”.

They are “confident to take up jobs on one's own in future, too” if “(they) lose the job” they have presently for whatever reason or the job do not serve their purpose anymore. They now “know how to progress in career”. One “wants to become a line operator after clearing the internal exams” and another “wants to become a department head” in MSEDCL. One wants to open her own driving institute. Another one is “working on her long term aspiration to become a teacher”. Women do reach a point when they think nothing could come in the way of their dreams, including work.

Earlier, community members were against women being professional drivers but now they are proud of them and want other girls to become drivers as well. One driver motivated two other women from her community to join the training programme; she also spoke to family members of one trainee who was facing resistance at home. People in the community notice the work women do professionally and young women come asking for career guidance, want to follow the same career path. Neighbours come, and ask and discuss about their job.

Yet, while many things may have changed, some things stay the same. For one, women still mainly do the unpaid work at home.

1.3. RECOMMENDATIONS FROM WOMEN

1.3.1. Accessibility And Relevance Of Training

INFORMATION AND SENSITIZATION

Women have to be more aware about skills development programmes. There should be more information drives across urban (and rural) areas through meetings, street plays including schools and colleges outreach to inform girls about career options. Women with lower educational qualifications must not be overlooked thus, community-based activities for disseminating information must be undertaken to target them. From early age, girls need to get exposure about job market & different opportunities. Survey at the individual level and pamphlets distribution would further be helpful in this regard.

During information drives, meeting “role models” and seeing “inspirational movies” about skills development could help not only the women prospective participants but the families and the community understand the programmes better. It “gives motivation to parents to see

other trained women” and “share successful case stories, alumni experience”. “Women-to-women interface” should be facilitated. Yet, talking to men and targeting the households, especially working with parents to sensitize them about issues could ease resistance and pave the way for women’s participation, and start the process of changing mindsets on gender relations and roles at the micro-level.

Some of the messages that need to be put across are as follows:

- “women must be financially independent”
- “women must build a career for personal achievement, to make their lives meaningful, and not because husbands/family needed the money”
- “women should have the skill and access to any employment including non-traditional livelihoods”
- “sensitivity to women’s needs by employers will encourage increased participation by women”
- “supportive environment at home, including shared housework, will help women participate in training and jobs meaningfully”.

CRITERIA AND SKILL CHOICE

Criteria for training must not focus only on education because marginalized women “are looking for some change in their life and want to learn skills”. There should not be age limit for women’s participation in training.

Training on a range of skills would allow women choices and must necessarily lead to decent livelihoods or employment. And, to ensure inclusion of marginalised women in any skills development programme, programmes must be “end-to-end and involve the delivery agent at all the points in the value chain (e.g. the

centre staff being actively involved in the mobilisation, training delivery, counselling, pre-placement, employer coordination, post-placement, parents counselling). Their involvement should inculcate trust in parents and women”.

TRAINING VENUE

Training centres need to be set up near target communities for more access and less cost to participants. Timing must consider women’s realities and their responsibilities even if efforts are afoot to change mindsets about sharing reproductive roles.

TRAINING CONTENT AND DURATION

Training curriculum must consist of domain/technical and non-domain skills. The duration of training must necessarily consider the domain/technical skills to be imparted but also other areas of learning.

Non-domain/life skills are very useful not only at work but under all circumstances. The following outlines inputs that the women who participated in this Study thought to be needed, thus:

- Confidence building
- English speaking
- Gender
- Self-defence
- Legal rights/women’s rights
- Computer skills
- Specific technical training (such as billing, mobile app)
- Reading and writing
- Grooming
- Communications
- Safety training
- Personality development

- Self-awareness
- Conflict resolution
- Clothes and etiquettes training
- Finance-related training
- Meeting people and creating support system
- Marketing products – packaging, finding buyers, working together with others in the trade
- Decision-making
- Leadership
- Resilience
- Personal hygiene
- Goal-setting
- Negotiation skills
- Customer orientation
- Orientation training at start of any job
- Sector prioritisation according to geographical area, and exposure for women in industries catering to those sectors as part of women’s career growth
- Exposure to workplace should be a mandatory part of training
- Mock presentation sessions (before job application) to prepare the women for job interviews
- Apprenticeship/OJT plan

1.3.2. Enabling environment required for more participation by women in skills development/adult education & work

“Skills development programmes should have flexibility in their approach to address inclusion-related challenges, strong community interface, friendly and pragmatic staff at the centre, activity-oriented curriculum to optimally use learning potential and ecosystem linkages rather than stand alone approach”. They must be “accessible to all women who are living below the poverty line”.

“Training centres must be opened in local communities for women who are not able to travel” or to encourage participation by more women. Seats may be reserved for girls in the schools and training centres may adjust course time for married women who are interested to acquire skills and want jobs. The government, too, should provide skills development to marginalized women.

There must be women-friendly environment and infrastructure at workplaces. Creche services should be available in the community or workplaces because childcare responsibility is one major reasons why women are not able to join training programme or work. While some women need tiffin services, others need working hours to suit women’s schedule and safety requirements. Support groups would be enabling, e.g. small meetings with women in a particular job or livelihood coming together at regular intervals.

2. FINDINGS BASED ON THE SYNTHESIS OF PRIMARY DATA

Based on the FGDs with the women who had gone through a skills development interventions and the KIs of the organizations, following are the emerging key points and challenges.

1. Pre-training: Identification of the right candidates who are willing, have the inclination and can manage to create enough time to undertake skills development sessions on a regular and sustained basis is a critical challenge here. It is clear that all the organizations had to motivate and convince the potential participants, including their families about the benefits for such a training. Information needs to be provided in detail, without any ambiguity, about various aspects of the programme, including clear expectations for the

organization from the trainees, counseling them, and their family members, to prepare them about what to expect and to keep realistic expectations and the time that they are to commit for learning the skills. The findings point out that mobilization requires a multi-pronged approach with different ways on creating sustained interaction with women to be able to support them in overcoming the hesitation of undertaking the programme. Costs of the training, the opportunities lost etc., the time taken away from family/work etc are all accessed by the women before they agree to participate in a skills development programmes, matched with their aspirations and challenges to deal with socio-cultural constraints to women working away from the home- especially in non-traditional settings and for non-traditional occupations. As per the skill development organizations, this is a resource intensive exercise and It is critical that this is done well to ensure that the women are adequately prepared to take part in the skills development process. For instance, Under the PMKVY Special Projects, a maximum of Rs 500 per candidate is allotted to cover mobilization.¹²² This is much lower than the actual resources spent per candidate in 2016-17 by Samaan (approximately Rs 2700) and Azad Foundation approximately Rs 5,700) for mobilization, in this case for women to train as chauffeurs.

2. Training: The skill development trainings have shown flexibility for the learners, being responsive to the needs of the participants to the extent possible.

¹²² PMVKY (2016-2020): Guidelines for Special Projects Ver 3 with effect from 26th January 2017, MSDE, GOI.

In the cases where documentation is required, the organizations have all actively helped in securing the right documentation by guiding the participants in obtaining the same (eg. Aadhar Card, Voter ID etc.) With the short term courses under PMKVY, Aadhar Card is compulsory as the system is designed to mark attendance and give credits using the same. Given the scale of the training programmes, it is not possible to make exceptions and this results in exclusion of those not in possession of the same-in this case technology plays both a facilitative as well as a inhibitive role. Besides this support, the core curriculum in almost all the cases went beyond the core skills and the associated soft skills that are required, and integrated modules of self development, legal awareness and gender equality, among others. In one case, all the women going through the skills training were also given training to ride a mechanized two wheeler. The focus here is beyond building the skills in the person but is aimed at the overall development of the participant. The duration of the skills development programmes are mostly fixed in terms of content and hours with limited amount of flexibility available for the same. Moreover, they are not designed to keep in mind the gender diverse needs of the participants and are administered by inadequately trained trainers in most parts as that is one gap area that has been already identified by the government. It is important to have motivated, well informed trainers.

The women participants were willing to invest in their quest for new skills. While all the trainings were virtually free with a small token being required in some cases, women had to invest their time and lost opportunities of

earning a livelihood, as well as paying for the commute. They also had to make arrangements to keep the household functional while they were away and flexible and enabling support is important to support their initiative. Only in one case, were the trainees provided a stipend equivalent to lost wages on a MNREGA worksite. Location of the training centre is important as they prefer not to travel long distances of commute with multiple changes in public transport. There is a conscious decision to have the training centres in locations that allow ease of mobility to the extent possible. In the PMKVY scheme, there is provision for a transport allowance for women.

3. Pre-placement: Besides skills development, preparing the women for employment is a major task. With domain and non-domain skills, the women feel confident to take on the work. The experience has shown that they have to be prepared for the job market where confidence and communication, among others, as equally important as the ability to undertake the task that the women have been trained to do. Training in life skills and work readiness are thus crucial for this. With the curriculum going beyond the core skills component to other aspects as the development of the self, broadening knowledge, encouraging the women to study further seems to generate a sense of purpose and generate self-belief that is vital for the success in the job market. Support for work placement formed a important aspect here. While not all women were able to get jobs immediately, the fact that there was a mechanism that the host institution that would work to place them also created a great sense of confidence among them and they waited for the jobs to come rather than go back to their traditional roles.

4. Placements: Finding placements is a critical element as the training in all the locations is primarily aimed at making them employable. As noted earlier, while placement did take some time, all the women were keen to pursue to the skills they had acquired and could see that there was a it allowed the to earn a decent wage through which they have been to make a modest difference in their lives. It has not only got them paid employment but it has changed the way the local community engages with them. The women participants felt that the there were significant gains that they have been able to make in their personal lives. Placements is always a issue and there is also a huge challenge in getting jobs for those who graduates through the short term PMKVY skills development institutions as the market has not been able to absorb most of the people. The government, has in turn, placed a limitation on the final payment for the Training institution due to this. This has, in turn, led to a large number of jobs being created on paper without actually providing employment to the people.

5. Post-placement: A regular follow up with the graduates and their employers is important to ensure that the graduate is adapting properly to the work culture and environment. All the organisations undertook this either through follow up visits or creating a graduates forum where they can interact on the regular basis. In the PMKVY, women graduates are supported with stipend of Rs 1450 per month for 2 or 3 months after placement depending on location.

The progress of women in India has been generally slow and scattered. India's socio-cultural context as they relate to women has been pulling its women back from advancement and remains to be the "weak link" in the chain of change.

Indeed, as this Study has found – and as India admitted in its report for Beijing plus 20 in 2015 or in the report of its High Level Committee on the Status of Women 2015 or in its report on CEDAW in 2014 or in the rationale of the draft National Policy on Women 2016, gender inequalities in education, employment, health, among other indicators, borne out of deep-seated beliefs and stereotypes continue to disadvantage women in the country.

India, however, has made strides in terms of formulating laws and policies for women. Yet, laws and policies create conditions for women's participation and empowerment only where it articulates these clearly and not leave the provisions of any law or policy to interpretations by implementors, and where mechanisms are put in place to ensure that laws and policies benefit women as much as men or any gender. Laws and policies alone are not sufficient where gendered notions of spaces, learning/skills and work are all too prevalent.

The dichotomy of private-public, reproductive-productive, unpaid-paid domains remain to hinder women's participation. While spaces are slowly opening up for girls and women, it remains limited for the most part affecting education for women and their engagement in public, including the productive sector. Work segregation remains a reality in the country, limiting occupations that women can access. And, while this Study has shown that through initiatives on NTL, women are able to regain spaces otherwise dominated and controlled by men, and expand opportunities for decent jobs and livelihoods, that NTL breaks stereotypes of gendered roles and expectations, that the complementarity of women's participation in economy and in decision-making, representation, women's agency should pave the way for substantive gender

equality, the entire ecosystem affecting women's education or skills development and work need serious relook. The household, the community, the educational and training institutions, the workplace, the state must all redefine and install norms & practices, structures, infrastructures and services that would genuinely allow women meaningful participation in all spheres of life. And, laws/policies and their implementation must be made truly gender-sensitive and more proactively supportive of marginalized women.



4

action points

ACTION POINTS/RECOMMENDATIONS

The following actions/recommendations have emerged from the study undertaken. These are based on an analysis of both the primary as well as secondary data. The recommendations are relevant for a wide group of stakeholders – Government, NGOs, Skill development agencies, Corporates and social enterprises, employers, educationists and trainers etc. They are being presented here to reflect the process steps – a) outreach and mobilization b) training c) post training and d) overall.

It is proposed that a policy brief and a simple, easy to understand presentation will be prepared to encapsulate the key findings and recommendations for dissemination with relevant stakeholders.

The outputs from the study will be used in policy level foras at State, National and Regional levels by not just Azad Foundation and ASPBAE but also all the participating civil society partners.

RECOMMENDATIONS FOR ACTION

Outreach and Mobilisation

Skilling programs need to invest actively to ensure the “information” regarding the programmes and its benefits is made available to and accessible by the target population it is meant for. The study has highlighted several innovative methods being used for the same by civil society organisations. Government needs to ensure that the policy framework for such programmes includes a focus on awareness and mobilization of marginalized women and needs to invest financial resources to enable this to happen.

Further to the above point, mobilization and community engagement are also critical to engage with families and ensure that there is support to enable women to participate in skill building programmes. The policy framework needs to therefore ensure that this becomes a non negotiable part of all skilling programmes. Skill training providers need to ensure that they have trained teams that are able to reach out to the families of marginalized women and undertake the required counseling in their contexts. Adequate time and fund provisions need to be made for the same.

Training

National Skill Development and Entrepreneurship Policy (NSDEP) 2015, focuses too narrowly only the provision of technical and in some cases ‘soft’ skills. The policy framework for skills training for women and other marginalized groups MUST include training on rights, on structural barriers to enable them to build an understanding of the complex structural challenges faced by marginalised women specifically and to learn how to address these.

The policy framework must provide for flexible learning schedules to enable Skill providers, trainers and educationists to respond to women’s real needs encountered during her learning process. A rigid one or three-month schedule cannot respond to different learning abilities, economic stresses or social challenges such as enduring violence within their family.

Given above, the funds allocated to these trainings need to provide for more comprehensive training programmes that extend over flexible periods of time. From one month for example in the case of concrete brick production to

8 months in the case of driving. The funds should also provide for counselling and support – either directly or by linkages with other service providers.

Employment and post employment

Skills development providers should work to create or facilitate viable employment opportunities that enhance women's income and support women to seek these employment options as part of their programs. A clear market research needs to be undertaken prior to offering a skill training to ensure that there exists a market potential that will ensure remunerative livelihood options for marginalized women.

Skill development and facilitating employment opportunities must be followed up with initiatives to hand hold and build a supportive network to help the women sustain their work. Regular meetings or post placement forums go a long way in addressing challenges that women will continue to face as part of their employment. The post placement support must be made mandatory for a period of at least one year.

Also, the policy framework needs to acknowledge and address the challenge of sharing of household duties and push for sharing of care giving work across gender, creating a positive environment to facilitate women to balance and sustain their professional front. No amount of skill training will bring women into the labour force, unless they have the opportunity to negotiate the care and reproductive work. Government needs to ensure there are adequate and good quality crèche services that are run for 8-10 hours to ensure women are able to take on full time paid work outside of homes.

Overall

A clear gendered analysis within the policy framework that is incorporated right through – from access, mobilization, types of trainings made available, learning pedagogy and placements will enable a much more comprehensive response to women's needs for skills training that can yield remunerative incomes, and not just marginal returns for increased hours of work to an already overloaded day.

Policy framework on skills and livelihood must also clearly have a thrust on non-traditional livelihoods, that clearly are more remunerative and have a greater potential for enabling women to make transformative changes in her life as evidenced in the primary findings. NSDEP does recognize the potential for NTL, but proactive engagement to advocate for the same is needed within NSDC and their training centres. Advocacy on this also needs to be undertaken with Skill providers who get limited by their own beliefs and mindsets.

Finally, to encourage women to participate in the labour force, investments need to be made to ensure there exists an enabling infrastructure of institutions. Women, especially those from marginalised communities require safe public transport, well lit roads and lanes, they require safe and hygienic toilet accessible easily, hostels for working women, shelters for those who might be facing violence at home, creches for child care. Investment in all of these will help unleash the potential of female workforce that will benefit the women, their families, communities and the nation.



INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

ANNEXURE 1.

RESEARCH FRAMEWORK

I. Background

The Asia South Pacific Association for Basic and Adult Education (ASPBAE), a regional association of more than 200 organizations and individuals, works towards promoting quality education for all and transformative and liberating, life-long adult education and learning. It strives to strengthen an Asia-Pacific movement to support community and people's organizations, national education coalitions, teachers unions, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments. Members of ASPBAE comprise of NGOs, community organizations, government organizations, universities, trade unions, indigenous people, and women's organizations, individuals involved in formal and non-formal adult education and other institutions of civil society across the Asia-Pacific. While "contributing towards the post 2015 education agenda, the SDG 4 Goal, to ensure inclusive and quality education for all and promote lifelong learning... (ASPBAE's) (p)olicy (a)dvocacy ... efforts in the coming years would be the Education 2030 (Framework for Action) and SDG processes".¹²³

"Through these, ASPBAE will remain attentive to its long standing focus on equity including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education especially non-formal education – adult literacy, skills for decent work and life.¹²⁴ And, it is within this context that ASPBAE through its members started to develop and

sharpen its knowledge base on education, skills and work from a gendered lens. Within the education and lifelong learning agenda, one of the neglected areas has been skills for work for marginalized women in the informal sector.

ASPBAE has been working in partnership with Azad Foundation to further its understanding on skills and work for women, particularly marginalized women, and accordingly enrich its work on education and lifelong learning agenda. Azad Foundation, set up in 2008 in India, "works with urban resource poor women (training and) enabling them to become empowered professional chauffeurs who can take charge of their own lives as well as create safe transport options for other women. Azad Foundation works in the space of non-traditional livelihoods for women such as professional driving because it constitutes a challenge to gendered notions of work and skilling and create mobility, remunerative incomes and a sense of identity and dignity".¹²⁵

In 2015, ASPBAE and Azad Foundation jointly organized an Asia Pacific Regional Workshop on Gender, Education, Work and Skills in October 2015, to deepen understanding on gender sensitive responses to skills provisioning for decent work of youth and adults. In 2016, ASPBAE commissioned an exploratory study paper to better understand the landscape of policy and provisioning (both State and

¹²³ ASPBAE Plans 2016

¹²⁴ ASPBAE Plans 2016

¹²⁵ Azad Foundation: Advocacy paper. Also see <http://azadfoundation.com/>

NGOs) for skills training for women in the informal sector in India. In October, 2016, a working group meeting was organized for few members of ASPBAE to share their own experiences and jointly plan this research, its objectives, scope and coverage.

Through a 2-phase implementation of the research project, this India Study constitutes one part of a 2-country research for Phase 1 (the other country being Indonesia).

II. Research Questions and Methodology

CORE RESEARCH QUESTION:

What are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social wellbeing to the marginalized women in the Asia Pacific region, given the perspectives of 'no one left behind' and social justice?

Specific Research Questions	Research Sub-questions	Research Participants & Resources	Research Tools
A. Who are the 'Marginalized' women?	A.1 Who are the marginalized women?		Key Informant Interview (KII)
			Focused Group Discussion (FGD)
			Focused Group Discussion (FGD)
		see List of Resources	Review of Concepts
		see List of Resources	Review of Secondary Data
	A.2 What are the forms and extent of marginalization?		KII
			FGD
		see List of Resources	Review of Secondary Data
	A.3 Where are they in the world of work and skill building?		Review of Secondary Data
	A.4 What are their aspirations?		KII
			FGD
		see List of Resources	Review of Secondary Data
	A.5 How do women choose the skill they want to be trained in?		KII
			FGD
		see List of Resources	Review of Secondary Data
B. What are the existing policies, provision and financing options for skill building?	B.1 What is the current situation regarding access to and impact of skills development model/ programs on lives and livelihood of women?		KII
			FGD
		see List of Resources	Review of Secondary Data
	B.2 What exists and what are the gaps in policy, governance and financing option for skill development and adult education?		KII
			FGD
		see List of Resources	Review of Secondary Data

	B.3 What are the budget allocations for skill building for the informal sector and the spending pattern?	see List of Resources	Review of Secondary Data
	B. 4 What are the national policies that directly or indirectly impact skill development and education of marginalized women in the country?	see List of Resources	Review of Secondary Data
	B.5 What is national financial mechanism that directly or indirectly impacts the provisioning of skills for work?		KII
			FGD
		see List of Resources	Review of Secondary Data
C. Gendered notion of skill development and adult education	C.1 What are the gendered notions of skill development and adult education that are critical to ensuring decent work, economic and social well being? (need to unpack the discourse on entrepreneurship/micro enterprise/employment)		KII
			FGD
		see List of Resources	Review of Concepts
		see List of Resources	Review of Secondary Data
	C.2 Within the perspective of 'no one is left behind' and 'social justice', how do we understand women's economic empowerment. What constitutes a life of dignity and well being for marginalized women?		KII
			FGD
		see List of Resources	Review of Concepts
		see List of Resources	Review of Secondary Data
	C.3 What is a gender-just framework for skill development and adult education for decent work?		KII
			FGD
		see List of Resources	Review of Concepts
		see List of Resources	Review of Secondary Data
D. Financing gender-just framework for skill development and decent work	D.1 How we define and measure Return of Investment (ROI) for financing skills development for decent work in the context of marginalized women? (note: not included in phase 1 of the Study)		
	D.2 What are the financing implication for advancing a gender-just framework for skill development and adult education for decent work?		KII
			FGD
		see List of Resources	Review of Concepts
		see List of Resources	Review of Secondary Data
	D.3 What are the perspectives and contributions of civil society organizations and the corporate sector (Corporate Social Responsibility) and how does that contribute to skill building and adult education?		KII
			FGD
		see List of Resources	Review of Secondary Data

III. Uses of the Research

The research will facilitate the understanding of the context for advocacy purposes on the issues of skills training and education for marginalized women's work at the local, national and regional level, serving the local and national advocacy measures of research implementers in India, Azad Foundation, and in Indonesia, PEKKA,¹²⁶ and the regional needs of ASPBAE for its own work on advocacy on education for women and work.

The research will also attempt to recommend on the partnerships that need to be identified and explored for the findings from this study to be effectively used at the national and regional levels. This study will prove helpful to explore, state and indicate the critical areas where the findings can be posed, and bring them to arenas which are not only education related, but are related to work and skills for empowerment, and highlight education therein, e.g. 2019 review of SDG 4 and SDG 8, APMED, UIL, preparations in 2018-2019 towards CONFINTEA in 2021, NTL Workshop by Azad Foundation, etc..

Specifically, the India Study will generate information about women's work in the informal sector, including inroads and opportunities in non-traditional livelihoods for women. This will allow Azad Foundation, ASPBAE and many other organizations - government, non-government and the private sector, to -

- » come up with adult literacy and skills building plan/ programmes that will facilitate more opportunities for women for decent work, including in NTL.
- » allocate resources towards adult literacy and building skills for decent, if higher income work for women.

This research will support earlier work by Azad Foundation in challenging gendered notions of skills and work, and put forth a gender-just framework for skill development and decent work in the country.

It is hoped that the India Study will support advocacy efforts by Azad Foundation for more like-minded organizations working with resource poor communities, economic empowerment of women, women's leadership, etc to come together and push the boundaries for women's economic participation and holistic empowerment in a concerted effort. It is also hoped that the India Study will support advocacy efforts by Azad Foundation for relevant policies, budget and infrastructures to be made available by the government, the private sector, philanthropies and funding agencies towards women's adult literacy and skills development, especially in areas of engagement not traditionally open to women. Further, it is hoped that through this research, industries/sectors will see opportunities for their expansion through women's productive engagement in their industries/sectors and break gender stereotype at work.

¹²⁶ PEKKA is a member of ASPBAE. The Female-Headed Household Empowerment Program (PEKKA) is a non-governmental organization based in Jakarta, Indonesia that aims to strengthen grassroots women leaders single, divorced and widowed women who are extremely marginalized and organizations to engage in decision-making at all levels from the home to local government. PEKKA operates in 20 provinces in Indonesia and has built a network of over 1,300 grass root women organizations in Indonesia. More information on PEKKA is available on their website - <http://www.pekka.or.id/index.php/en/>

ANNEXURE 2.**TOOLS FOR FOCUS GROUP DISCUSSIONS / FGD
AND KEY INFORMANT'S INTERVIEWS / KII****ANNEXURE 2.1 TOOLS FOR FOCUS GROUP DISCUSSIONS****FOCUS GROUP DISCUSSION / FGD****EXPLANATIONS AND INSTRUCTIONS**

The FGD should take 1-2 hours depending on the number of participants. Small number of participants up to a maximum of 10 would be good.

It is important that participants and Facilitator introduce themselves. Facilitator may choose to undertake this creatively or in any way deemed effective.

FGD Tool 001 titled "List of Participants" should guide this process in terms of information required and the form will have to be completed by the Facilitator and forwarded to the Research Consultants (please see footer for details).

Note must be made of the objective of the FGD which is to primarily seek to capture the change in women's lives in context of skills development and placement in non-traditional/non-conventional livelihoods while also documenting their motivations and the challenges they have surmounted.

The main questions to be answered by the FGD are presented in FGD Tool 002 titled "Guide Questions". The Guide Questions are general and open-ended to allow spontaneity of responses. They are meant to satisfy the objective of the FGD as indicated above.

To ensure that all information needed to satisfy the

objective of the FGD, "Follow Up Questions" are outlined to serve as "Facilitator's Guide" in FGD Tool 003. Facilitator may use this to probe into the responses in case the Guide Questions are unable to elicit enough details as necessary.

We thank the women participants for sharing their time and stories, and for the inspiration that their individual journeys bring.

"FGD Report" is needed as input into the study. FGD Tool 004 provides the Facilitator a simple format for the report by bulleting FGD participants' responses against the Guide Questions. We ask that the completed report be forwarded to the Research Consultants.

We thank the Facilitator for an invaluable support to the study.

FGD TOOL 002

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

FOCUS GROUP DISCUSSION / FGD

| organization |

| address |

| date |

OBJECTIVE

The FGD will primarily seek to capture the change in women's lives in context of skills development and placement in non-traditional/non-conventional livelihoods while also documenting their motivations and the challenges they have surmounted.

GUIDE QUESTIONS

A. SKILLS DEVELOPMENT

- How did you hear about the initiatives on skills development and adult education that you attended? Were you employed or engaged in productive activities at the time?
- Did you yourself decide to join the programme for skills development and adult education? What were your motivations to join the programme? What were your hesitations, if any, and why?
- Did you yourself choose the skill/s to be trained in? How did you choose the skill/s to be trained in?
- What were the criteria for your participation in the programme for skills development and adult education? Did you meet all the criteria all at once or did you have to do something (e.g. get birth certificate, school-leaving certificate, etc) to be able to apply for the training?
- How long was the programme for skills development and adult education? How did you financially support yourself for the duration of the programme? Did you get or apply for any financial help to undergo skills development and adult education?
- What considerations helped your participation in skills development and adult education, e.g. location/venue of training, duration of training, financial support/scholarship/grant/stipend, support of family, personal interest, motivation towards a good-paying job, etc?
- What were the stumbling blocks or challenges in your participation in skills development programme? How did you overcome those challenges?
- Was the skills development-adult education training useful for you? What skills set did you learn? Aside from skills for work, what else did you learn from the programme and how useful have these been?
- Is/Are the skill/s you have been trained in aligned to your aspirations?

B. WORK PLACEMENT

- Did the programme for skills development and adult education provide help with placement for employment or livelihood?
- Is/Are the skill/s you have been trained in linked to your current livelihood?
- Now, how do you feel about your work? How does your work benefit you? Your family? Others around you?
- What has changed in your midst? Has people around you relate to you differently now? How differently?
- What considerations are helping (or hindering) your participation in the labour force, e.g. proximity/distance of workplace from home, duration of workhours, support of family, etc? What are/were the stumbling blocks or challenges in your participation in the labour force? How have you overcome those challenges?

C. RECOMMENDATIONS

- What are your recommendations to make skills development and adult education accessible and relevant to marginalized women?
- What are the required learning areas to be included in skills development and adult education in order to appropriately prepare women for the world of work?
- What should be done further to encourage more participation by women both in skills development and adult education programme/s and in livelihoods?

FGD TOOL 003

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

FOCUS GROUP DISCUSSION / FGD

| organization |

| address |

| date |

OBJECTIVE

The FGD will primarily seek to capture the change in women's lives in context of skills development and placement in non-traditional/non-conventional livelihoods while also documenting their motivations and the challenges they have surmounted.

FACILITATOR'S REFERENCE
FOLLOW UP QUESTIONS

Guide Questions	Follow-up Questions (as may be necessary)
A. SKILLS DEVELOPMENT	
A.1 How did you hear about the initiatives on skills development and adult education that you attended?	Friend Family Member (who in the family?) Information from the Panchayat Information from NGO (which NGO?) Information material/s (e.g. flyer, poster, radio or TV ads, etc) others (specify)
A.2 Were you employed or engaged in productive activities at the time?	If employed, did you have to leave your job to be able to attend the programme/training? If not employed or engaged in productive work at the time, did you have paid-work experience earlier? Why and when did you stop work, and why then did you decide to attend programme/training on skills development and adult education?
A.3 Did you yourself decide to join this particular programme for skills development and adult education? What were your motivations to join the programme? What were your hesitations, if any, and why?	Did anyone encouraged or pushed you to attend the programme/training? Were motivations specific to yourself, e.g. learn for oneself and grow as a person, meet other people, become financially independent, etc? Or, were your motivations about helping the family economically, serve the community, etc? Were your hesitations personal, e.g. fear that you would have difficulty learning, etc? Or, were your hesitation about what the family or community would say, about the nature of skills you want to learn being non-traditional, etc?

A.4 Did you yourself choose the skill/s to be trained in? How did you choose the skill/s to be trained in?	What interested you in the programme?
A.5 What were the criteria for your participation in the programme for skills development and adult education?	Did you meet all the criteria all at once or did you have to do something (e.g. get birth certificate, school-leaving certificate, etc) to be able to apply for the training?
A.6 How long was the programme for skills development and adult education?	<p>What was the duration and arrangements for the training -</p> <p>Residential or you commute daily?</p> <p>Was the training continuous over a period? 2 days/week? Or, 'classroom' sessions interspersed with practical application (e.g. internship, on-the-job training, exposure visits, etc?)</p>
A.7 How did you financially support yourself for the duration of the programme? Did you get or apply for any financial help to undergo skills development and adult education?	<p>Did you pay for the training?</p> <p>Did you pay for board and lodging, if residential?</p> <p>Did you pay for the commute and actual actual costs?</p>
A.8 What considerations helped your participation in skills development and adult education?	<p>location/venue of training and its proximity at home?</p> <p>duration of training?</p> <p>financial support/scholarship/grant/stipend? support of family?</p> <p>personal interest?</p> <p>motivation towards a good-paying job?</p> <p>Others? (specify)</p>
A.9 What were the stumbling blocks or challenges in your participation in skills development programme? How did you overcome those challenges?	<p>Family objection?</p> <p>Family responsibilities?</p> <p>Community pressure?</p> <p>Others? (specify)</p> <p>Would you have attended the programme/training if your family objected?</p>
A.10 Was the skills development-adult education training useful for you? What skills set did you learn? Aside from skills for work, what else did you learn from the programme and how useful have these been?	Explain how inputs on non-technical/non-domain skills have helped you – at work, in life.
A.11 Is/Are the skill/s you have been trained in aligned to your aspirations?	What did you aspire to be? Has the programme/training helped fulfill your aspiration?

B. WORK PLACEMENT	
B.1 Did the programme for skills development and adult education provide help with placement for employment or livelihood?	Did the programme/training organizers provide you with employment afterwards or connected you with employers?
B.2 Is/Are the skill/s you have been trained in linked to your current livelihood?	What work do you currently do? Did the programme/training prepare you enough for the world of work?
B.3 Now, how do you feel about your work? How does your work benefit you? Your family? Others around you?	Are you happy with your work? Do you feel good with the work that you are doing? How?
B.4 What has changed in your midst? Has people around you relate to you differently now? How differently?	How do family members treat you now? How does the community members treat you now?
B.5 What considerations are helping (or hindering) your participation in the labour force? What are/were the stumbling blocks or challenges in your participation in the labour force? How have you overcome those challenges?	proximity/distance of workplace from home? duration of workhours? support of family? Others? (specify)

C. RECOMMENDATIONS	
<p>C.1 What are your recommendations to make skills development and adult education accessible and relevant to marginalized women?</p>	<p>Accessible in terms of -</p> <p>women getting information about skills development programme/training?</p> <p>women being able to meet the criteria for participation in training?</p> <p>Distance of training venue reasonably reachable from women's homes?</p> <p>women being able to meet the financial requirements (e.g. fees for the training, costs of participation like conveyance, allowance for food, etc) or deal with financial implications (e.g. loss of income during training, etc)?</p> <p>Relevant in terms of -</p> <p>training content being useful for employability and programme/training will actually translate into decent employment?</p> <p>skills taught able to serve women well given the dynamics in the market and advancement in technology?</p> <p>non-domain skills able to benefit women under all circumstances in any context, professionally and personally?</p>
<p>C.2 What are the required learning areas to be included in skills development and adult education in order to appropriately prepare women for the world of work?</p>	<p>What are the topics or thematic areas which should be taught, as a matter of course, across training on any/regardless of domain skills to ensure employability?</p>
<p>C.3 What should be done further to encourage more participation by women both in skills development and adult education programme/s and in livelihoods?</p>	<p>What needs to be done to reach out to more women to participate in skills development and adult education programme/s and to facilitate their engagement in the productive sector by -</p> <p>the government?</p> <p>corporates and/or employers?</p> <p>training institutions and/or support organizations (e.g. NGOs, etc)?</p> <p>What needs to change with/to be done by -</p> <p>the community?</p> <p>the families of women?</p> <p>the women themselves?</p>

FGD TOOL 004

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

FOCUS GROUP DISCUSSION / FGD

| organization |

| address |

| date |

OBJECTIVE

The FGD will primarily seek to capture the change in women's lives in context of skills development and placement in non-traditional/non-conventional livelihoods while also documenting their motivations and the challenges they have surmounted.

FGD REPORT

GUIDE QUESTIONS	RESPONSES
A. SKILLS DEVELOPMENT	
A.1 How did you hear about the initiatives on skills development and adult education that you attended?	
A.2 Were you employed or engaged in productive activities at the time?	
A.3 Did you yourself decide to join this particular programme for skills development and adult education? What were your motivations to join the programme? What were your hesitations, if any, and why?	
A.4 Did you yourself choose the skill/s to be trained in? How did you choose the skill/s to be trained in?	
A.5 What were the criteria for your participation in the programme for skills development and adult education?	
A.6 How long was the programme for skills development and adult education?	
A.7 How did you financially support yourself for the duration of the programme? Did you get or apply for any financial help to undergo skills development and adult education?	
A.8 What considerations helped your participation in skills development and adult education?	
A.9 What were the stumbling blocks or challenges in your participation in skills development programme? How did you overcome those challenges?	
A.10 Was the skills development-adult education training useful for you? What skills set did you learn? Aside from skills for work, what else did you learn from the programme and how useful have these been?	
A.11 Is/Are the skill/s you have been trained in aligned to your aspirations?	

GUIDE QUESTIONS	RESPONSES
B.1 Did the programme for skills development and adult education provide help with placement for employment or livelihood?	
B.2 Is/Are the skill/s you have been trained in linked to your current livelihood?	
B.3 Now, how do you feel about your work? How does your work benefit you? Your family? Others around you?	
B.4 What has changed in your midst? Has people around you relate to you differently now? How differently?	
B.5 What considerations are helping (or hindering) your participation in the labour force? What are/were the stumbling blocks or challenges in your participation in the labour force? How have you overcome those challenges?	

GUIDE QUESTIONS	RESPONSES
C.1 What are your recommendations to make skills development and adult education accessible and relevant to marginalized women?	
C.2 What are the required learning areas to be included in skills development and adult education in order to appropriately prepare women for the world of work?	
C.3 What should be done further to encourage more participation by women both in skills development and adult education programme/s and in livelihoods?	

KII TOOL / M

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

ANNEXURE 2.2**TOOL FOR KEY INFORMANT'S INTERVIEWS /KII
WITH MANAGEMENT OF SKILLS PROVIDERS /NGOS****KII WITH ORGANIZATIONS PROVIDING SKILLS DEVELOPMENT
AND/OR ADULT EDUCATION**

| organization |

| date |

OBJECTIVE

The KII will seek to highlight the organization's understanding of women's marginalization, capture its framework and approach to empower marginalized women through adult education and/or skills development for decent work, and document the gains made.

GUIDE QUESTIONS**A. Framework and Components of Skills Development and Adult Education**

How do you define skills development in your organization? Adult education? Are they different/separate programmes, one and the same or parts of the same programme?

Please explain the current framework and components of your initiative on skills development and adult education.

What are your main consideration/s for providing skills development and adult education? How do you choose the skills to be developed? What issues did you want to address?

Are skills development and adult education initiatives aligned to participants' aspirations? Linked to workforce participation or market demands?

How is/are your programme/s on skills development and adult education aligned to government policies on skills development and adult education?

How has your skills development and adult education programme evolved through the years, e.g. framework, components, module, financing, etc? What lessons have you gained and how are these incorporated in your current programme?

B. Considerations for Providing Skills Development and Adult Education

Who are your target group/s? How do you choose the participants in skills development and/or adult education? What are your criteria for participation?

How are your target group/s informed about your initiatives? How do you particularly involve marginalized women? Who are these marginalized women according to you? How do marginalized women meet your criteria or able to access your programme? Are they already in the workforce or not before your initiative on skills development and adult education?

How long are the programmes? How is/are the programme/programmes funded/financed? Do you get support from the government or other sources? Do you get women-specific funding/financing for skill development and adult education for decent work?

From your experience, what considerations are critical for women's participation in skills development and adult education, e.g. location/venue of the training, duration of training, usefulness of the training, etc? What have you noted are the stumbling blocks or challenges in women's participation in skills development and adult literacy initiatives? What measures do you put in place to encourage women to participate in and enable them to complete their skills development and adult education?

What do you require from women in terms of commitment or contribution for their participation in skills development and adult education?

Given the specific circumstances of your participants, what training inputs do you provide to ensure their readiness for work participation afterwards? Aside from providing 'technical education', how do you empower women?

What are the benefits, expected and unexpected, of your programme?

C. Facilitating Decent Work for Marginalized Women

Does the skills development and adult education programme/s teach women how to access and apply for work?

Do you provide employment after skills development and adult education? Or, do you find placement for women you have trained?

From your experience, what considerations are critical

for women's participation in the work force, e.g. location/distance of the workplace, salary, timing of work, how they are treated, etc? What have you noted are the stumbling blocks or challenges in women's participation in the work force?

What measures do you suggest employers must put in place to encourage women to join the work force? What measures are required to sustain women's engagement?

How do you continue to support the women you have trained? Do you provide re-training of women? What are the considerations for this? When do you provide it? How is this funded/financed?

D. Capturing Change

Have you been able to address the issues you identified at the start of the programme? How?

What has changed in the lives of women after your programme on skills development and adult education? in their relations - at home and the community? In their perspective of their role and engagement at home and community?

How do you propose to scale up (or for others to replicate) your programme on skills development and adult education for marginalized women to ensure decent work and gender equality? How do you ensure continued funding/financing support for the same?

KII TOOL / G

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

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ANNEXURE 2.3**TOOL FOR KEY INFORMANT'S INTERVIEWS /KII
WITH GOVERNMENT REPRESENTATIVES****KII WITH GOVERNMENT REPRESENTATIVE***OBJECTIVE*

The KII will seek to understand women's marginalization from the government's perspective, learn about the government's policy and programmatic interventions to empower marginalized women through adult education and/or skills development for decent work, and get information on its continued commitment/support (financial and otherwise) in this regard.

GUIDE QUESTIONS

A. Policy on Skills Development and Adult Education

How does the government define skills development? Adult education? How are they similar? How are they different?

What are your main consideration/s for providing skills development and adult education? How do you choose the skills to be developed?

Are skills development and adult education initiatives aligned to participants' aspirations? social issues? Or, are they linked to workforce participation or market demands?

What is the current policy on skills development and adult education in the state? What is the government's training framework for skills development and adult education?

B. Implementation of Skills Development and Adult Education

How do you implement your policy in this regard?

Do you partner with NGOs and community-based groups to undertake skills development and adult education programme as per your framework? How do you choose your partners? Do you train your partners on how to

undertake your programme? Do you conduct accreditation for partners to undertake your programme? What are the terms of partnership?

Who are your target group/s for skills development and adult education? How do you choose the participants? What are your criteria for participation?

How are your target group/s informed about your initiatives? How do you particularly involve marginalized women? Who are these marginalized women according to you? How do marginalized women meet your criteria or able to access your programme? Are they already in the workforce or not before your initiative on skills development and adult education?

How long are the government programmes on skills development and adult education? Do you provide scholarships, grants or other financial support to participants? Do you earmark budget for marginalized women? What is your criteria for participants availing of your support?

What considerations does the government see are critical for women's participation in skills development and adult education, e.g. location/venue of the training, duration of training, usefulness of the training, etc? What have you noted are the stumbling blocks or challenges in women's participation in skills development and adult literacy initiatives? What measures do you put in place to encourage women to participate in and enable them to complete their skills development and adult education?

What do you require from women in terms of commitment or contribution for their participation in skills development and adult education?

Given the specific circumstances of your participants, what training inputs do you provide to ensure their readiness for work participation afterwards? Aside from providing 'technical education', how do you empower women?

What are the benefits, expected and unexpected, of your programme?

Do you (also) fund or finance own initiatives by NGOs and private institutions to undertake skills development and adult education programme?

C. Facilitating Decent Work to Marginalized Women

Does the skills development and adult education programme/s you facilitate or support teach women how to access and apply for work?

Do you provide employment after skills development and adult education? Or, do you find placement for women you have trained?

From your experience, what considerations are critical for women's participation in the work force, e.g. location/distance of the workplace, salary, timing of work, how they are treated, etc? What have you noted are the stumbling blocks or challenges in women's participation in the work force?

What measures do you suggest employers must put in place to encourage women to join the work force? What measures are required to sustain women's engagement?

How do you continue to support the women you have trained? Do you provide re-training of women? What are the considerations for this? When do you provide it? Do you provide financial support for this?

D. Capturing Change

How does your programme address women's aspirations, social issues, workforce participation or market demands?

What has changed in the life of women after your programme on skills development and adult education? in their relations - at home and the community? In their perspective of their role and engagement at home and community?

How do you propose to scale up your programme on skills development and adult education for marginalized women to ensure decent work and gender equality?

What is your commitment to continued funding/financing of programme on skills development and adult education?

KII TOOL / E

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ANNEXURE 2.4**TOOL FOR KEY INFORMANT'S INTERVIEWS /KII
WITH EMPLOYERS****KII WITH EMPLOYERS**

| organization |

| date |

OBJECTIVE

The KII will seek to highlight the organization's understanding of women's marginalization, capture its commitments and policies in employing women from marginalised background and in financing skills development (training/retraining) of marginalised women.

GUIDE QUESTIONS**A. Recruitment**

Does your enterprise have a specific requirement for employing women from marginalised background? If so, how do you identify them?

What aspects do you need to keep in mind in recruitment and in retaining women from marginalised backgrounds?

What are your qualification requirements to employ women from marginalised backgrounds? Is there flexibility in the recruitment process?

What are the reasons/benefits, if any, that you prefer to employ women?

B. Retention

What kind of skilling and reskilling, if any, does your enterprise need to undertake to retain these women?

Do you do anything specific to retain these women?

Are there any incentives, beyond wages, that are critical for them to continue in their employment? Is your enterprise able to fully respond to these requirements, if any?

What are the challenges in employing and retaining these women?

C. Financing

Are you committed to finance skill development (in house or through training institutions) for these marginalised women? How do you mobilise resources for the same?

Is there an institutional mechanism that ensures a steady supply of skilled workforce as per your requirements? Is this in-house or available through the market? Does it mean additional expenses for you? What is your average training expenditure and how is this financed? Does employing women mean additional costs for you? If so, why would you consider employing women?

Is there enough elasticity in the labour market to provide you sufficiently skilled people to meet your expansion plans? Are there any specific skill sets that are not readily available in the market that you have to invest directly? What are the costs for the same?

KII TOOL / IB

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ANNEXURE 2.5

TOOL FOR KEY INFORMANT'S INTERVIEWS /KII
WITH SSCS/INDUSTRY BODIES

KII WITH EMPLOYERS

| organization |

| date |

OBJECTIVE

The KII will seek to highlight the organization's understanding of women's marginalization, capture its commitments and policies in employing women from marginalised background and in financing skills development (training/retraining) of marginalised women.

GUIDE QUESTIONS

A. Policy on Skills Development and Adult Education

A.1. What is the SSC/Industry's policy towards skills development and adult education? How does the Industry define skills development? Adult education? How are they deemed similar or different?

A.2. What are your main consideration/s for providing/supporting skills development and adult education? How do you choose the skills to be developed? How do you choose the participants in your skills development initiatives?

A.3. Do you reach out to marginalized women for skills development and adult education? Who are these marginalized women? What skills do you train them in?

A.4. Are skills development and adult education initiatives aligned to participants' aspirations? social issues? Or, are they linked to workforce participation or market demands? How does your programme address women's aspirations, social issues, workforce participation or market demands?

B. Implementation of Skills Development and Adult Education

B.1. How do you implement your policy in regard skills development and adult education? Do you implement your programmes directly or do you partner with NGOs and community-based groups to undertake skills development and adult education programme as per your framework? In case of the latter, how do you choose your partners? Do you train your partners on how to undertake your programme? Do you conduct accreditation for partners to undertake your programme? What are the terms of partnership? Do you (also) fund or finance own initiatives by NGOs and private institutions to undertake skills development and adult education programme?

B.2. Who are your target group/s for skills development and adult education? How do you choose the participants? What are your criteria for participation?

B.3. How are your target group/s informed about your initiatives? How do you particularly involve marginalized women? How do marginalized women meet your criteria or able to access your programme? Are they already in the workforce or not before your initiative on skills development and adult education?

B.4. What is the duration of the programmes on skills development and adult education? Do you provide scholarships, grants or other financial support to participants? Do you earmark budget for marginalized women? What is your criteria for participants availing of your support?

B.5. What considerations does the SSC/Industry see are critical for women's participation in skills development and adult education, e.g. location/venue of the training, duration of training, usefulness of the training, etc? What have you noted are the stumbling blocks or challenges in women's participation in skills development and adult literacy initiatives?

B.6. What measures do you put in place to encourage women/marginalized women to participate and enable them to complete their skills development and adult education?

B.7. What do you require from women in terms of commitment or contribution for their participation in skills development and adult education?

B.8. What training inputs do you provide to ensure participants' readiness for work participation afterwards? Aside from providing 'technical education', how do you empower women?

B.9. What have been the benefits, expected and unexpected, of your programmes?

C. Facilitating Decent Work to Marginalized Women

C.1. Does the skills development and adult education programme/s you facilitate or support teach women how to access and apply for work?

C.2. Do you provide employment after skills development

and adult education? Or, do you help find placement for women you have trained?

C.3. From your experience, what considerations are critical for women's participation in the work force, e.g. location/distance of the workplace, salary, timing of work, how they are treated, etc? What have you noted are the stumbling blocks or challenges in women's participation in the work force?

C.4. What measures do you suggest employers must put in place to encourage women to join the work force? What measures are required to sustain women's engagement?

C.5. How do you continue to support the women you have trained? Do you stay in touch with them? Do you provide/support re-training for them to keep up with technological and market development?

D. Capturing Change

D.1. What has changed in the life of women after your programme on skills development and adult education? in their relations - at home and the community? In their perspective of their role and engagement at home and community?

D.2. How do you propose to scale up your programme on skills development and adult education for marginalized women to ensure decent work and gender equality?

D.3. What is your commitment to continued funding/financing of programme on skills development and adult education?

D.4. How do you see skills development and adult education in the larger context of women's empowerment and gender equality?

KII TOOL / D

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ANNEXURE 2.6**TOOL FOR KEY INFORMANT'S INTERVIEWS /KII
WITH FUNDING ORGANIZATIONS****KII WITH DONORS PROVIDING RESOURCES FOR
SKILLS DEVELOPMENT AND/OR ADULT EDUCATION**

| organization |

| date |

OBJECTIVE

The KII will seek to highlight the organization's understanding of women's marginalization, capture its framework and approach to empower marginalized women through adult education and/or skills development for decent work.

GUIDE QUESTIONS**A. Framework and Components of Skills Development and Adult Education**

- A.1. How do your initiatives on skills development and adult education reach out to women?
- A.2. Do you specifically target women in your interventions? Who are the marginalized women from your perspective and do you support interventions with them?
- A.3. Besides technical education/domain skills, what are the other components of your work on skills development that empower women?
- A.4. Is your skills development portfolio aligned with broader government skill building initiatives? Or is it responding to the demands as identified by your partner organisations?
- A.5. What is your strategy to draw in partners who want to work on skills development for women, especially marginalized women?
- A.6. How do you choose the partners for supporting your skills development and adult education portfolio? What are your criteria for their participation? Do marginalized women come into your criteria, and is there some explicit priority for skilling these women? What are the critical

linkages, if any, in your skills development and your adult education portfolios?

B. Facilitating Decent Work for Marginalized Women

- B.1 Does your intervention strategy work towards bridging the gap on women's aspiration, skills and workforce participation? If yes, please explain your approach.
- B.2 Against the backdrop of gender inequality in society, how do you support the marginalized women vide skills development-adult education and decent work? What skills sets do you promote to bridge gender inequality?
- B.3. Does your strategy provision for making women employable? Is there a significant connection with skill development and employment?
- B.4. Does the intervention strategy support employment of women after participation in skills development interventions supported by you? If yes, please explain your approach.

C. Financing for skills development and adult education

- C.1. What do you think are the critical funding gaps generally in financing for skills development for decent work? How is your organization addressing the same?

C.2. Is there women-specific funding for skill development and adult education for decent work in your organization?

C.3. How much of the current budget is earmarked/ allotted for skills development of women, especially of marginalized women? What % of the total budget for skill development does this represent?

C.4. What is your organization's future commitment to supporting skill development and adult education for decent work?

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ANNEXURE 3.**LIST OF RESOURCE MATERIALS**

- Study of Young and Urban Resource-poor Women's Livelihood Aspirations and Opportunities, Azad Foundation, New Delhi, India, 2015
- Women's Voices, Employment and Entrepreneurship in India, UNDP, 2016
- Ministry of Statistics & Programme Implementation, Statistical Year Book India 2016
- Women and Men in India 2016.
- World Development Report 2018, WB, 2017.
- NSSO Round 68 and 71 reports
- Report of 5th Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.
- Bhalla and Kaur. Labour Force Participation of Women in India: Some facts, Some Queries, LSE Asia Research Centre, Working Paper 40, undated.
- Lahoti, R and Srinivasan, H, 2013 Economic Growth and Female Labour Force Participation in India, Working Paper 414 IIM Bangalore http://www.iim.ernet.in/research/sites/default/files/WP%20No.%20414_0.pdf downloaded 6/10/2015
- Kapsos, S., et al , Why is Female Labour Force Participation Rate Declining So Sharply In India?, ILO Research Paper 10, 2014.
- National Policy for Skill Development and Entrepreneurship 2015, MSDE, GOI <https://www.nsdindia.org/New/sites/default/files/files/National-Policy-on-Skill-Development.pdf>
- Sakshar Bharat Guidelines http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SaaksharBharat_Decmber.pdf
- Initiatives and Achievements of Ministry of Human Resource Development , Press Information Bureau 30th Dec 2016
- Mudge, JA Gender Equity Note on the National Policy for Skills Development and Entrepreneurship, 2015 India EU Skills Development Project 2016
- Report Of The Sub-Group Of Chief Ministers On Skill Development, Niti Aayog, GOI, 2015.
- Annual Report 2016-17 Ministry of Skill Development and Entrepreneurship, Govt. of India
- Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.
- Skill India Mission Operation-World Bank Program Appraisal Document, June 2017

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ANNEXURE 4.

LIST OF PARTICIPANTS TO THE STUDY

1. PARTICIPANTS IN THE FOCUS GROUP DISCUSSION /FGD

Focus Group Discussion/ FGD

Conducted between October to November 2017

FACILITATING ORGANIZATION/ FACILITATOR	PARTICIPANTS	VENUE
Abhivyakti with the Maharashtra Electricity Board/ Sakhi Anita-Nitin	Women Electricians	Mumbai, Maharashtra
Azad Foundation/Josefina YF Oraa with Padmakshi Badoni, Radhika Uppal	Women on Wheels Chauffeurs	New Delhi, Delhi
	Women on Wheels Chauffeurs	Jaipur, Rajasthan
Archana Women's Center (AWC)/Josefina YF Oraa and Adil Ali	Women Masons Women Carpenters Women Action Group, Women Caterers Women Taxi Drivers Women LED Bulb Makers Women Electricians	Kottayam, Kerala
Humsafar		Lucknow, Uttar Pradesh
Janvikas/Reshma Ansari		Ahmedabad, Gujarat
Magic Bus		Noida, Uttar Pradesh
Jabala		Kolkata, West Bengal
Samaan/Rajendra Bandhu		Indore

2. PARTICIPANTS IN THE KEY INFORMANTS INTERVIEW /KII

Key Informants Interview /KII Conducted between September to November 2017

NAME	ORGANIZATION	ADDRESS
Ms Archana Diwedi	Nirantar	New Delhi, Delhi
Ms Sophia Akoijam	Sakha Consulting Wings Ltd.	New Delhi, Delhi
Honorable Deputy Chair, Panchayat - Ettumanoor	Panchayat	Kottayam, Kerala
Mr. M.P. Riyaz	Additional Skills Acquisition Programme (ASAP), Ministry of Education, Dept of Higher Education	Thiruvananthapuram, Kerala
Sr. Thresiamma	Archana Women's Centre (AWC)	Kottayam, Kerala
Ms Poulomi Bhattacharya Ms. Kusum Mohapatra	Magic Bus	Noida, Uttar Pradesh
Dr Maneesh Mishra Mr Sahaj Dasot	Ministry of Skill Development and Entrepreneurship (MSDE), Government of India	New Delhi, Delhi
Ms Praneeta Sukanya Kapur	American Jewish World Service (AJWS)	New Delhi, Delhi
Ms Sumedha Sharma Ms Kulsum Rashid Ms Aditi Bakshi	iPartner	New Delhi, Delhi
Mr. Praveen Roy	SSC Tourism and Hospitality	New Delhi, Delhi
Ms Annu Wadhwa Ms Aradhna Triparti Ms Vicky Madhan	SSC Beauty and Wellness	Gurgaon, Haryana
Dr Neeta Pradhan-Das	CII	Gurgaon, Haryana
Ms. Vanita Mukherjee	Ford Foundation	New Delhi, Delhi
Ms. Anuraddha Mukherjee	HDF	Kolkata, West Bengal
Ms Mamta	Humsafar	Lucknow, Uttar Pradesh
Mr. Rajendra Bandhu	Samaan	Indore, Madhya Pradesh
Ms Gurpreet Kaur	Janvikas	Ahmedabad, Gujarat

3. PARTICIPANTS IN THE NATIONAL NTL NETWORK MEETING

NEW DELHI, SEPTEMBER 14-15, 2017

NAME	ORGANIZATION	EMAIL
Kruti Doshi	SAATH	kruti@saath.org
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A Research Project of ASPBAE and Azad Foundation, India, 2017

ANNEXURE 5.**LIST OF SKILL DEVELOPMENT SCHEMES OF VARIOUS MINISTRIES OF THE GOVERNMENT OF INDIA**Details of Schemes for Skill Development of various Ministries/Departments¹²⁷

	Department	Name of the Scheme
1	M/o Skill Development and Entrepreneurship	Pradhan Mantri Kaushal VikasYojana (PMKVY) Apprenticeship Training Scheme (ATS) Craftsmen Training Scheme Craftsmen Instructor Training Scheme Skill Development Initiative Scheme (SDIS)
2	M/o Rural Development	Deen Dayal Upadhyaya Grameen KaushalyaYojana (DDU-GKY) Rural Self-Employment Training Institutes (RSETIS)
3	M/o Housing and Urban Poverty Alleviation	National Urban Livelihoods Mission (NULM)
4	M/o Textiles	Integrated Skill Development Scheme (ISDS)
5	M/o Agriculture and Farmers Welfare	National Food Security Mission – Farmers Field School Agri-Clinic and Agri-Business Centres Scheme Extension Reforms - Farm School Krishi Vigyan Kendras (KVKS) Skill training to Agri-graduates Promotion of farmer to farmer extension
6	M/o Micro, Small and Medium Enterprises	Entrepreneurship Development Programmes (EDPS) Entrepreneurship Skill Development Programmes (ESDPS) Management Development Programmes (MDPS) Assistance to Training Institutions Scheme (ATI SCHEME) Skill Upgradation and Quality Improvementand Mahila Coir Yojana (MCY) Tool Rooms Central Manufacturing Technology Institute (CMTI)
7	M/o Tourism and Culture	Scheme of Capacity Building for Service Provides Hunar se Rozgartak Initiative

¹²⁷ MSDE Annual Report 2016-17.

8	M/o Human Resource	Vocationalization of School Education Scheme of Community Development through Polytechnics National Institute of Open Schooling Distance Vocational Education Programmes (Practical Learning through Accredited Vocational Institutes (AVI) National Apprenticeship Training (NAT) Scheme Jan Shikshan Sansthan
9	M/o Electronics and Information Technology	Scheme for Financial Assistance to States for Skill Development in Electronic System Design and Manufacturing (ESDM) Sector
10	M/o Tribal Affairs	Skill Development in ESDM for Digital India Vocational Training for Tribal Youth
11	M/o of Women and Child Development	Support to Training and Employment Programme for Women (STEP)
12	M/o Commerce and Industry	Indian Leather Development Programme
13	M/o Development of North Eastern Region	Capacity Building and Technical Assistance
14	M/o Home Affairs	UDAAN
15	M/o Minority Affairs	Seekho aur Kamao Nai Roshini (The Scheme for Leadership Development of Minority Women)
16	M/o Social Justice and Empowerment	Financial Assistance for Skill Training of persons with Disabilities Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP) National Scheduled Castes Finance and Development Corporation (NSFDC) National Safaikaramcharis Finance and Development Corporation (NSKFDC) National Backward Class Finance and Development Corporation (NBCFDC)
17	M/o Food Processing Industries (MFPI)	Skill Development Programmes under NIFTEM and IICPT
18	D/o Chemicals and Petrochemicals (DCPC)	Central Institute of Plastics Engineering and Technology (CIPET)
19	D/o Industrial Promotion and Policy (DIPP)	Leather Development Program (implemented by Footwear Design and Development Institute)
20	D/o Youth Affairs (DYAS)	Skill up gradation Training Programme (SUTP) implemented by Nehru Yuva Kendras Sangathan Skill Development Training Programme under NCVT Scheme Skill Development training for Nation Service Scheme volunteers

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

ANNEXURE 6.

CASE STUDIES

1.1. AZAD FOUNDATION | DELHI

Azad Foundation (or Azad), a Trust set up in 2008, “is driven by the vision of a world where all women, in particular women from underprivileged backgrounds, enjoy full citizenship, earn a livelihood with dignity and generate wealth and value for all. (Its) mission is to equip resource-poor women with knowledge and skills so that they excel as professionals and entrepreneurs, and earn a “livelihood with dignity” in jobs and markets that had traditionally been closed to them. (It) aims to level the employment field for disadvantaged women by providing bold livelihoods options that enhance women’ economic status, dignity, and decision-making within their families.”¹²⁸

Azad specifically trains women to become drivers through its flagship programme “Women on Wheels” (WOW) and through partnerships with other NGOs across India. Azad targets women from resource-poor households across religions,¹²⁹ caste and ethnicity.¹³⁰ Ninety-two (92) per cent of WOW trainees survive below INR 4000 per month.¹³¹

From its inception in 2008, Azad Foundation has achieved the following, thus:

- “Enabling more than 1,000 women to become employable by acquiring professional qualifications as a chauffeur in cities where there were previously almost no professional drivers,
- “More than 400 women trained by Azad Foundation that we know of are currently practicing as professional drivers across the cities where we work, with their aggregate wealth generated annually being in the range of INR 4,80,000,00,

- “Azad Foundation and our partner Sakha Wings Consulting Ltd have placed the first ever women bus driver with Delhi Transport Corporation (DTC), and we’re in talks with the DTC to enable many more women to become bus drivers,
- “22 drivers trained by Azad have been employed by Delhi Commission for Women’s Helpline to drive to the rescue of victims of violence who dial 181,
- “More than 1800 women have benefitted from training in – women’s rights; self-defence; sexual and reproductive health; English speaking; effective communications; first aid; grooming and map reading and learning key roads and routes. The content and pedagogy have helped them to empower themselves and achieve personal transformation”.¹³²

Critical to Azad’s intervention is the mobilization and outreach in urban settlement colonies which they undertake directly and in partnership with groups already working on the ground. This process primarily “aims to break gender stereotypes in the communities, raise

¹²⁸ See <azadfoundation.com>

¹²⁹ As of 2016-2017, out of 422 women who enrolled in the WOW programme, 84% are Hindu, 13% are Muslim, 2% are Christian and 1% Sikh.

¹³⁰ As of 2016-2017, out of 422 women who enrolled in the WOW programme, 39% are from general category, 35% are from Scheduled Caste, 19% from backward castes and 7% from Scheduled Tribe.

¹³¹ Voices of Change - Azad Foundation Annual Report 2016-2017, Azad Foundation, New Delhi 2017.

¹³² In <azadfoundation.com>

awareness on women's rights and encourage women to join WOW".¹³³ More importantly, it initiates conversation with men and women alike on gender equality, and introduce to the communities the value of women's equal participation outside the home and in the economy. Given stereotyped notions of work and women's roles, the participation of women in the programme is predicated on thorough gender sensitization on at the micro-level.

Beyond mobilization and outreach in the areas, many participants learn about Azad and its programme by word of mouth, by media and by actually seeing and getting inspired by a woman driving a Sakha Cab.¹³⁴

Azad has been implementing its WOW programme in Delhi since 2008, Jaipur since 2013 and Kolkata since 2015. It has partnered with Samaan in Indore (from 2015), Janvikas in Ahmedabad (from 2016) and Neeva Foundation in Bangalore (from 2016). Azad has been running the WOW Residential Academy in Jaipur since 2015. The training design for the WOW Programme consists of modules on car driving and maintenance, English language, financial literacy, computer literacy and ICT, road familiarity, first-aid/emergency response, self-defence, gender equality, personality development. Azad's skills development programme is meant to facilitate both economic empowerment and social empowerment.

The training is designed as a 6-month course but it can extend up to a year depending on the pace of each trainee. In some cases, trainees take a 'break' in the course of the training. Noting the demands on the trainees from home and from the intensive training, Azad makes provision for the trainees to rejoin the course as soon as they are able. Azad provides all the necessary support to the trainees such as counselling and close interface by the organization with the family of the trainees. While the training is free of cost, each participant gives commitment fee upon joining the training – which defrays costs for driver's license and

related costs – and takes care of own conveyance to and from the training venue. Owing to financial difficulties of the trainees, Azad provides loan to help with the trainees day-to-day financial requirement, to be repaid when they start earning once training is completed.

Azad supports the women to get citizenship and identity documents when they apply for the training. Likewise, Azad extends all help to the women through the various stages of licensing and prepare them for qualification examinations. Thereafter, Azad facilitates their employment through its sister company, Sakha Consulting Wings Pvt. Ltd. (or Sakha), a social enterprise that provide safe transport solutions for women by women in selected cities of India.¹³⁵ Sakha runs transport solutions for women by women through Chauffeur Placement Services, Cab Hire Services and Chauffeur on Call Services.¹³⁶ Women who are not employed with Sakha would have moved on to become DTC bus driver, hotel limousine service chauffeurs, commercial cab drivers, or own-business driver-manager.

Azad runs parallel programmes to facilitate "social change in the communities from which trainees come, increasing and sustaining the mobilization efforts for WOW and challenging the patriarchal mindset that limits women's choices",¹³⁷ namely: Feminist Leadership Programme, Women's Rights Campaigns, Azad Kishori 9-12, Men for Gender Justice.

¹³³ *Voices of Change - Azad Foundation Annual Report 2016-2017*, Azad Foundation, New Delhi 2017.

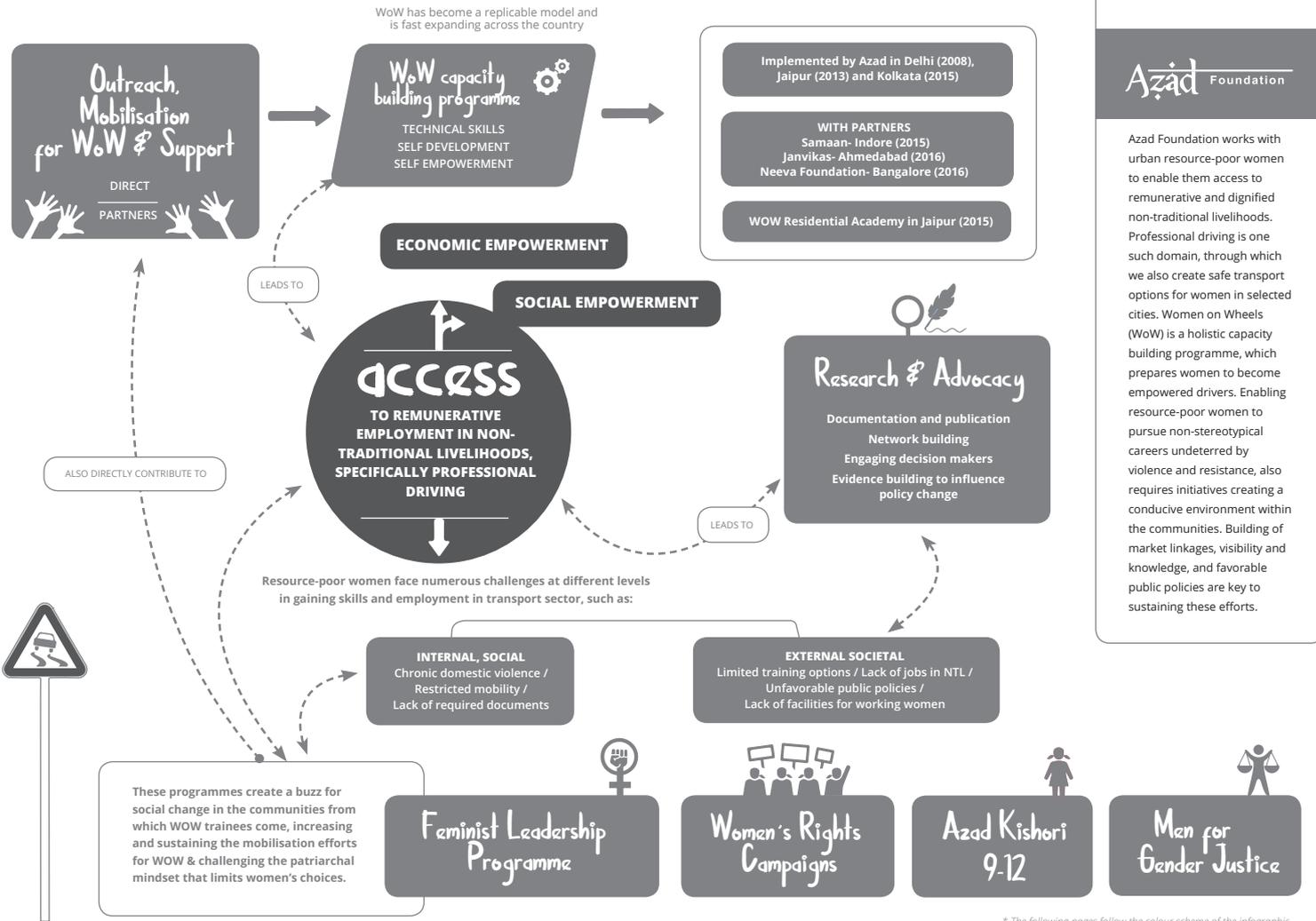
¹³⁴ FGD with Sakha Drivers, New Delhi, October 11, 2017 and Jaipur/Rajasthan, October 15, 2017.

¹³⁵ See <azadfoundation.com>

¹³⁶ <http://sakhaconsultingwings.com/about-us/company/>

¹³⁷ *Voices of Change - Azad Foundation Annual Report 2016-2017*, Azad Foundation, New Delhi 2017.

The diagram below summarizes the framework for Azad’s intervention, thus:



1.2. NIRANTAR | DELHI¹³⁸

Nirantar, started in 1993, is registered as a Trust based in New Delhi. It was immersed in India's women's movement and other democratic rights movements at inception. It was working on issues of domestic violence, sexual violence, among others, and focused on women's empowerment programmes through its initial years. Its initiatives on education came as a response to the need to provide literacy to women in urban poor areas, recognizing that women can do so many things but read and write. It was thought important to help women "engage with the written words" to lessen their dependency.

Today, Nirantar is a Centre for Gender and Education. It "enabl(es) empowerment through education, seeing and shaping education processes from a critical, feminist perspective. (It) promotes transformatory formal and non-formal learning processes which enable girls and women from marginalised communities to better understand and address their realities".¹³⁹ Nirantar's vision is enabling access to information and promoting empowering literacy (through) feminist approach to learning and education, and positive and political approach to sexuality. "Gender is an identity (for Nirantar) - a way of being and seeing that includes other social dimensions, particularly those of caste, sexuality, religion, class and ethnicity".¹⁴⁰

Before 2000, Nirantar was working with government resources, mainly. Nirantar collaborated with the MS¹⁴¹

in Uttar Pradesh to develop a residential education programme for rural women and residential courses. Gradually, programmes working on women's livelihoods, Self-Help Groups (SHGs) and leadership through Panchayats and federations started to realise the indispensability of adult literacy in creating women's leadership and empowerment. However, in an environment that lacks capacity-building trainings and literacy material from a rights-based and empowerment perspective, Nirantar offered and still works towards filling this dearth.

To actualize its own vision for literacy, in the year 2002-03, Nirantar spearheaded a community-based programme called the Sahjani Shiksha Kendra (SSK) in Lalitpur district of U.P. for women and adolescent girls belonging to the most marginalised communities of the region, including Dalits and Adivasis. The programme, aimed at empowering these women and girls by linking their lived realities to its educational initiatives and bringing them into various leadership roles, is now operating as an independent organisation.

Under its current literacy programme, Nirantar offers structured and intensive inputs with regards to planning, training, monitoring and evaluation over a period of 3 years to partner organisations that aim to start literacy programmes. Till date, Nirantar has built capacities for 30 organisations that have in turn worked with over 20,000 women learners.

¹³⁸ With inputs from KII with Ms Archana Dwivedi, Director, October 2017.

¹³⁹ <http://www.nirantar.net/>

¹⁴⁰ <http://www.nirantar.net/>

¹⁴¹ In 1986, women's education was addressed as part of the larger national education strategy and for which the Mahila Samakhya (MS) programme was established.

NIRANTAR'S INTERVENTIONS ON ADULT LITERACY ARE AS FOLLOWS:

Building Capacities and Advocating for Women's

Literacy: For long, literacy has not been considered important by the state and civil society organisations. In recent years, the demand for literacy has emerged especially from women belonging to marginalised groups and communities. These women have come into the 'public sphere' through women's collectives, SHGs, federations, and through reservation in local governance.

Nirantar responds to the needs of the agenda of adult women's literacy, by entering into intensive partnerships with NGOs. Nirantar's capacity building enables organisations to run literacy programmes by addressing the entire range of issues involved in designing such a programme - including the approach, operational strategies, capacity building, monitoring and evaluation, curriculum and material creation and Phased Trainings for Literacy Programmes for select partner organisations, thus:

- **Teacher trainings:** Focussing on teaching/learning process, pedagogy of mathematics and language teaching, along with use of literacy primers and activities in (adult) literacy work. These trainings are conducted with selected teachers from grass-roots organisations
- **Content creation:** Nirantar works with partner organisations (advanced stage) in implementing literacy programmes and materials, creating contextual reading material, especially resource material for neo-literate readers
- **Field support:** On request, members of Nirantar visit

the organisations for need assessment at the field level, and to better understand and respond to the requirements of these organisations

- **Monitoring and Evaluation workshops:** Nirantar assists in building an understanding of monitoring and evaluation, as well as a thorough MIS (Management Information System), to help organisations in creating the framework and indicators for M&E, and also to develop monitoring tools
- **Advanced strategy planning:** Nirantar helps the grassroots with focused inputs on continuing education and literacy strategies – for instance, the literacy-camp methodology

Knowledge Creation and Educational Material:

Nirantar creates and publishes a range of literacy-related material, both by itself and jointly with partner organisations such as curricula, primers, manuals on the themes of SHGs, Gender & Health, Panchayat, and Numeracy. The resources reflect the larger idea of adult literacy going beyond acquiring skills of reading and writing to build critical thinking, aiming to build the linkages between gender and education in women's lives, and also for the joy of reading through Nirantar's materials.

Advocacy for Promoting Adult Women's Literacy:

Surprising silence persists around the issue of adult women's literacy from both state and non-government actors alike. Nirantar participates in advocacy spaces to highlight the significance of literacy in the lives of adult women from marginalised groups. Nirantar has campaigned for the issue of

adult literacy with the State through policy formulations and being part of drafting Sakshar Bharat. Along with this, Nirantar constantly engage with civil societies and partner organisations, and national-international advocacy platforms to talk about issues and field realities of literacy for adult women.

In the current context of education for young population, several community initiatives and governmental schemes are focusing on school-going children for the age group of 6 to 14 years. Right to Education Act 2009 promises access to education among all children between this age group. However, a significant number of young girls and boys above the age of 14 years are not able to avail or continue their education. Access to education, especially among young girls living in resettlement colonies or unorganised colonies, has remained a challenge over the years. In addition, vocational trainings, life skills education and general health issues for young people are more emphasized in the current mainstream education programmes and structure.

As aptly noted by Nirantar, policies, schemes, and community-based work should recognise that young people, like any other social category, do not form a homogenous group and are located differently, whether in terms of gender, dis/ability, sexuality, caste, class, rural or urban, including young people who are transgender, a thus far invisible category. Thus, keeping such a dynamic yet unacknowledged context in mind, Nirantar's work is aimed at how young people relate to the realms of school education, technology, gender, and sexuality.

Nirantar seeks to strengthen the process of school or non-formal education initiatives through teachers' trainings, demonstrating possibilities of community involvement, research etc. Thus, Nirantar started the work on education and capacity building with young girls in Delhi and Lucknow to provide literacy and numeracy skills from the perspective of gender and sexuality and ICT for empowerment employing various techniques.

Nirantar also engages in mainstream education with a vision to bring a gender and equity perspective within its structure. Interventions include engagement with school curriculum, writing school textbooks, writing material for adolescence education programme, gender training with teachers and teacher educators, content development to supplement the main curriculum, and content analysis.

Nirantar continues to engage with issues faced by women such as early marriage, sexuality, GBV and all forms of gender inequalities. Nirantar believes that literacy is critical for autonomy, self-expression, accessing entitlements and challenging exploitation. But, Nirantar also acknowledges that "literacy by itself does not open doors to employment for marginalized women although it teaches them their rights, build their confidence and increases their mobility. The possibility of basic literacy and skills development is something that needs to be explored although skills development must not exclude those women who do not necessarily want to work."

1.3. ARCHANA WOMEN'S CENTRE | KERALA

Archana Women's Centre (AWC)¹⁴² is the Kerala wing of Jyothi Jeeva Poorna Trust (JJPT) registered under the Indian Trust Act, being managed by the Oblate Missionaries of Mary Immaculate (OMMI), a secular institute. Established in Thellakom (near Kottayam) in 2004, albeit their presence in the state started much earlier, AWC envisions socio-economic equality by "dismantl(ing) the barriers of gender discrimination prevailing in the technical employment sector, by means of training, empowerment and continued motivational support to women", thereby facilitating women's empowerment gender equality.¹⁴³

In 1988, the Government of Kerala started a socio-economic wing to get people involved in water and sanitation (WATSAN) projects. The scheme entailed the provision of rural water supply and the construction of one hundred thousand (100,000) toilets across 72 Panchayats. At the time, people were averse to having toilets inside their houses and, majority were practising open air-defecation. The water supply was largely contaminated.

In line with their programme on health, education and socio-economic projects, AWC worked in partnership with the Government of Kerala to sensitize the people about WATSAN and the use of toilet, and to start their skills development intervention for women on masonry, a skill otherwise 'demarcated' for men at the time, so that women can participate in building toilets as a livelihood. Convincing people to have toilets at home and pay their part of the cost,¹⁴⁴ and educating them on the use of the same was a mammoth task; convincing women to train and work as masons was another story; furthermore, convincing the households to agree to have women masons build their toilets was even more challenging.

With so many toilets to be constructed within a timeline, women came forward to work as 'helpers' to (male) masons. And, AWC, recognizing that women as 'helpers' put in as much time and hard work as the masons but earn only a fraction of the men's income, set them on the road to becoming masons themselves. "If they can earn INR 400-450/toilet under the scheme,¹⁴⁵ why earn only INR 25-50/day as helper?" It took 6-7 months for AWC to convince the women to take up masonry but AWC persevered until they managed to have 12 women¹⁴⁶ to be in the first batch of trainees.

The women were given training on masonry and, likewise, social (re)orientation and "psychological sessions" which included "changing the mindset, discovering oneself, opening up and accepting something new and different as well as building one's confidence". Once the women were trained and ready, they were provided work under the scheme. As a strategy to deal with the household's anxiety about a woman building their toilet, a tandem of male-female masons were assigned to work together, with the woman taking the lead. Women masons did not only build toilets, they also took on the added responsibility of providing information to women at the household level (who in turn would teach the family/household) on WATSAN, proper use and maintenance of toilet .

¹⁴² Founder and Executive Director, Sr Thresiamma, OMMI

¹⁴³ www.archanawomencentre.com

¹⁴⁴ Building a 2-pit flush toilet was paid for by INR 2000/toilet subsidy from UNICEF/UNDP funding and INR 500 beneficiary contribution.

¹⁴⁵ or INR 80/day as the prevailing day-rate for mason at the time.

¹⁴⁶ 9 unmarried and 3 married.

While the first batch of trainees set the road for other women and for AWC, too, to follow the unconventional path, AWC considers real success stories from batch 2 in 1991-92. With a more purposive framework, curriculum and facilities for skills development training, women were recruited via Panchayats, NGOs and by directly approaching women via house to house visit, etc. Involving the Panchayat meant that the skills development and employment in non-conventional work made it the “business” of the local government thus, ensuring both the government’s continuing support and the community’s unquestioning trust in the programme. As more women joined the training, the programme expanded across several districts.

In 1995, the toilet project finished. Consequently, the women masons were provided further training to upgrade their skills and new modules were added to AWC’s skills development programme. AWC targeted marginalized women especially widows, single women and married women to participate in the following:

- Masonry & Building Construction (duration: 3 months basic course and 9 months advanced course + one year onsite training)
- Wood Craft Training (duration: 3 months with support for placement and self employment)
- Bamboo Technology (duration: 6 months)
- Ferro Cement Technology (duration: 3 months)
- Concrete Bricks Production (duration: 30 days intense training)

AWC has also been providing training on carpentry, modular kitchen making, plumbing, electrical wiring, IT, driving, etc. alongside earlier projects like garment

production, home science, etc. Women have been trained to use modern machineries, and to understand as well as respond to the demands of the market. Gender sensitization, life skills, social and psychological preparedness are common components across training modules.

While acknowledging that lack of skills prevents women from getting decent job or limits them in low-paying work that typifies women’s roles as homemakers, nurturers and caregivers, AWC provides skills development to enable women get decent work and break gender stereotypes. Without a doubt, training inputs help women see the world differently but AWC knows very well that training per se will not improve women’s economic situation.

Thus, AWC provides support for self-employment/ entrepreneurship or employment after the training. Masonry is the most aspired skill-set for women because of the income it brings. Through AWC, the women masons get construction projects, e.g. building houses for the Carmelite Convent, for colony/residential houses, for a Panchayat building, for goat shelters, etc. And, AWC’s present campus¹⁴⁷ is a testament to what women can do if properly trained and given space to be engaged - a 3-story building for office and coordination, training and demonstration, and facilities for lodging for 50 occupants at any given time, conference hall for 150 persons, kitchen with woodwork and furnishings, dining hall, etc.

¹⁴⁷ In Vettimukal, Ettumanoor

AWC runs other interventions such as the formation of Community Action Groups (CAGs) working on various issues such as human rights especially women's rights and civil rights, clean environment and protection of water bodies, protection of diversity, ecological balance and environmental resources, among others. AWC runs Gender Resource Centre which offers mediation, counselling as well as access to library, and Child Resource Centre.

AWC clearly recognizes that the success of their skills development programme have depended on good community organizing, strong partnership with the government and a range of development organizations locally, nationally and internationally, industry bodies and other private organizations.¹⁴⁸ Most critically, the skills development programme is sustained by the availability of work for trained women.

¹⁴⁸ AWC is a member of: Indian Green Building Council (IGBC), Confederation Of Indian Industries (CII); AWC partners the following government agencies: Kudumbasree Mission, Kerala State Social Welfare Board, District Women's Protection Office, Kottayam, Kerala State Social Justice Department, Women's Commission, Kerala, Suchitwa Mission, Kerala; AWC is part of the following government accredited agencies: Kerala Institute of Local Administration (KILA), Nehru Yuva Kendra (NYK), Energy Management Centre (EMC), Centre for Environment & Development (CED); AWC is a member of the following NGOs: Sakhi, Helpage India; AWC is a member of the following professional association: Kerala Association of Professional Social Workers (KAPS); AWC is affiliated with the following educational institutions: Marian College, Kuttikanam, Rajagiri College of Social Sciences (RCSS), Kalamassery, K.E College, Mannanam, B.V.M Holy Cross College, Cherpunkal, St. Joseph Teacher's Training College, Mannanam.

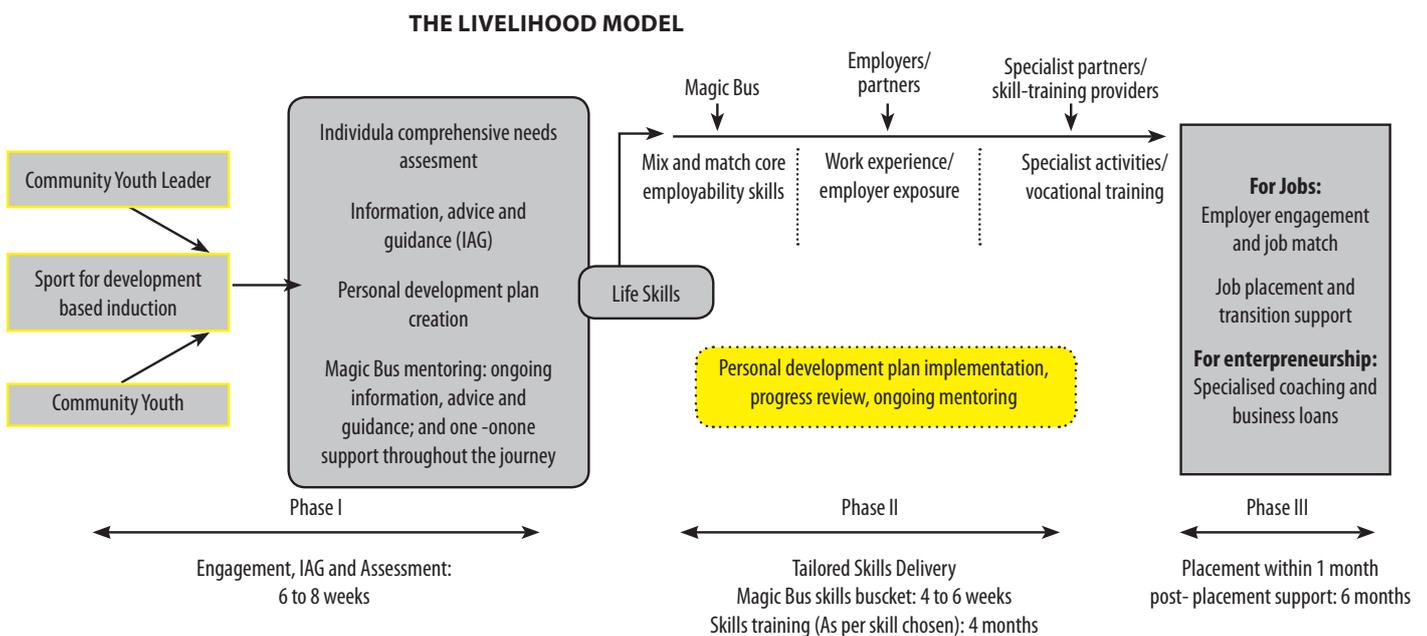
1.4. MAGIC BUS | ALL INDIA - HQ IN MUMBAI

Magic Bus is a non-government organization working with children and youth living in poverty to ensure they complete secondary education, and develop the skills required to transition successfully into the world of work. It believes that the problem of poverty in India is solvable - thus, Magic Bus, by facilitating the journey from Childhood to Livelihood enables young people to break out of the poverty cycle.¹⁴⁹

Magic Bus has presence and works intensively, using community volunteers and staff in more than 5000 marginalized¹⁵⁰ communities across India. Its work in the communities drives its intervention. Its programme has a focused mobilization strategy that uses a combination of community meetings, mobilization drives and applications.

Its target groups are youth aged 18-25 years, 50% of whom are women. They come from households with less than 1,20,000/- annual income. They are from communities that are marginalised.

At the first instance, its Childhood Programme ensures that every adolescent completes secondary level of schooling. Once this is completed, the youth¹⁵¹ moves into the Livelihood Programme. Magic Bus Livelihood model meets youth’s diverse leadership, employment and training needs and fills critical gaps in the current value chain using the following framework:



¹⁴⁹ <http://www.magicbus.org>

¹⁵⁰ defined as per Magic Bus’ framework to be both social and economic marginalization.

¹⁵¹ By design, they are first-time job-seekers who have been through Magic Bus programme, primarily.

Magic Bus basically provides a range of employability skills by working with youth who have completed secondary education by assessing each youth's needs and providing career counselling to empower youth to identify their work targets. The training is then tailored to fill youth's skills gaps and to support them into their preferred outcome. Accordingly, Magic Bus delivers leadership and life skills training, core and optional employability skills training, whilst integrating Sports for Development methods to enhance youth's engagement and to increase knowledge transfer during sessions.

The skills training is based on two critical aspects: 1) The aspiration of the youth and the skill gap; and, 2) The demand for a certain work skill in the market. Both are critical components of our programme design. The first is to engage with the aspirations positively and build an understanding of local markets, opportunities, and the ladder to building a career. The second is to work with the market opportunities to build the talent pipeline, based on gaps and demand.

The youth may choose to move to post-secondary level of schooling, higher education, or technical/vocational education or training after going through the basic training. Any further education or training shall be duly supported by Magic Bus through career guidance and building access to financial support through loans/scholarships. Magic Bus continues to work with youth through six months after starting work or further education or training.

Gender is central to the programme of Magic Bus. Aside from working with at least 50% women participants, it seeks to build the gender perspectives in men and the

larger families and communities to enable women to seek and achieve personal employment goals.

Magic Bus understands that the youth, both men and women, will get into jobs, with the right skills – they will not only sustain their employment but also progress in their chosen field. But, it also understands the attendant challenges/stumbling blocks especially in getting women into jobs, thus:

- The first challenge/stumbling block is the aspiration of women. They are conditioned to have low, limited aspirations and it has more to do with their social expectations of marriage and child bearing than their potential and skills. While positively building women's aspiration, Magic Bus keeps it realistic.
- The second challenge/stumbling block is the reluctance of families to allow women to work. The challenge is bigger when women tries to access male-dominated job roles. Magic Bus works with communities and families to break gendered belief through positive messaging, role modelling and case studies. Magic Bus would support women to seek non-traditional job roles, break stereotypes in the communities, and build agency of women.
- The third challenge/stumbling block is at the employer level. Most times, the workplaces are not sensitive to the requirements of women, e.g. issues with toilets, crèche, security, safe environment . Sometimes, the employers are sensitive, but take the easy way out by not hiring women, thus, systemically , eliminating women from workforce. Magic Bus works with employers on both levels to ensure safe and sensitive

workplaces to enable women's economic participation, equal pay structures, workplace free from exploitation, flexibility of time, maternity benefits, etc.

Women, as a result of the programme, are better skilled and empowered to take decisions around their lives. They also are contributors to family asset creation and also owners of the assets. They are confident, assertive and able to negotiate better with families, communities and employers as well. They see themselves as change-makers, willing to push and support more women in their communities. They are positive role models.

At present, Magic Bus works with 400,000 children across 22 states of India.¹⁵²

They are currently working in 12 states in India and hope to scale up interventions to all the 23 states in the country with continued support of the corporates, foundations and the Government. Magic Bus also hopes to monetise and self-finance certain aspects of the programme.

¹⁵² <http://www.magicbus.org>

1.5. JANVIKAS | AHMEDABAD, GUJARAT

Janvikas is a public charitable trust¹⁵³ set up in 1987. Its overall goal is “to contribute to building/strengthening a just, democratic, and secular society and to bring about concrete and sustainable changes in the lives of the poor, marginalised and disadvantaged communities”.

Janvikas works with marginalized groups, namely, Dalits, Adivasis, Muslims, internally displaced persons (IDPs), urban poor, women, youth and children on issues of discrimination, exclusions and inequalities. Over the years, Janvikas has sharpened its focus on human rights and entitlements of these groups. It has multi-programme and multi-stakeholders thrust “focusing on creating support systems for the marginalized groups struggling to lead a life of dignity and equity... It nurtures efforts at the grassroots, with issue based organizations and with development professionals. (To date), it has created a web of 17 well established national and state level organizations”.¹⁵⁴ It has developed an institutional field of interconnected yet independent organisations which started as one of Janvikas’ programmes, led by young community leaders or professionals.

Skills Development and Adult Education are two (2) different programmes in Janvikas but they feed into each other. Some parts of adult education are included in skills development and has a place in all the ongoing programmes and issues. Skills development is primarily part of Janvikas’ intervention on enhancing employability and leadership among the youth but also gets introduced in adult education. “The liberalisation of economy resulted

in demand for market employable skills which was absent among the youth. Due to lack of information, linkages, capital, competencies, and capabilities appropriate to the emerging economy, the youth from marginalised communities were left out from the job market”.¹⁵⁵ Thus, Janvikas started working with the youth in 2009 to improve their employability through developing their skills and helping them get jobs.

The year 2016-17 had two major points of focus for Janvikas in terms of skills development:

1. Training of youth and facilitating employment.
2. Training of women to become professional chauffeurs and facilitating the process of employment.

The training of youth and facilitating employment is usually done through the setting up of vocational (training) centres. A feasibility study is done before starting a centre to have an idea of the available jobs within 20 kilometres of the centre. Market demand for a particular skill, preparedness of youth for employment, and connectivity to the market place are taken into consideration. Janvikas observes the following key processes in vocational skills training and job placement programme:

- Mobilisation through community meetings, reference honorariums and kiosks.
- Implementation of pre-planned training sessions and day-wise course curriculum as per the grasping power of the batch. Every batch goes through achievement motivation training, guest lectures, exposure visits, and marker scans apart from the core course training. Janvikas ensures quality of training by closely monitoring participants’ progress via monthly meetings with the trainers and by keeping tabs on issues faced by the centres. Through the

¹⁵³ Registered in 1985.

¹⁵⁴ <http://www.janvikas.in/>

¹⁵⁵ KII, Janvikas, November 2017

groups, internal sharing happens and results in mutual growth. It ensures that students complete the training successfully.

- Placement intervention is intertwined from the mobilisation time itself. There are 3 filters to ensure smooth placement: placement details display, student oath-taking, and parents meeting. There is a placement coordinator who ensures that all steps are undertaken including at least two student counselling sessions per batch. Janvikas has 152 employers in its bandwidth with yearly vacancies of around 1500 currently.
- Post-placement works well when the trainer is the centre-point, Janvikas has found out. The youth is more open to the trainers and shares more details with them. Janvikas provides at least three placement opportunities to each youth and track them for six months over telephone.

The training of women to become professional chauffeurs and facilitate their employment through “DriverBen” was officially launched on December 16, 2016 after piloting the project with 25 women as an attempt to mainstream women in non-traditional job markets. In partnership with Azad Foundation, this initiative has challenged gender stereotypes and is intended to help women earn decent wages in a dignified way.

DriverBen starts with awareness raising about the programme and issues surrounding women’s economic participation through street plays, rallies, distribution of leaflets and stickers and canopy exhibition. The ensuing training provide inputs on the following:

- driving skills
- knowledge about cars, maintenance, road safety, traffic signals and signs

- non-technical skills consisting knowledge on gender, laws protecting women as well as first-aid skills.

DriverBen participants are given support in acquiring learner’s and permanent driving licenses. After completion of the course and passing qualification tests, the women work as taxi drivers earning Rs 8,000 to Rs 9,000 per month.

Intensive efforts are made to build the DriverBen group so that they can support each other in case of crises. Their exposure and networking via meetings with corporates have led to increased confidence among the women drivers and to corporates appreciating women’s efforts. Networking was likewise done with other organisations in the project areas to spread the information regarding the initiative to more women and through the radio, e.g. interview of one of the women of DriverBen. Volunteer groups have been formed, comprising of individuals who believe in gender equality, and felt that initiatives which challenge gender roles need to be appreciated and supported so that more women break the confines of their homes and start taking up occupations which are usually prohibited for women.

All these interventions so far led to women of different ages from marginalised communities enrolling in the DriverBen course numbering 59 women¹⁵⁶ until March 31, 2017. These women have become role models for their family members and other women in the bastis where attitudes as slowly changing in regard women and work. The third batch of the enrolment process of women has become slightly easier.

With increasing participation in events of the women of DriverBen, e.g. OBR campaign, there has been increased

¹⁵⁶ nine dropped out for various reasons and the remaining 44 women are in different stages of training.

visibility as well as felicitation of DriverBen, e.g. from the National Peace Group, a cultural group working for peace and conflict transformation, felicitated DriverBen for contributing towards social change and Safety Badges from Gujarat Police. According to Usha Rada, DCP Zone 2 Ahmedabad, who takes the lead in initiating and implementing innovative systems for protection of women: “Women who are working as taxi drivers will get safety badges from Ahmedabad Police.”

Janvikas is helping DriverBen start Female Driver Union and get their own taxi services. It is also planning to start training of autorickshaw driving of women on pilot basis and then make them self-employed by running their autorickshaws in Ahmedabad.

1.6. SAMAAAN | MADHYA PRADESH

Samaan, hindi for “equality”, was set up in 2010 as a Society. It works in Indore, Madhya Pradesh towards “making legal justice accessible to the women suffering from violence and (help) in their social economic development...”¹⁵⁷

Samaan Society (or Samaan) also provides (women survivors of violence) livelihood opportunities to enable them become socially and economically empowered.

Samaan sees its interventions on skills development for women as linked with rights of women to dignity and livelihoods for women. They visualize skills development as a process to enable equality and dignity, although their main thrust is to ensure that women are free from violence and have access to justice. Skills development, in helping them create a viable livelihood, create conditions that empower women by widening their choices. Samaan, however, understands that gender-based division of work is one of the factors that create inequality in the world. Thus, their focus has been to help women explore non-traditional livelihoods and professional car driving has been the first such intervention.

By promoting non-traditional occupations through skills development and placement, it facilitates change in this regard. And, noting women’s increasing aspirations, Samaan sees the Women on Wheels (WOW) Programme as useful as it responds to women’s dreams of a better, more dignified life, a departure from the current work that the women are doing which are high on drudgery - working as household help or stitching with low wages in the proximity of their homes. The WOW option is not available elsewhere even if current government programmes do have a skills-building focus. These government programmes do not seem to address issues of gender equality, albeit they have limited focus on technical skilling

with no component leading to women’s empowerment.

Under their WOW Programme, Samaan has trained over 150 women as professional drivers since 2015, in partnership with Azad Foundation. Besides the domain skills of driving a car, they are taken through communication skills, spoken english, first aid, map reading, self-defence, information about laws related to women, understanding gender and violence and reproductive health. The intervention has shown how women can take up non-traditional occupations such as professional driving, surmounting the challenges that society puts up in front of them.

Samaan’s target group has been the economically vulnerable women with priority given to women survivors of violence living as single women. They cover women between 18-35 years of age, having passed Class VIIIth and who are willing to consider taking up driving as a profession. However, the educational criteria is flexible and women who join the course are encouraged to take the class VIIIth exam. Recruitment is done via a series of activities (discussions, film shows, pamphlet distribution, rally etc) in the localities with poor communities where the women live. Samaan needed to persuade women and their families to join the professional drivers’ course to start the programme. This required focused and sustained mobilization effort to identify and interface with potential trainees, and continued discussions with their families to enable them to join the course.

¹⁵⁷ <http://www.samaansociety.org/about.html>

Most women participants would be engaged in various livelihood activities and try to continue doing the same when they register for the WOW programme by making adjustments to their work schedules, with Samaan also making suitable adjustments. The duration of the WOW training is 6 months and is currently supported through a CSR fund. There is no government support for this activity.

There are multiple challenges for women's participation in skills development and work:

- **Restriction from the families:** Male members are usually not keen that they undergo WOW training and try to dissuade them. There have been cases of violence related to this decision. Samaan approaches the family members at their residence and counsels them and have been able to persuade the families to let trainees rejoin the course through this intervention.
- **Economic needs:** Women try to balance the need to earn while they are going through the training due to family need. At the same time, women needed to have money to buy their bus tickets for their participation. While adjustments are made on both sides, it does impact the quality of the programme.
- **Responsibility for children in the family:** A number of women find it difficult to attend/complete the training as they are the primary caregivers for the children in the family.
- **Legal challenges and court appearances:** A number of the trainees are going through legal issues having filed cases related to violence committed against them. This keeps them under constant pressure and tension and impacts the pace of their learning. Legal counselling is extended to them and Samaan

coordinates with lawyers to represent them as well as follow up on the cases to support them.

- **Absences from the training course:** Samaan expects the trainees to attend the course with regularity and go through all the modules. They should also be willing to work on the job shift of 10 hours upon completion of the training and successful placement. But, regularity in women's attendance can be an issue. Samaan awards regular attendees and undertakes monthly faculty-family meetings to enable families to engage with other trainees as well as faculty to help ease anxiety that they may have.

Samaan does not directly employ the women but helps them find work through a placement programme. There is a dedicated staff undertaking the task for promoting the concept of professional drivers in the city and coordinating between potential employers and drivers. The organisation facilitates a formal contract between the driver and employer and also helps in resolving any issues between the two during the course of employment.

The biggest challenges that women professional drivers find is time as they continue to have family responsibilities even when they are working. Samaan has started working with the men in their families and it's slowly started making a difference with 5-6 women drivers now getting support from their spouses with housework. Travelling to work has been another challenge but some of them have been able to save and purchased a second hand two wheeler that they use for commuting to work. Another issue is that some employers offer to pay less for women drivers compared to men feeling that men are more skilled.

Client education is as important to change the mindsets towards creating a market for employment of women drivers. Regular pay hikes over time and facilities such as restrooms would go a long way in keeping women engaged as drivers.

Samaan maintains regular contact with drivers and holds monthly meeting with all the drivers so they can share their experiences and resolve any problems. The Faculty continues to support them if they face technical difficulties on the job, for example handling cars with automatic gears. Provisioning of a social security fund to support women overcome economic difficulties while getting trained and settled in a job proved helpful. Women who have found work are able to replenish the social security fund through periodic contributions to support other trainees in need of this support currently.

There has been a change in the women who have got employed as drivers. Not only has their income gone up but also their status in the family with the family members paying greater heed to their opinions. There has been a concurrent improvement in their food consumption as well as improvement in their lifestyle. A number of them have now been able to afford the aspiration of sending their children to private schools and to coaching centres. They now have the confidence in dealing with government offices and getting their work done like getting caste certificates, domicile certificates, etc. without hesitation. They are more engaged with teachers in the schools of their children and do not have any hesitation in travelling from one place to another. They are aware about their rights and are now effective communicators. They have

been thinking about and raising issues about the rights of women, and the community members now respect them.

There is still more potential in Indore city to absorb professional women drivers and Samaan plan to have at least 300 such drivers over the coming years. Samaan is also considering the option of training women to be bus conductors, electricians, plumbers and carpenters in the near future.

INDIA STUDY

FINANCING OPTIONS FOR SKILLS FOR WORK OF MARGINALISED WOMEN

A Research Project of ASPBAE and Azad Foundation, India, 2017

ANNEXURE 7.

CHARTS AND TABLES

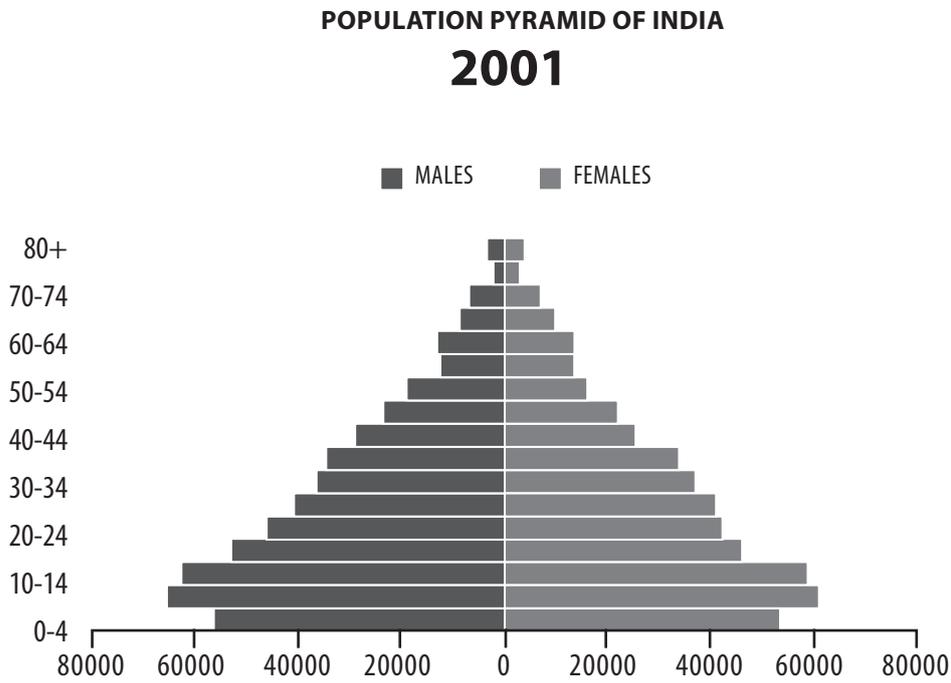
TABLE 1

Per 1000 distribution of persons (aged 5 years and above) by completed level of education¹⁵⁸

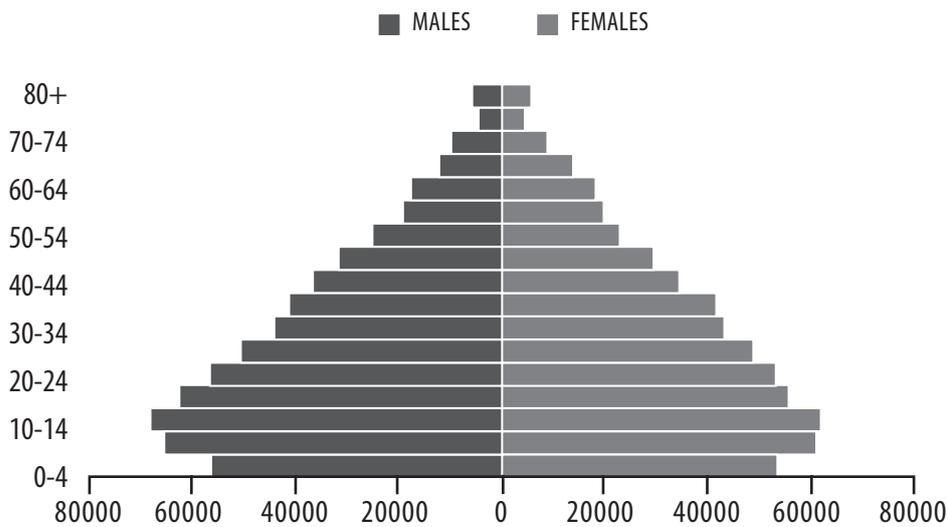
Level of Education	Rural		Urban		Rural + Urban	
	Male	Female	Male	Female	Male	Female
Not Literate	198	376	90	190	165	320
Literate						
Without Schooling	8	6	5	6	7	6
Up to Primary	377	336	285	280	349	319
Upper Primary	173	130	157	143	168	134
Secondary	118	80	150	133	128	96
Higher Secondary	71	45	114	102	85	62
Diploma	11	5	30	14	17	8
Graduation	37	18	126	96	64	42
and above	8	4	43	35	18	14

¹⁵⁸ Women and Men in India based on NSSO Round 71 (2014).

GRAPH 3
INDIA'S POPULATION PYRAMID ('000)¹⁵⁹

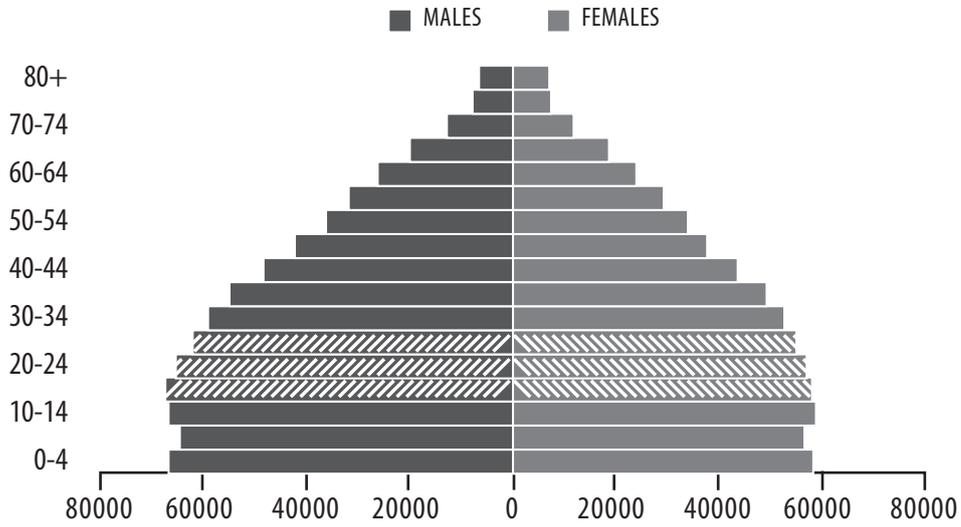


POPULATION PYRAMID OF INDIA 2011



¹⁵⁹ Youth in India 2017, CSO, MOSPI, GOI, 2017.

POPULATION PYRAMID OF INDIA 2021*



POPULATION PYRAMID OF INDIA 2031*

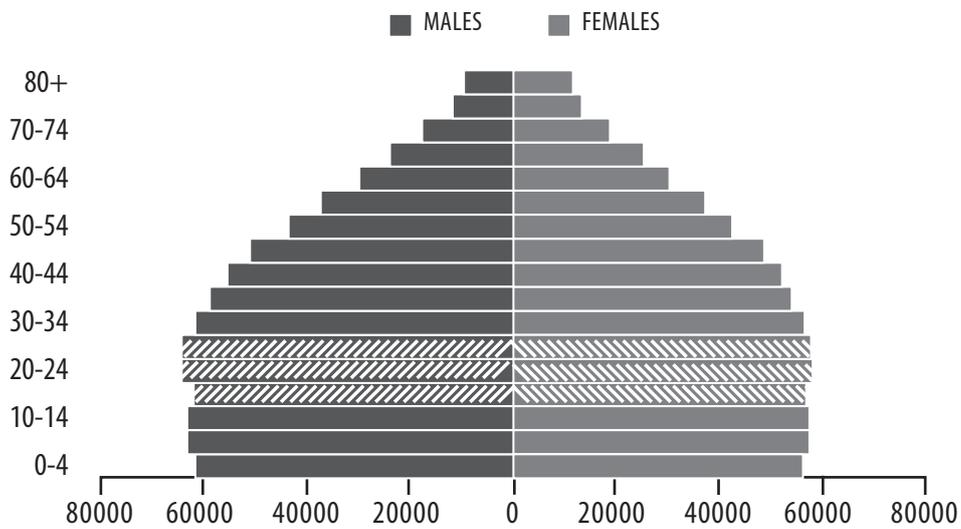


TABLE 2

**LFPR for persons aged 15 years and above according to Usual Principal Status Approach
(All India (in %))¹⁶⁰**

Social Groups	Rural				Urban				Rural + Urban			
	M	F	T	P	M	F	T	P	M	F	T	P
SC	78.7	29.2	52.5	54.9	71.5	20.8	53.3	46.7	77.3	27.5	52.8	53.3
ST	79.2	36.3	79.5	58.5	70.8	19.3	42.0	45.6	78.0	33.9	73.4	56.7
OBC	77.4	26.2	52.5	52.9	69.7	17.1	37.8	44.1	75.3	23.7	48.0	50.5
Others	75.3	21.1	32.6	49.3	67.6	13.6	40.4	41.7	72.3	18.2	35.6	46.3

M- Male; F-Female; T-Transgender; P-Person

TABLE 3

Literacy and LFPR

Religion	Population		Not Literate (15 and older) ^{161 **}				LFPR ^{162 **}				Distribution of workers by category ^{163**}			
	Total %	sex ratio ^{164*}	Female		Male		Female		Male		Self-employed	Regular wage/salary	Casual Labour	Others
			Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban				
Hindu	79.8	939	483	213	250	84	264	161	558	565	329	439	114	118
Muslim	14.23	951	487	331	300	190	159	109	511	553	500	277	150	72
Christian	2.3	1023	237	90	146	57	304	277	560	565	243	458	129	169
Sikh	1.72	903	356	178	270	79	260	136	576	568	456	389	41	113
Others	1.98	-	375	155	175	42	391	153	584	561	350	455	93	102
Total	100	943	475	226	253	99	253	155	553	563	353	417	118	112

** number of females per 1000 males ** per 1000 population*

¹⁶⁰ Table 2.3 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

¹⁶¹ Statement 3.10, NSSO Report 568, NSSO Round 68.

¹⁶² Statement 3.12, NSSO Report 568, NSSO Round 68.

¹⁶³ Statement 3.6U, NSSO Report 568, NSSO Round 68.

¹⁶⁴ 2011 Census Data as reported in www.dnaindia.com/india/report-census-2011-sikhs-jains-have-the-worst-sex-ratio-2161061.

TABLE 4

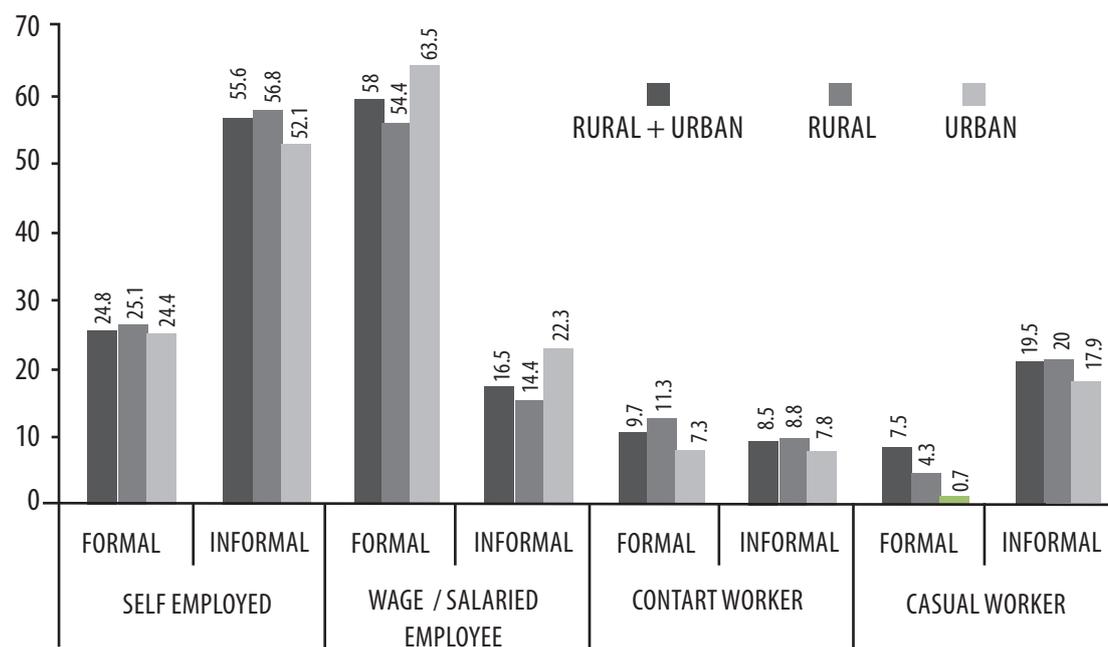
Distribution of employed persons among different categories of employment based on UPS &UPSS approach (All India) in %¹⁶⁵

Approach	Self Employed			Wage/Salary Earners			Contract Workers			Casual Labour		
	M	F	T	M	F	T	M	F	T	M	F	T
UPS	48.4	39.9	44.1	17.6	14.8	19.6	3.8	3.1	4.9	30.2	42.1	31.4
UPSS	48.6	42.9	44.9	17.4	12.5	19.0	3.8	2.7	2.7	30.2	41.9	31.5

GRAPH 4

BREAKUP OF PEOPLE RECEIVING VOCATIONAL TRAINING BY NATURE OF EMPLOYMENT

Distribution of persons aged 15 years and above who received/were receiving vocational training and pursuing different economic activities based on Usual Principal Status approach (in %)¹⁶⁶



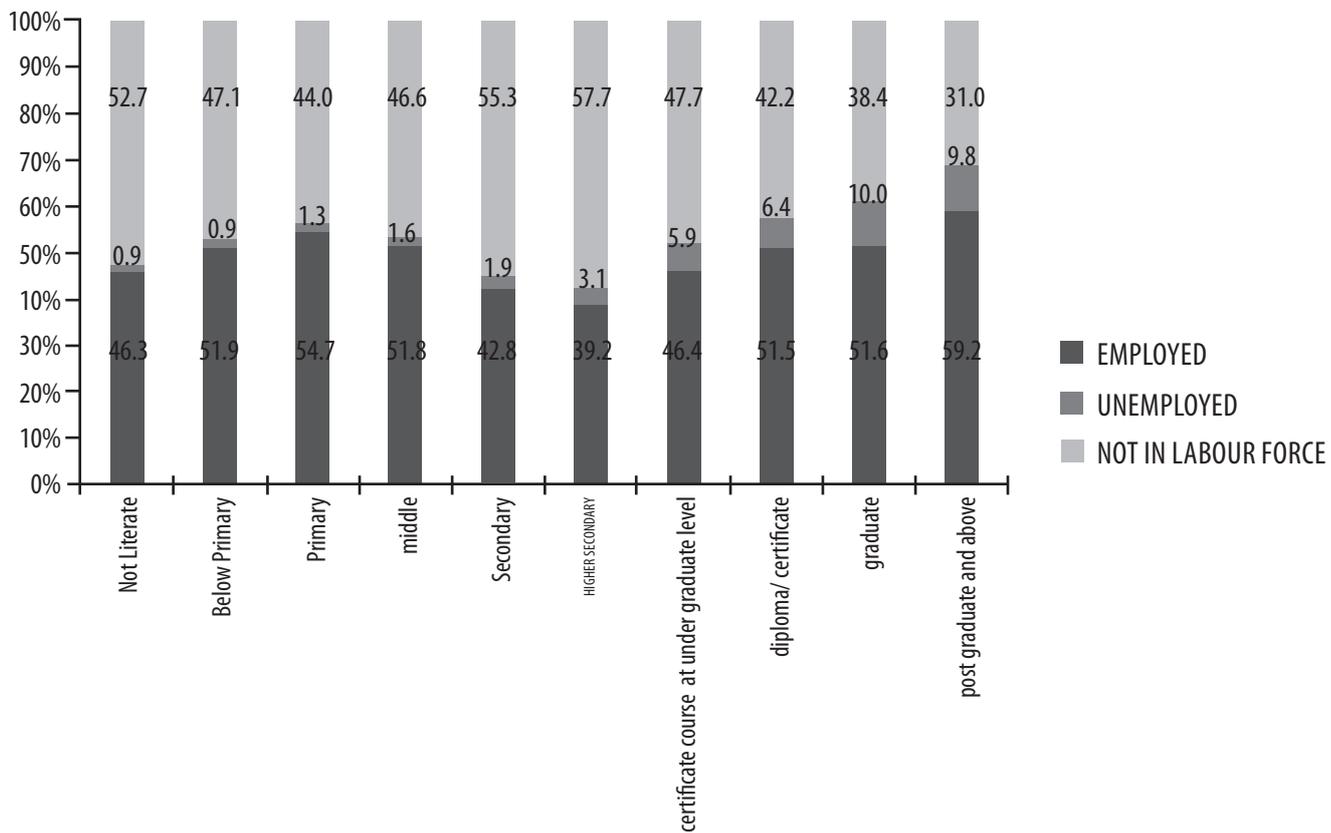
¹⁶⁵ Table 3.6 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

¹⁶⁶ Figure 2.6 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.¹⁶⁹ Figure 2.2 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

GRAPH 5

Education status based on main activity

Distribution for persons aged 15 years and above by main activity & educational classification according to Usual Principal Status approach (in %)¹⁶⁷



¹⁶⁷ Figure 2.2 Report of 5th Annual Unemployment Employment Survey 2015-16, MLE, GOI, 2016.

TABLE 5

BREAKUP OF INCREMENTAL HUMAN RESOURCE REQUIREMENT ACROSS 24 SECTORS (IN MILLIONS)¹⁶⁸

S.No.	Sector	Projected Employment		Incremental Human Resources Requirement
		2017	2022	(2017 - 2022)
1.	Agriculture	229	215.5	-13.5
2.	Building Construction & Retail Estate	60.4	91	30.6
3.	Retail	45.3	56	10.7
4.	Logistics, Transportation & warehousing	23	31.2	8.2
5.	Textile & clothing	18.3	2.5	6.7
6.	Education & Skill Development	14.8	18.1	3.3
7.	Handlooms & Handicrafts	14.1	18.8	4.7
8.	Auto & Auto Components	12.8	15	2.2
9.	Construction Material & Building Hardware	9.7	12.4	2.7
10.	Private Security Services	8.9	12	3.1
11.	Food Processing	8.8	11.6	2.8
12.	Tourism, Hospitality & Travel	9.7	14.6	4.9
13.	Domestic help	7.8	11.1	3.3
14.	Gems & Jewellery	6.1	9.4	3.3
15.	Electronics & IT Hardware	6.2	9.6	3.4
16.	Beauty & Wellness	7.4	15.6	8.2
17.	Furniture & Furnishing	6.5	12.2	5.7
18.	Healthcare	4.6	7.4	2.8
19.	Leather & Leather Goods	4.4	7.1	2.7
20.	IT & ITeS	3.8	5.3	1.5
21.	Banking, Financial Services & Insurance	3.2	4.4	1.2
22.	Telecommunication	2.9	5.7	2.8
23.	Pharmaceuticals	2.6	4	1.4
24.	Media and Entertainment	0.7	1.3	0.6
	Total	510.8	614.2	103.4

Source: Environment Scan Report, 2015 (NSDC)

TABLE 6

CSR EXPENDITURE ¹⁶⁹

S.No.	Development Sector Wise CSR expenditure for 2015-16 (in millions) PROJECTED EMPLOYMENT	Incremental Human Resources Requirement
		{2017 - 2022}
1.	Health/ Eradicating Hunger/ Poverty and Malnutrition/Safe Drinking	31170
2.	Water/ Sanitation	30730
3.	Education/ Differently-Abled/ Livelihood	10510
4.	Rural Development	9230
5.	Environment/ Animal Welfare/ Conservation of Resources	3550
6.	Swachh Bharat Kosh	2620
7.	Gender Equality / Women Empowerment / Old Age Homes / Reducing Inequalities	2130
8.	Prime Minister's National Relief Fund	1360
9.	Encouraging Sports	950
10.	Heritage Art and Culture	900
11.	Slum Area Development	90
12.	Clean Ganga Fund	30
13.	Other Sectors (Technology incubator and benefits to armed forces and administrative overheads and others*)	4970
	Total Amount	98220
	Number of Companies from which data has been compiled	50970

*not specified



Azad Foundation