

Vocational & Life Skills Training of Out-of-School Adolescent Girls in the age group 15- 18 years



National Colloquium Report



NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS

5th Floor, Chanderlok Building, 36 Janpath, New Delhi 110001

Website: <http://ncpcr.gov.in/>

Content

Preface

Acknowledgement

Acronyms

Introduction	1
Current Scenario of Skill Development in India	2
Objectives of the workshop	6
Summary of Discussions	6
Conclusion	11
Recommendations	12

Annexure

Agenda

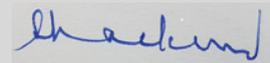
Preface

Adolescents have often been viewed as a group of people with problems, disturbances and rebellion. However, the reality is somewhat different. Wherever positive stimulation and a congenial environment has been provided, adolescents have risen to the occasion. They are keen to be recognised as useful productive and participating citizens of society. The time has come for us, as a nation to seriously think about providing the right stimulus, role models and environment for adolescents, in order for them become assets for nation building.

In India, the child upto 18 years and the period between 12-18 could be considered as the period of adolescence: of this group, adolescent girls are more vulnerable. They are on a higher risk of being left out of the system of formal education and employment, keeping them away from any opportunity leading to their empowerment and independence. However, the group between 15-18 years of age is left out of the current skill development programme in India.

Given the complex nature of the adolescent group it is important to recognise that no single sector can influence the entire range of factors that impact on the situation of adolescents girls in India. It is important to acknowledge the importance of a multidimensional approach and the importance of a holistic perspective.

I congratulate Shri Priyank Kanoongo, Member, Education Division, NCPCR to bring this important issue in the focus of the skill training discourse in India. I sincerely hope that the recommendations put forward by the Commission will bear fruitful results and bring the out-of-school adolescent girls on India's development map.



(Stuti Kacker)
Chairperson
NCPCR

Acknowledgement

To delve upon and discuss the ways in which vocational and life skill training can be extended to the out-of-school adolescent girls in the age group of 15-18 years, NCPCR conducted a National Colloquium inviting the key stakeholders. The colloquium was a platform to discuss various schemes and programmes currently in place for this vulnerable group and also suggest ways to provide them opportunities for their vocational and life skill training leading to empowerment and dignified life.

I express my sincere gratitude to Shri Rakesh Srivastava, Secretary, Ministry of Women and Child Development (MWCD) for taking out time from his busy schedule and sharing some important insights on the matter. This would not have been possible without the constant support and encouragement by Ms. Stuti Kacker, Hon'ble Chairperson, National Commission for Protection of Child Rights (NCPCR). I am grateful to all the resource persons - Prof. Medha Somaiya (TISS, Mumbai), experts from NCERT (New Delhi), NIOS (New Delhi), PSSCIVE (Bhopal); NGOs; the Sector Skill Councils, representatives from various departments and all the experts who participated in the discussions and gave their valuable inputs. I am grateful to Dr. (Ms.) Madhulika Sharma, Technical Expert (Education) for her contribution in conceptualizing the idea, coordinating the colloquium and finalizing this report. I am also thankful to Shri Rajnikant and Shri Paresh Shah - Technical Experts (Education), Shri Dushyant Meher, Ms. Anshu, Ms. Akanksha Verma, Shri Rakesh Prajapati - Task Based Consultants (Education), Ms. Bharati, Shri Nikhil, Shri Brijesh and Shri Lalit for extending logistic support in organizing the event.

I do hope the suggestions and recommendations from NCPCR will contribute in preparing a road-map for skill training of out-of-school adolescent girls in the age of 15-18 years.



(Priyank Kanoongo)
Member
Education Division

Acronyms

AG	Adolescent Girls
DAY	Deen Dayal Antyodaya Yojana
DDU-GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
DGT	Directorate General of Training
ITI	Industrial Training Institutes
MHRD	Ministry of Human Resource Development
MoL&E	Ministry of Labour & Employment
MoRD	Ministry of Rural Development
MoSJ&E	Ministry of Social Justice and Empowerment
MWCD	Ministry of Women and Child Development
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NIOS	National Institute of Open Schooling
NITI	National Institution for Transforming India
NSDC	National Skill Development Corporation
NSDP	National Skill Development Programme
OoS	Out-of-School
PMKK	Pradhan Mantri Kaushal Kendras
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
RGSEAG-SABLA	Rajiv Gandhi Scheme for Empowerment of Adolescent Girls
SANKALP	Skill Acquisition and Knowledge Awareness for Livelihood Promotion Programme
SDI	Skill Development Initiative
SSC	Sector Skill Council
UNICEF	United Nations Children's Fund

Introduction

India is a developing country with largest population of youth. However, much part of India's workforce does not possess any formal skill or vocational training. With growing need of skilled workforce on one hand and large section of population seeking livelihood opportunities on the other, skill development has acquired a priority place in country's development discourse. Also, a study by FICCI and Ernst - Young (2013) identified a shortage of over 47 million skilled workers across the globe by 2020. This presents an unprecedented opportunity for India to train its youth population and place them in jobs across the world and realize its demographic dividend.

However, the skill development course in India faces many challenges and issues. The formal education system do not provide significant skills for the youth to earn livelihood. As a result, many youth either cannot enter the workforce or enter without requisite skills. Adolescent Girls in India are especially disadvantaged given their low enrolment rate and educational attainment levels. They are among the most economically vulnerable groups who typically lack access to financial capital and have more limited opportunities to gain the education, knowledge, and skills that can lead to economic advancement. Adolescent girls often lack social support, and community social norms can create barriers to their economic advancement.

Economic empowerment can be a critical lever for change in adolescent girls' lives, helping them to gain financial independence, establish good saving habits, and improve their future prospects for participation in the labor force. It can also provide girls with more mobility, promote

their confidence, strengthen their social networks, and improve their health outcomes. As adolescent girls' lives improve, so does the well-being of their families and communities.

Primarily, two set of skills contribute to the success in the employment industry- life skills and technical/vocational skills. Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. This includes cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others (UNICEF).

In India, 39.4 percent of the adolescent girls in the age group of 15-18 years are not attending any educational institution. The percentage of boys not attending any educational institution in the same age group is 35%. Out of the total population of 15-18 year old OoS girls, 64.8 % are non-workers i.e. persons who did not 'work' at all including students, persons engaged in household duties, dependents, pensioners, beggars, etc. In other words, around 65 percent girls who do not attend any educational institution are either engaged in household activities, are dependents or are engaged in begging etc. On the other hand 33.4 % of OoS boys are non-workers.

Current Scenario of Skill Development in India

- Currently, the vocational training in India is provided through mode of formal as well as non-formal education. Industrial Training Institutes play a vital role in providing skilled manpower. The number of Industrial Training Institutes (ITIs) in India as on April 2016 was 13105. Out of these, the number of Government ITIs was 2293, while the number of private ITIs was 10812.
- Budget allocation for Employment Generation, Skill and Livelihood increased from Rs.14870 crores in RE 2016-17 to Rs.17273 crores in BE 2017-18.
- As per Union Budget 2017-18; Pradhan Mantri Kaushal Kendras will be extended to more than 600 districts across the country. 100 India International Skills Centres will be established across the country. Skill Acquisition and Knowledge Awareness for Livelihood Promotion Programme (SANKALP) will be launched at a cost of Rs. 4000 crores. SANKALP will provide market relevant training to 3.5 crore youth Next phase of Skill Strengthening for Industrial Value Enhancement (STRIVE) will also be launched in 2017-18 at a cost of Rs. 2,200 crores.
- Mahila Shakti Kendra will be set up with an allocation of ` 500 crores in 14 lakh ICDS Anganwadi Centres. This will provide one-stop convergent support services for empowering rural women with opportunities for skill development, employment, digital literacy, health and nutrition.

- The Central Government's focus is on educational and skill development of Minorities. Maximum part of the Budget 2017-18 would go for educational empowerment and skill development of the Minorities. Employment oriented training will be provided to more than 2 lakh youths belonging to Minority communities.
- More than Rs 2600 crore have been provided in Union Budget 2017-18 for various scholarships and skill development schemes such as "Seekho aur Kamao", "Nai Manzil", "Nai Roushni", "Ustad", "Garib Nawaz Skill Development Centre" and "Begum Hazrat Mahal Scholarship for Girls".

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG)-SABLA

Vocational education and life skills have always been an important feature of India's education policies and overall development agenda. Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG)-SABLA is the only government scheme in India that provisions for vocational as well as life skills training of Out-of-School Adolescent Girls (15-18 years of age).

Vocational training for girls aged 16 and above under National Skill Development Program (NSDP) is one of the key services and objectives of the Scheme. As per the scheme, vocational training is a major contributor to the socio-economic enhancement of any individual. The scheme converges with National Skill Development Programme (NSDP) of Ministry of Labour & Employment for imparting vocational training to out of school girls above 16 years of age for

orientation towards self employment after 18 years of age. It focuses on non-hazardous income generating skills, which may be area specific. Various Vocational Training Providers (VTPs) provide vocational Training under various modules of NSDP. The State Governments /UTs taking into consideration the local trades, preferences, employability etc select the vocations and trades out of the available options. Overall, an enabling environment should be created for informed and skilled AGs to seek appropriate livelihood options.

Life skills refer to the personal competence that enables a person to deal effectively with the demands and challenges of everyday life. The AGs acquire knowledge and develop attitudes and skills which support and promote the adoption of healthy and positive behavior in them. Its ultimate aim is to enable AGs in self development. Broad topics covered in the training for development of life skills may include confidence building, self awareness and self esteem, decision making, critical thinking, communication skills, rights & entitlement, coping with stress and responding to peer pressure, functional literacy (wherever required) etc. States/UTs also link the life skill component of RGSEAG with similar schemes/interventions of Department of Youth Affairs and also explore the possibility of using their scheme and funds for AGs.

Vocational Training in India

The Directorate General of Training (DGT) in Ministry of Skill Development and Entrepreneurship is the apex organisation for development and coordination at National level for the programmes relating to vocational training

including Women's Vocational Training and Employment Services. Employment service is operated through a countrywide network of Employment Exchanges. Industrial Training Institutes are under the administrative and financial control of State Governments or Union Territory Administrations. DGT also operates Vocational Training Schemes in some of the specialised areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing is the responsibility of the DGT. But, day-to-day administration of employment Exchanges and Industrial Training Institutes rests with the State Governments/ Union Territories Administrations. Distribution of responsibilities between Central Govt., State Govt. and Industry has been shown in the table Tasks and Responsibilities.

Major functions of the DGT are:

- To frame overall policies, norms, and standards for vocational training.
- To diversify, update and expand training facilities in terms of craftsmen and crafts instructors' training.
- To organise and conduct specialised training and research at the specially established training Institutes.
- To implement, regulate and increase the scope of training of apprentices under the Apprentices Act, 1961.
- To organise vocational training programmes for women.
- To provide vocational guidance and employment counselling.

- Assist scheduled castes/scheduled tribes and persons with disabilities by enhancing their capabilities for wage employment and self employment.
- To conduct regular training programmes for Employment Officers and develop staff training material for use by the Employment Service personnel.
- To collect and disseminate information concerning employment and unemployment and prescribe uniform reporting procedures.

The main mechanisms for vocational training in India are:

▲ *Skill Development Initiative (SDI) Scheme*

Modular Employable Skills (MES) under Skill Development Initiative (SDI) Scheme provides training for employable skills to earlier school leavers and existing workers specially in an unorganised sector. The main aim of the Scheme is to provide vocational training to school leavers, existing workers, ITI graduates, etc. to improve their employability by optimally utilizing the infrastructure available in Government, private institutions and the Industry. Priority is given to those above the age of 14 years who have been engaged in child labour to enable them to learn employable skills in order to get gainful employment.

▲ *Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*

PMKVY is implemented by National Skills Development Corporation (NSDC) under the guidance of the Ministry of Skill Development and Entrepreneurship (MSDE). With a vision of a Skilled India, MSDE aims to skill

India on a large scale with speed and high standards. PMKVY is the flagship scheme that is driving towards greater realisation of this vision. Owing to the its successful first year of implementation, the Union Cabinet has approved the Scheme for another four years (2016-2020) to impart skilling to 10 million youth of the country. The scheme is only applicable for youth above 18 years of age.

▲ *Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)*

The Ministry of Rural Development (MoRD) announced the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) Antyodaya Diwas, on 25th September 2014. DDU-GKY is a part of the National Rural Livelihood Mission (NRLM), tasked with the dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of rural youth. DDU-GKY is uniquely focused on rural youth between the ages of 15 and 35 years from poor families. As a part of the Skill India campaign, it plays an instrumental role in supporting the social and economic programs of the government like the Make In India, Digital India, Smart Cities and Start-Up India, Stand-Up India campaigns.

▲ *Deen Dayal Antyodaya Yojana - DAY*

Deen Dayal Antyodaya Yojana is an overarching scheme for uplift of urban and rural poor through enhancement of livelihood opportunities through skill development and other means. The scheme aims at imparting skills with an expenditure of Rs.15,000 - Rs.18,000 on each urban poor; promoting self-employment through setting up individual micro-enterprises and group enterprises with interest subsidy for individual projects

costing Rs.2.00 lakhs and Rs.10.00 lakhs for group enterprises. Subsidized interest rate will be 7%; training urban poor to meet the huge demand from urban citizens by imparting market oriented skills through City Livelihood Centres. Each Centre would be given a capital grant of Rs.10.00 lakhs.

▲ *Sector Skill Councils*

SSCs are set up as autonomous industry-led bodies by NSDC. They create Occupational Standards and Qualification bodies, develop competency framework, conduct Train the Trainer Programs, conduct skill gap studies and Assess and Certify trainees on the curriculum aligned to National Occupational Standards developed by them. As per the information of NSDC

- Vocational training is introduced in 10 States, covering 2400+ schools, 2 Boards, benefitting over 2.5 lakh students. Curriculum based on National Occupational Standards (NOS) and SSC certification. NSDC is working with 21 universities, Community Colleges under UGC/AICTE for alignment of education and training to NSQF.
- Skill Development Management System (SDMS) with 1400 training partners, 28179 training centres, 16479 trainers, 20 Job portals, 77 assessment agencies and 4983 empanelled assessors. Hosting infrastructure certified by ISO 20000/27000 supported by dedicated personnel.

Examining the means of implementation of above schemes or working of the SSCs, it has been observed that for effective implementation and to reach to all

children and youth, the schemes and agencies need to be made interrelated and the efforts need to be converged so that maximum benefit can be reaped out of these mechanisms. Though the vocational training opportunities are open for children above 14 years, these are not exclusive for children between 14-18 years (adolescents) and hence lead to early marriage and non-employability of girls. Hence, training of out-of-school adolescent girls needs more robust mechanisms and collaborative efforts so that the benefits of these programmes reach girls that for any reason discontinue schooling and formal education.

Life Skill Training in India

The National Curriculum Framework (NCF) 2005 has emphasised on constructive learning experiences, and on the development of an inquiry-based approach, work-related knowledge and broader life skills. Sarva Shiksha Abhiyan (SSA) also has, under its agenda, life skills training for girls in on upper primary classes.

▲ *National School for Open Learning (NIOS)*

The Adolescents Reproductive and Sexual Health Education Programme (ARSH) under the Adolescence Education Programme (AEP) by NIOS aims at providing adolescent learners necessary skills that will assist them in informed decision-making. The goal of AE programme is to create awareness of reproductive and sexual health related concerns of the adolescent learners, forewarn the learners about the problems that they are likely to face in everyday life, strengthen their life skills which will help them make informed decisions.

▲ *Ministry of Health and Family Welfare (MoHFW)*

The National AIDS Control Organization (NACO) has developed a toolkit with the aim of reaching out to children and adolescents with essential life skills to enable them to off-set the risk of acquiring Sexually Transmitted Infections and HIV, as well as coping with HIV infection of self and their family members.

▲ *National Institute of Public Cooperation and Child Development (NIPCCD)*

Adolescent Guidance Service Centre (AGSC) aims at building collaboration with all the stakeholders in schools and other Institutes to develop promotive, preventive and supportive mental health programme for adolescents through extensive group work intervention, workshops and awareness generation, campaign on different issues of Family Life Education, Life Skill Education, Nutrition Education, Stress Management, etc.

A review of all these initiatives highlight the fact that though there are numerous opportunities for youth, in school or out of school, to gain vocational and life skill training; training of out-of-school adolescent girls needs more robust mechanisms and more opportunities. This is important in order to let the benefit of these programmes reach to all children above the age of 14 years, especially girls that for any reason discontinue schooling and formal education. To deliberate on this issue, the Commission organised a one-day Colloquium inviting experts from the field of vocational education, vocational training and life skill training.

Objectives

One of the important functions of National Commission for Protection of Child Rights (NCPCR) is to take periodic review of the existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in best interest of the child. Within this mandate, to provide informed recommendations, NCPCR organised this colloquium that was attended by representatives from different government departments; Sector Skill Councils; and Non-Government Institutions and Organisations working in the field of vocational education or life skill training.

Specifically, the aim of this colloquium was to create an opportunity for all the delegates and presenters to explore measures to provide opportunities for vocational and life skills training of adolescent girls. Therefore, the colloquium aimed at;

- Offering delegates and presenters an opportunity to share best practices and ideas on the theme.
- Examine the existing models of vocational training, life skills training and work opportunities;
- Create a road map for convergence of different vocational and life skill training mechanisms.

Summary of Discussions

Shri Priyank Kanoongo started with a brief introduction of National Commission for Protection of Child Rights and continued with addressing the problem we as a country now face i.e. education.



In India, 39.4 percent of the adolescent girls in the age group of 15-18 years are not attending any educational institution. The percentage of boys not attending any educational institution in the same age group is 35%. Adolescent girls are among the most economically vulnerable groups who typically lack access to financial capital and have very limited opportunities to gain education, knowledge, and skills that can lead to economic independence and advancement. Adolescent girls often lack social support, and community social norms can create barriers to their economic advancement. Adolescence is an important transitioning phase and girls are not allowed to be involved in any kind of constructive work important for development of our nation and are confined to household work. There are many reasons for such behaviour among common people and major cause of it can be identified as religious mandate. As per NCPCR's assessment, 2.5 crore children are not involved in any scheme run by the government. India has its own intricate problems which require our own authenticated innovative solutions. In India,

currently there is no curriculum exclusively for life skills and these needs to be developed and needs to be incorporated within a proper framework. In order to develop a perfect pathway for providing vocational skills to adolescent girls, the government and non-government stakeholders need to come together.

- o Chandana Das (National Executive Bhartiya Stree Shakti) talked about how the years between 15-18 is a crucial age for girl's life defining many changes emotionally, physically and intellectually but due to rampant socio-economic problems in the society this developing age is not nourished properly.



Problems like lack of infrastructure, poverty, early marriages, cultural taboos etc acts as hindrance in the development of girl child. Through her presentation she projected her ideas and practices being employed by Bhartiya Stree Shakti Sangh, like adolescent training of girls and boys, vocational skills training, publishing of books like 'Kutuhel' and 'Jigyasa'. She further explained the purpose of imparting life skills to adolescent girls

which include developing sense of the difference between good touch and bad touch, how to deal with the changes in human sexuality in a positive way, information about protection/prohibition of cyber crimes, abstinence from accessing wrong content on phone, healthy difference between attraction and love and much more. She explained that Vocational Skill training enhances capacity building, sustainable livelihood, employability and entrepreneurship. She emphasised on the point that economically backward people may not have a formal education but it does not identify intelligence, most of these people have good analytical power and just require nurturing.

- Prof. Medha Somaiya (TISS) started her presentation by acknowledging the most neglected portion of the society suggesting that they should become the focus of skill training. She proposed that existing models of the system should be examined for incorporation of vocational skill training in the current framework for better results. The government needs to create a road map including best practices to impart skill training to female children. She mentioned the current programmes running by TISS such as one Year - Diploma- Employable, two Year - Advanced Diploma -Employable, three Year - Degree- Graduate and Certificate Courses ranging from 8 days to 6 months. All courses should be covered under National Apprentice Promotion Scheme NAPS. Jan Shikshan Sansthan (JSS) model, which is currently operating skill training Scheme in 271 districts, needs to be

extended for all adolescent out-of-school girls.



Women residing in slum areas must be empowered by MWCD because they are the most vulnerable group towards early marriage and early pregnancy. Vocational training can be divided into three phases namely Pre-Training, During-Training and Post-Training for effective implementation and good results. Vocational Training should be inclusive of main educational curriculum for structural level development of girl's education.

- Dr Anita Nair (Deputy Director VE, NIOS- National Institute of Open Schooling) started her presentation by acknowledging the vision of NIOS which is "Sustainable inclusive learning with universal and flexible access to quality school education and skill development". Through her presentation she projected the missions of NIOS like providing relevant, continuous and holistic education up to pre-degree level through Open Distance Learning (ODL) System, contributing to the universalization of

School Education and catering to the educational needs of the prioritized target groups for equity and social justice.



NIOS operates through a network of Five Departments, 22 Regional Centres, 3 Sub-Regional Centres & 1 cell. It has a cumulative enrolment of about 28 Lakh learners which makes it the largest open schooling system in the world. Target groups of NIOS are Out of school children, girls and women, Scheduled Castes and Scheduled Tribes children, Rural children not having access to school education, Vulnerable children in urban settlement, Partly employed or unemployed youth, Differently-abled children and Children from the geographically remote locality not served with secondary schools. NIOS is running Partnership and Collaboration with National Literacy Mission, National Digital Literacy Mission, Ministry Of Health And Family Welfare, Ministry of Textiles (MoT), Army to Educate Jawans, Jails for Education of Inmates and Indian Medical association (IMA).

- Ms. Vijaya Sharma talked about children between the ages of 12 to 18 year when important biological changes begin. She emphasized on the fact that this is possibly the most confusing time when children start getting different feelings about their body and counter gender.



This is the time when girls and boys need counselling and supervision due to the growth spurt they are suddenly facing. This is the age when children need to develop a healthy thought process and analysing ability for major life decisions and choices. Parents need to support them building their character to instil logical dealings of situation and vision towards a better future. She suggested that we need to run programs to motivate children and make everyone feel that they are equal in every aspect of life. Adolescents have a very inquisitive mind and are very intelligent but parents/teachers cannot be present everywhere to guide them in the right direction, so, it is necessary that they are manoeuvred into the right frame of mind to make sound decisions. Patience needs to be

exercised by them for a strengthened India.

- Shri Amod Kanth (Founder of the NGO Prayas) started with mentioning the Child Labour Prohibition Amendment Act, 2016 that states that no adolescent shall be employed or permitted to work in any of the hazardous occupations or processes set forth in the Schedule: Provided that the Central Government may, by notification, specify the nature of the non-hazardous work to which an adolescent may be permitted to work under this Act.



He further addressed the major problem that children after middle education cannot work until they are 18 that render their earlier education useless, so vocational training has to be given to the adolescents between the ages 14 to 18. “How do you treat a person who is in initial stages of adolescence?” is a question that needs to be discussed implicitly among different States according to him.

- Prof. Saroj Yadav (NCERT) addressed the issues related to growth spurt,

opposite gender curiosity, misconceptions about gender stereotypes and discrimination.



She strongly recommended inclusion of third gender, recognition in the schemes and Parent-Children healthy communication towards issues like mental health, substance abuse, HIV/AIDS, anxiety management and life skills. Education system should be structured such that it not just imparts knowledge but also life skills, for that teacher training and incorporation of skill training in education syllabus should be promoted. Various anonymous question-answers related to tricky topics like sexual curiousness, premature intercourse, early pregnancy and opposite gender should be included in the middle of chapters. She promoted the idea that media should be involved in spreading the awareness about vocational training and child rights.

- Green Jobs (The Skill Ecosystem in India & Skill Council for Green Jobs) started off with mentioning that India is one of the youngest nations in the world and more than 62% of its population is in the working age group of 15-59 years

so permissible flexibility in the age of working should be discussed at large level. Training programs are essential and so are approved qualification packs for life skills. People should be made psychologically used to the idea of education and life skill training for better results in the workforce.

- Dr. Rajesh Khambayat (Joint Director, PSSCIVE-NCERT) addressed the matter of quality and inclusive education for all.



He also informed about different programs and national diplomas currently run by NCERT in favor of life skills. He further insisted on inculcation of employability skills to be displayed across all classes and job roles like agriculture and logistics.

Concluding remarks by Shri Priyank Kanoongo, Member (NCPCR)

- Need to work on life skills and vocational skills for OoS AG. The NCF by NCERT is for in-school children but need Curriculum Framework for life skills for OoSC that can be adopted by states as per their need/requirement.

- There are various schemes for vocational training by different departments but no specific scheme for 15-18 years age group.
- The SSCs are industry driven sector and system is in place but Labour laws are misconceived. The Child Labour Act 2016 says that after 14 children can work but no mechanism for their training and placement has yet been notified such as hours, wages etc.

Special address by Smt. Stuti Kacker, Chairperson, NCPCR

Smt. Kacker started by congratulating Shri Priyank Kanoongo, Member (NCPCR) for organising a discussion on this important topic. She further stated that the economic empowerment is a way for inclusiveness. Until we dispense with the charity mode, the weaker or disadvantaged section cannot be empowered. Being able to earn and be independent brings dignity and pride.



As a group we need to develop ways and means to utilise the potential

that young population of India possesses. The consequences of ignoring them will be grave. She further highlighted that the law gives protection to juveniles who are in conflict with law and whose past history will not be available, but it is also an employer's right to know the past employment record. For not getting into these complexities, it is also important that self employment opportunities be generated for these children. We need to explore the means of financing self-employment. Also, it is equally important to focus on health and well-being of children.

Special Address by Shri Rakesh Srivastava (Secretary, Ministry of WCD)

Shri Srivastava highlighted the need to empower mothers, teenagers, children and adolescents for a strengthened country. He informed the audience that there are approximately 14 lakh AWCs serving 11 crore beneficiaries with a workforce of 27 lakh officials.



The flagship scheme of WCD- SABLA have laid down provisions for adolescent girls in the age group of 11-18 years. However, the 15-18 years age group will be excluded in next phase. He suggested that orders issued by the Ministry of Skill Development should be practiced with utmost belief and discipline.

He promised that MWCD will actively participate in this matter and collaborate with NCPDR for effective execution of schemes throughout the country. He promised that further amendments will also be discussed for the cause. Regarding financial issues for below 18 years, he suggested that the RMK scheme has to be examined as this scheme may include the provision for below 18 years adolescent girls. If any amendment is required, that can be worked out.

Recommendations

The discussion during the Colloquium highlighted the need to take concrete steps towards providing opportunities for vocational and life skill training of AGs, who for any reason drop-out of the education system. To achieve this objective, following are Commission's specific recommendations. The recommendations are divided into two parts- *policy level interventions* that require robust discussions and planning; and *prompt steps* that can be carried out for instant effect.

I. Immediate steps

1. *Provide opportunities for transition rather than re-engaging the OoS AGs:* As per UDISE 2015-16, Flash Statistics on Secondary Education in India-Progress towards Universalisation, 88.66% girls transit to secondary level.

The remaining girls do not continue studies in for various reasons. Hence, it is important to target children at the completion of elementary education so that they can be engaged at early age. For this, it is recommended that, as per Section 3A of the CLPR Act, 2016, children between 14-18 years of age are not allowed to work in hazardous occupations as specified in the schedule. Hence, Ministry of Labour, should clarify the working conditions of children in non-hazardous occupations through a Standard Operating Procedure.

2. ***Redefining entry-level age:*** The Ministry of Skill Development and Entrepreneurship (MoSD&E) need to redefine the entry level in various vocational training programmes. For this, it is important that the eligibility criterion as per the job roles be laid down considering the kind of work that can be taken up by children after completing 14 years of age.
3. ***Engaging at the right age:*** The Right to Education Act, 2009 ensures compulsory elementary education till the age of 14 years and the skill development programmes in India engage children at the age of 18 years. Hence, it is important to fill this huge gap and children in the age 15-18 years should be mobilised early to prevent wastage in terms of their education and resources.
4. ***Extending SABLA Scheme for AGs in the age-group of 15-18 years:*** Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG)-“SABLA” is a significant scheme for empowering adolescent girls by

improving their nutritional status, providing vocational education, sensitize them regarding health, hygiene, nutrition, re-engage out-of-school AGs. scheme was initiated in 2010-11 in 200 districts across 35 States/UTs and is extended to cover 303 districts, as per the latest notification by MWCD on 25.11.2017. However, it mentions that the scheme is approved for implementation in the age group of 11-14 years and is silent on the age group of 15-18 years.

II. Policy Level Interventions

1. ***Provide opportunities for transition rather than re-engaging the OoS AGs:*** The component of life skills and vocational skills should be integrated at the upper primary level so that the skills can be inculcated at early age leading to better opportunities for continuing formal education or pursue vocational skills training.
2. ***Separate Scheme for Life-Skills and Vocational Training of Adolescents:*** Currently, there is no specific scheme for vocational training of children in the age 15-18 years. There is a need for a targeted scheme involving different Ministries/Departments viz. Ministry of Minority Affairs, Ministry of Tribal Affairs, Ministry of Skill Development and Entrepreneurship and MWCD.
3. ***Curriculum for Life Skills Education:*** Life skills training is essential for out-of-school adolescent girls especially foundational skills and employability skills such as training

in language and soft skills. For any training programme, one of the vital aspects is the curriculum.

- There is a need to develop Life Skills Curriculum framework at the National Level which can be adopted at the state level as per state-specific requirements.
- While framing the Curriculum, the life-skills syllabus by NCERT for classes IX-XII should be included.
- Also, the life skills curriculum should include conflict resolution, leadership building, self-defence, decision-making, values, financial planning, basic human rights, child rights in India, sensitisation on violence and abuse.
- Further, an institutionalised mechanism needs to be set-up for imparting life-skills training. The life skills training may be provided by MWCD as a bridge course to the skill development programmes or under independent life skills training programme.



National Colloquium on Vocational and Life Skills Training of Out-of-School Adolescent Girls in the age-group 15-18 years

Organised by National Commission for Protection of Child Rights
on 27th October 2017
at Deputy Speaker Hall, Constitution Club of India, New Delhi



Time	Session
1100 hrs- 1115 hrs	Key Note Address by Shri Priyank Kanoongo, Member, NCPCR
1115 hrs- 1145 hrs	<i>Life Skills Training of Adolescent Girls</i> Presentation by Smt. Naina Sahasrabuddhe, Vice-President, <i>Bhartiya Stree Shakti</i>
1145 hrs- 1215 hrs	<i>Adolescent Girls and Vocational Skill Training</i> Presentation by Dr. Medha Somaiya, Chair Professor, School of Vocational Education, TISS
1215 hrs- 1230hrs	<i>Vocational Training of Adolescents</i> Presentation by Dr. Mamta Srivastava, NIOS
1230 hrs- 1300 hrs	<i>Vocational Training of Adolescent Girls</i> Presentations by Sector Skill Councils/PSUs/Corporate Houses
1300 hrs-1400 hrs	Lunch
1400 hrs- 1415 hrs	<i>Vocational Training of Adolescent Girls</i> Presentations by Sector Skill Councils/PSUs/Corporate Houses
1415 hrs- 1430 hrs	<i>Children and Vocational Training</i> Dr. Rajesh Khambayat, Joint Director, PSSCIVE (NCERT), Bhopal
1430 hrs- 1435 hrs	<i>Skills Training and CSR</i> Prof. Saroj Yadav, Dean, NCERT
1435 hrs- 1530 hrs	<i>Integrating Vocational & Life Skills Training for OoS Adolescent Girls- The Way Forward</i> Open House Discussion
1530 hrs- 1540 hrs	Address by Smt. Stuti Kacker, Chairperson NCPCR
1540 hrs- 1600 hrs	Address by Shri Rakesh Srivastava, Secretary, Ministry of WCD
1600 hrs- 1610 hrs	<i>Concluding Remarks & Vote of Thanks</i> by Shri Priyank Kanoongo, Member, NCPCR

High Tea