Mapping

India's Care Skilling Ecosystem



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About Nikore Associates

Nikore Associates is an economics research group that raises questions about policies pertaining to a wide range of sectors. Our policy ideas have been published in several national and international news media. Our aim is to continue questioning policy efficacy and create better policy design.

About Authors

Mitali Nikore is the Founder and Chief Economist of Nikore Associates. She specialises in gender mainstreaming, development finance, skill development and inclusive infrastructure. She has advised multilateral institutions, including the World Bank and GIZ, and contributed to policy initiatives through G20 engagement platforms such as Women20, Think20 and Urban20.

Mozaien Tak is a Senior Research Associate at Nikore Associates, specialising in feminist economics, labour market dynamics and development policy research.

About National FORCES

National FORCES works out of Mobile Creches which is one of the founding members of FORCES. Mobile Creches has been hosting the National Secretariat of FORCES since 2022.

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Abbreviations

Abbreviation	Full form
ACECQA	Australian Children's Education and Care Quality Authority
AEPE	Accompagnant Éducatif Petite Enfance (French Vocational Certificate In Early Childhood Care)
APAAR	Automated Permanent Academic Account Registry
AQF	Australian Qualifications Framework
ASHA	Accredited Social Health Activist
ASQA	Australian Skills Quality Authority
B2B / G2G	Business-to-business / Government-to-government
CAP	Certificat D'aptitude Professionnelle (French Vocational Qualification)
CDA	Child Development Associate (United States Credential)
CDPO	Child Development Project Officer
CENTA	Centre For Teacher Accreditation
CSO	Civil Society Organisation
CSR	Corporate Social Responsibility
DAY-NULM	Deendayal Antyodaya Yojana – National Urban Livelihoods Mission
DGT	Directorate General of Training
DIET	District Institute of Education and Training
DWSSC	Domestic Workers Sector Skill Council (Former Name Of HMCGSSC)
EAC-PM	Economic Advisory Council to the Prime Minister
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECEC	Early Childhood Education and Care
EQF	European Qualifications Framework
EU	European Union
FORCES	Forum For Crèches and Childcare Services
GST	Goods And Services Tax

Abbreviation	Full form
HMCGSSC	Home Management and Care Givers Sector Skill Council
HSSC	Healthcare Sector Skill Council
ICDS	Integrated Child Development Services
IECED	Institute of Early Childhood Education and Development (KLAY)
IGNOU	Indira Gandhi National Open University
ILO	International Labour Organization
IMF	International Monetary Fund
ITI	Industrial Training Institute
MEA	Ministry of External Affairs
MEPSC	Management and Entrepreneurship and Professional Skills Council
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act, 2005
MoHUA	Ministry of Housing and Urban Affairs
MoU	Memorandum of Understanding
MSDE	Ministry of Skill Development and Entrepreneurship
MWCD	Ministry of Women and Child Development
NAPS	National Apprenticeship Promotion Scheme
NC	National Certificate (Philippines)
NCERT	National Council of Educational Research and Training
NCrF	National Credit Framework
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NGO	Non-governmental Organisation
NIPCCD	National Institute of Public Cooperation and Child Development (now the Savitribai Phule National Institute of Women and Child Development)
NITI Aayog	National Institution for Transforming India
NPCIL	Nuclear Power Corporation of India Limited
NQF	National Qualifications Framework
NSDC	National Skill Development Corporation

Abbreviation	Full form
NSQF	National Skills Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
Ofqual	Office of Qualifications and Examinations Regulation (England)
Ofsted	Office for Standards in Education, Children's Services and Skills (England)
PM-SETU	Pradhan Mantri Skilling and Employability Transformation through Upgraded ITIs
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
QP	Qualification Pack
RMB	Renminbi (Chinese Currency)
RPL	Recognition of Prior Learning
SEND	Special Educational Needs and Disability (England)
SEWA	Self-Employed Women's Association
SHG	Self-help Group
SSC	Sector Skill Council
TAFE	Technical and Further Education (Australia)
TESDA	Technical Education and Skills Development Authority (Philippines)
TISS	Tata Institute of Social Sciences
TiTLi	Together in Transforming Learning in India
TVET	Technical And Vocational Education and Training
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UT	Union Territory
VAE	Validation Des Acquis De L'expérience (Validation of Prior Experience, France)
WCD	Women And Child Development (Department)

Note on units and currencies: 1 lakh = 1,00,000 and 1 crore = 100 lakh = 1,00,00,000 (10 million). Amounts in foreign currencies are given in rupees, rounded, with the original amount in brackets, using the IMF representative exchange rates of 25 September 2026 (₹95.9 per US dollar, ₹109.3 per euro, ₹127.0 per pound sterling, ₹0.60 per yen and ₹14.3 per renminbi).

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Skilling care workers is an important pathway towards ensuring decent wages and dignified working conditions. However, these remain far from the reality for many care workers today. FORCES has been consistently working to uphold workers' human rights and secure recognition of care work as real work that deserves respect, fair compensation, and protection. Despite their essential contributions to society, many care workers are still struggling to secure even their basic right to minimum wages. Recognising care work, investing in skilling, and ensuring decent work must go hand in hand to improve workers' livelihoods and dignity.

With this objective in mind, this paper has been designed to map the existing skilling landscape in the care sector, identify key stakeholders, opportunities and gaps, and explore how skilling can contribute to better recognition of care work and improved working conditions. The paper also forms a critical component of our **Campaign** to recognize childcare champions across the country through the I**ndia Childcare Champions Award** which is organized to commemorate the **International Day of Care and Support.**

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Ms. Chirashree Ghosh

Chirashree Ghosh

Coordinator National FORCES

Introduction:

Care Workforce as a National Investment in India

India's expanding care needs are creating an urgent need to build a large formal care workforce while generating significant opportunities for employment across the care economy.

Around 24% of India's population was below the age of 14 in 2025, representing approximately 350 million children, while around one-tenth of the population was aged 60 years and above[1]. By 2050, India is projected to have around 300 million children and 347 million older persons, while rapid urbanisation is also changing the family structures that have traditionally provided care[2, 3]. India is estimated to require 31–38 million formal care workers by 2050, including 15–22 million in childcare and 15.6 million in eldercare[4]. Public investment can accelerate this job creation: investing 2% of GDP in the health and care sector could generate around 11 million jobs in India, a majority of which would go to women[5]. The employment potential is also evident globally, with the International Labour Organization (ILO) estimating that greater investment in care services could create 269 million additional care jobs by 2030 compared with 2015[6].

Within this broader care economy, childcare represents a distinct area of workforce development, given the scale of service provision required and the specialised competencies involved in caring for young children. India's public childcare and early childhood development system alone operates at considerable scale: as of December 2024, 13.31 lakh Anganwadi Workers were serving 13.99 lakh Anganwadi Centres across the country[7]. These workers deliver services spanning nutrition, health and early childhood education, making their training and capabilities central to the quality of support children receive. Beyond the Anganwadi system, childcare is also delivered through public crèches, private childcare centres and other early childhood care and education settings.

Strengthening the childcare workforce is also integral to advancing women's economic empowerment. The availability of affordable, accessible and quality childcare can reduce the disproportionate unpaid care responsibilities borne by women and support their participation in paid employment, skilling and entrepreneurship. At the same time, investment in childcare services can generate employment opportunities for women as

trained care workers, supervisors and entrepreneurs. Childcare workforce development therefore needs to be understood both as an investment in quality-of-care services and as a pathway to decent work and women's economic participation[8].

Investment in childcare is critical to national development, as the early years are foundational to children's health, development and future capabilities. Research on early childhood development highlights that around 90% of the human brain develops by the age of three, underscoring the importance of the early years for children's health, learning and well-being[9]. The Nurturing Care Framework, developed by WHO, UNICEF and the World Bank Group in collaboration with the Partnership for Maternal, Newborn & Child Health and the Early Childhood Development Action Network, identifies five components essential to children's development: good health, adequate nutrition, responsive caregiving, safety and security, and opportunities for early learning. These needs differ across the early years, particularly for children under three, children aged three to six, and children aged six to eight, requiring age-appropriate support across the foundational years. In India, these needs are addressed through a mix of public, private and public–private provision of childcare infrastructure and services. Across these systems, childcare workers are responsible for translating these different dimensions of care into services that children receive.

This paper assesses India's childcare skilling landscape and sets out pathways to develop a coherent skilling ecosystem. It focuses on three key areas:



Understanding the current landscape: Examine how childcare workers acquire, develop and demonstrate their skills, and the systems through which these processes are organised.



Drawing lessons from existing practices: Assess India's childcare skilling landscape alongside developments in other care sectors and relevant global practices to identify lessons for strengthening the system.



Identifying pathways for a stronger ecosystem: Explore how competencies, qualifications, training, certification and career progression can be better connected to support quality childcare service delivery.

Childcare

Provision in India at a Glance

Public childcare provision in India is anchored in two flagship national schemes.

The Integrated Child Development Services (ICDS), launched in 1975 and restructured in 2021 as Mission Saksham Anganwadi and Poshan 2.0, supports operations of 14.03 lakh Anganwadi Centres and serves around 8.9 crore registered beneficiaries including children below six years of age, pregnant women and lactating mothers[10]. Each centre is staffed by an Anganwadi Worker and a helper, who provide supplementary nutrition, early stimulation, preschool education, health and nutrition services, and referrals[11]. The Palna[13] scheme, which replaced the National Crèche Scheme in April 2022, provides centre-based childcare for children aged six months to six years through Anganwadi-cum-Crèches and standalone crèches. Approximately 14,599 Anganwadi-cum-Crèches had been approved by July 2025, of which 3,130 Anganwadi-cum-Crèches are currently operational as of March 2026[13]. Each Palna crèche is staffed by a crèche worker and a helper, with the scheme providing longer-hours care than an Anganwadi Centre.

State governments have also developed their own childcare provisions alongside these national schemes.[14, 15] Haryana's State Crèche Policy operates more than 500 crèches serving over 10,000 children; Karnataka's Koosina Mane[16] provides crèche services through Gram Panchayats, with women holding MGNREGA job cards trained as caregivers; and Odisha's Ama Kalika centres provide extended-hours childcare in mining districts. These models differ in the children they serve, hours of operation and the workers through whom care is delivered, creating distinct frontline roles across the public childcare system, including Anganwadi workers and helpers under ICDS, and crèche workers and helpers under Palna.

Non-state childcare provision is delivered through a mix of civil society organisations, community-based initiatives and private providers, with different providers serving different segments of households. Civil society organisations have played a longstanding role in expanding access to childcare through community-based provision, particularly for women workers and lower-income households. Mobile Creches has established more

than 400 centres across 13 states and trained over 20,000 crèche and Anganwadi workers[17]. Similarly, SEWA's Sangini programme provides community-based childcare through centres serving women workers, while TiTLi combines childcare provision with training and support for women working in early childhood care. Civil society organisations have also partnered with state governments to expand provision. Madhya Pradesh, Rajasthan[18]. More recently, the partnership with MEPMA and the Greater Hyderabad Municipal Corporation has introduced an SHG-led community crèche model in Hyderabad, combining childcare services with livelihood opportunities for women[19]. Private provision operates through preschool and daycare chains such as Kidzee, EuroKids and KLAY, with premium centres charging fees ranging from ₹8,000 to more than ₹25,000 a month in premium centres[20 21 22], Across these forms of provision, childcare is delivered through workers entering the sector through different recruitment, training and employment arrangements.

Status of
Childcare Workers in India

The delivery of care work in India remains disproportionately dependent on women's unpaid labour.

Analysis of the National Statistical Office's Time Use Survey 2019 found that Indian women aged 15 to 59 years spent 8.4 times as many hours as men on unpaid care work, a disparity that held across educational qualification, employment status and marital status. The Time Use Survey 2024 shows that the figure is largely unchanged, with women still spending approximately 8.1 times as many hours as men on the same activities[23] [24].

The gendered division of unpaid care work is reflected in the feminisation of childcare work in India, shaping how the occupation is valued and organised. Women constitute the majority of childcare workers across Anganwadi centres, crèches, daycare services and private childcare settings. The concentration of women in childcare reflects the broader association of caregiving and nurturing with women's work, extending expectations attached to unpaid care into the paid workforce. This has implications for how childcare work is valued as an occupation, including the wages, employment conditions and professional recognition attached to it. Feminist economists and gender equality advocates have highlighted how the unequal distribution of unpaid care work and gender norms contribute to the undervaluation of paid care work. The UN System Policy Paper on Transforming Care Systems (2024) recognises that paid care work remains undervalued and that transforming care systems requires decent work, including fair remuneration, social protection and the representation of care workers[25]. These structural challenges are reflected in India's childcare sector, where workers across different forms of provision face low wages, inadequate social security and poor working conditions, as also highlighted in UNDP India's December 2024 multi-stakeholder consultation[26].

- Anganwadi Workers and Helpers, who constitute the largest public childcare workforce, are classified by the Government as honorary workers and receive a monthly honorarium rather than a regular salary. The Government's current central honorarium is ₹4,500 for an Anganwadi Worker and ₹2,250 for a Helper (as of October 2018).Several state governments supplement these amounts through additional contributions from their own budgets. However, state-level additions vary considerably, ranging from no additional contribution in Nagaland to ₹16,000 per month in Kerala[27]. Tamil Nadu follows a different

arrangement, paying Anganwadi personnel on a regular time scale of ₹7,700–₹24,200 rather than through an honorarium. Gujarat is key exception: following a Gujarat High Court Division Bench order dated 20 August 2025[28], monthly remuneration in Gujarat directed to increase to ₹24,800 for Anganwadi Workers and ₹20,300 for Helpers, up from ₹10,000 and ₹5,500, respectively[29]. The honorary classification has implications for workers' wage and employment protections. Anganwadi Workers and Helpers are generally not treated as regular employees for the purposes of minimum-wage protections, and remuneration in several states remains below the applicable minimum wage for unskilled workers[30]. For instance, Delhi pays Anganwadi Workers ₹12,720 per month, compared with an unskilled minimum wage of approximately ₹18,066. The state-wise position and relevant government orders are presented. Palna crèche workers and helpers are similarly classified as honorary workers, with scheme guidelines providing monthly honoraria of ₹5,500 and ₹3,000 respectively for Anganwadi-cum-Crèches, rather than salaries or wages[31] in Annexure 6. Palna crèche workers and helpers are similarly classified as honorary workers, with scheme guidelines providing monthly honoraria of ₹5,500 and ₹3,000 respectively for Anganwadi-cum-Crèches, rather than salaries or wages[32].

- Informal employment arrangements in the childcare sector affect workers' access to social security and shape their working conditions. Anganwadi Workers and Helpers are classified as honorary scheme workers rather than employees, which excludes them from employment-linked social security schemes such as the Employees' Provident Fund and Employees' State Insurance[33]. Instead, Anganwadi Workers and Helpers have access to general welfare schemes, including insurance benefits ₹2 lakh under the Pradhan Mantri Jeevan Jyoti Bima Yojana, accident cover of ₹2 lakh under the Pradhan Mantri Suraksha Bima Yojana, health coverage of ₹5 lakh a year under Ayushman Bharat[34]. However, these schemes do not provide the wider range of protections associated with formal employment, including paid leave.

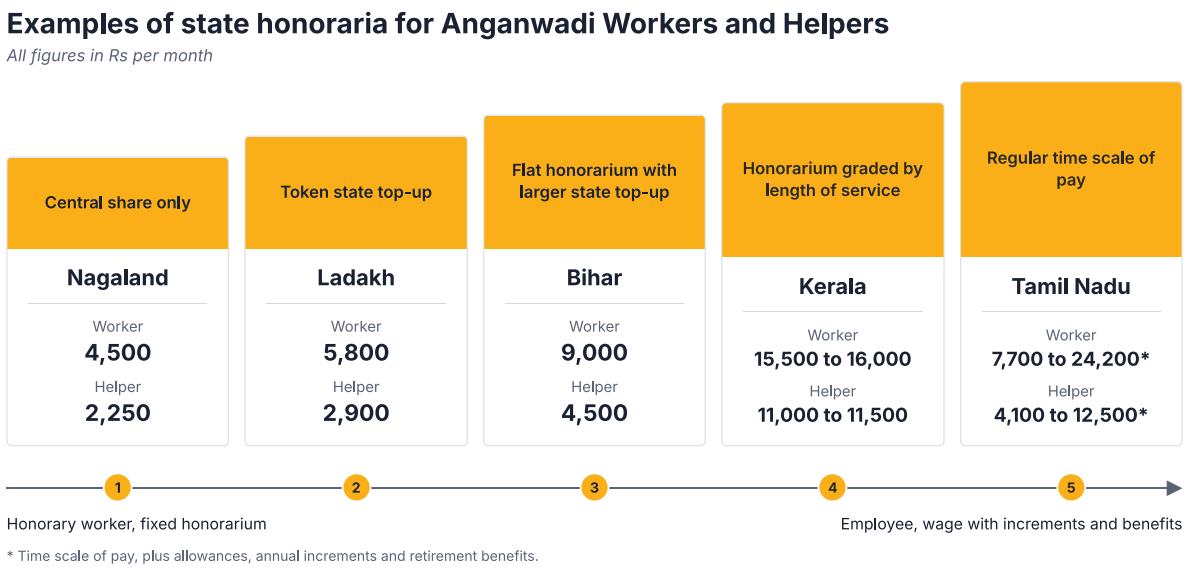
- Poor working conditions are also critical concern for childcare workers. For instance, NITI Aayog has noted that Anganwadi Workers face heavy workloads and are often assigned duties beyond their core ICDS responsibilities[35]. The Parliamentary Standing Committee on Education, Women, Children, Youth and Sports also noted in its 2025 report that Anganwadi Workers and Helpers in many states are assigned additional duties unrelated to their prescribed responsibilities[36]. These working conditions raise concerns about the sector's ability to attract and retain workers. A UNDP India consultation brief published in March 2025 reports that 35% of women in the childcare sector leave their jobs each year[37].

- Professional recognition is also limited: while Anganwadi Workers acquire substantial experience and receive programme-based training, they are considered "volunteers", and their experience is not systematically converted into a nationally recognised childcare qualification or certification[38].

In the private and non-government sectors, employment arrangements and qualification requirements vary substantially across providers: evidence from the World Bank shows that private daycare centres may require university qualifications for pre-primary teachers but rely on prior childcare experience for caregivers, while NGO and public providers use different combinations of prior experience and formal qualifications[39]. Both private for-profit providers and civil society organisations also run their own training programmes for the workers they employ. The range of skilling models in the childcare sector is detailed in Annexure 2.

The result is a childcare workforce spread across different employment arrangements, remuneration structures and routes into the occupation, with limited consistency in how childcare skills are recognised as professional competencies across settings.

Figure 1. State-wise Honorarium Structures for Anganwadi Workers and Helpers in India



Full details of state wise honoraria for Aanganwadi workers and helpers attached in Annexure 6

There is a critical mismatch between the competencies required for effective childcare service delivery and the skilling ecosystem available to develop them. Childcare workers are expected to support children's care, safety, health, nutrition, responsive caregiving and early learning, requiring a combination of technical competencies and interpersonal skills. However, childcare workers lack a common competency framework that defines the skills and standards expected across different roles and settings. Consequently, qualification requirements are not clearly connected to defined career pathways, leaving workers with limited guidance on the qualifications needed to progress to more advanced roles. Certification and accreditation systems also do not consistently recognise skills acquired through formal training and practical experience, such as in the case of Anganwadi workers,

who lack a formalised nationally recognised and formal childcare qualification. Further, the absence of a common registry makes it difficult to track workers' qualifications, training and experience across the sector. These gaps reflect a mistmach between the competencies required for childcare service delivery, the training and qualifications available to develop and recognise those competencies, and the pathways through which workers can progress across roles. Consequently, there is a disconnect between the development of childcare workers is and the requirements of service in the sector.

Creating professional pathways for childcare workers, supported by a skilling ecosystem are critical to improving the quality of childcare services. The expectations placed on childcare workers extend beyond custodial care to include early stimulation, safety, responsive caregiving, nutrition, parenting support and children's overall well-being. In its recent paper, the Prime Minister's Economic Advisory Council has also highlighted that priority must be accorded to professionalization and expansion of the care workforce to meet growing domestic and global care demands. The paper calls for standardised curricula, trainer qualifications, certifications, and placement pathways for care workers to be systematically developed and institutionalised[40]. In addition, evidence from a UNDP multi-stakeholder consultation identified industry-aligned curricula, a wider range of childcare roles across skill levels, shorter vocational programmes, accreditation and quality frameworks, a registry of accredited providers and an institutional mechanism for convergence as priorities for strengthening the sector[41]. Thus, a structured skilling pathway can define childcare roles across skill levels, seniority, and specialisations can help to recognise the competencies workers have acquired and enable career pathway progression.

Professionalisation must extend beyond training and certification to better remuneration, social protection, safe working conditions and career progression. The UN System Policy Paper on Transforming Care Systems (2024) identifies recognizing, reducing and redistributing unpaid care work, alongside rewarding and representing paid care workers, as essential to transforming care systems. Childcare skilling reforms should contribute to these objectives by ensuring that recognized qualifications lead to decent employment and improved working conditions[42].

Skilling
and Training in the Context of Childcare in India

Training is the development of individual capabilities through which a worker acquires the knowledge and practical skills that an occupation requires.

It refers to learning directed at acquiring the knowledge, know-how, skills and competences needed in a specific occupation or more widely in the labour market, and it takes place in formal and non-formal settings and through both public and private providers. It covers initial preparation for an occupation as well as continuing learning once a worker is in post, including short, targeted programmes that supplement or update what a worker already knows[43]. In Indian childcare, training accordingly encompasses pre-service diplomas and certificates, the job and refresher training given to Anganwadi workers and helpers, train the trainer (ToT) programmes run under national schemes, the in-house training that civil society and private organisations provide to their own care workers, and the practical learning that takes place within a childcare centre.

Skilling has a wider scope, encompassing the processes and actors through which occupational requirements are defined, capabilities are developed, and workers are prepared to participate and progress within an occupation. The World Bank's Systems Approach for Better Education Results identifies three dimensions of workforce development systems[44]. These dimensions are:



Strategic Framework: Covers high-level advocacy, partnerships and coordination to ensure that workforce development responds to national development priorities.



System Oversight: Covers arrangements for funding, quality assurance and learning pathways that shape decisions by workers, employers and training providers.



Service Delivery: Covers how public and private training is organised and managed to equip people with skills relevant to jobs and the labour market.

The World Bank's framework distinguishes training delivery from the wider decisions that shape workforce development, including how priorities are set, how training is funded and regulated, and how workers' skills are recognised[45]. Similarly, the International Labour Organization's Human Resources Development Recommendation, 2004 (No. 195), identifies skills recognition and certification as important elements of human resource development, alongside pre-employment training, competency development and the work[46] [47].

The distinction between training and skilling is particularly relevant for childcare, where workforce development extends beyond the completion of individual training programmes. While training is the means through which a worker acquires capability, skilling is the strategic framework and system oversight that determine what an occupation requires in the first place, establish the standard against which that capability is judged, govern who may deliver and assess it, and create the record of what a worker holds once it has been assessed. A comprehensive skilling framework therefore encompasses the development of capabilities through training, supervised practice and experience; their assessment against common standards; and the recording of those capabilities in credentials that workers can carry across workplace settings.

The development and recognition of workers' capabilities therefore depends on building a coherent childcare skilling ecosystem. Childcare roles require a combination of technical knowledge, practical capabilities, and role-specific competencies that may be developed through formal courses as well as workplace and experiential learning. As workers gain experience and take on greater responsibility, their capability requirements can also evolve across different roles and areas of practice. Skilling therefore provides a broader lens for understanding how workers develop and apply capabilities over time, rather than focusing only on their participation in specific training programmes. Examining childcare through this lens therefore requires assessing not only whether workers receive training, but whether the capabilities they develop are defined, assessed and recognised in ways that support their progression and mobility.

The Current

Landscape of Training and Skilling in Childcare in India

India has built a substantial foundation for training in childcare. Training is delivered through government institutions and schemes, alongside programmes run by civil society organisations (CSOs), partnerships between public agencies and CSOs, and training offered by private providers. These models differ in their purpose and approach. For instance, Government schemes provide training to Anganwadi Workers and crèche staff to deliver prescribed services, while CSOs and private providers offer training that may include practical childcare skills, preparation for specific roles and formal certification.

Figure 2. Childcare Skilling Ecosystem in India



Source: Compiled by the authors from MWCD's Palna Scheme Guidelines, National Minimum Standards and Protocol for Crèches, and Poshan Bhi Padhai Bhi programme documents[48]; SPNIWCD's ECCE training resources and Aadharshila and Navchetana frameworks[49]; NCVET's National Qualifications Register and qualification files for childcare occupations; MEPSC's qualifications handbook; Pratham's Early Years programme[50]; KLAY's Institute of Early Childhood Education and Development (IECED) programme materials[51]; and IGNOU's DECE and SCERT Delhi's DPSE programme documents[52].

5.1 Current childcare worker training models in India

The Savitribai Phule National Institute of Women and Child Development (SPNIWCD) provides an institutional base for training and capacity-building across the public women and child development system. Formerly known as the National Institute of Public Cooperation and Child Development (NIPCCD), it functions under the Ministry of Women and Child Development and serves as a key institution for training under the Anganwadi Services Scheme and other ministry programmes. Its training covers areas including early childhood care and education, nutrition, monitoring, supervision and community mobilisation, through both in-person and online programmes. In 2023–24, the institute reported conducting 316 programmes for Anganwadi Services Scheme personnel, as part of 678 programmes across its wider mandate[53]. Its e-learning platform also offers standardised courses and job training for serving Anganwadi personnel, extending access to training beyond classroom-based programmes[54].

Poshan Bhi Padhai Bhi provides programme-specific training to strengthen Anganwadi Workers' delivery of early learning and nutrition services. Launched in 2023 under Saksham Anganwadi and Poshan 2.0, the initiative builds on Navchetana, the national framework for early stimulation from birth to three years, and Aadharshila, the curriculum for children aged three to six[55]. Training follows a training of trainers (ToT) model in which State Level Master Trainers train Anganwadi Workers through a three-day, 18-hour programme. level master trainers, who subsequently train Anganwadi workers through a three-day, 18-hour programme[56]. By March 2026, 41,648 master trainers and 10,40,590 Anganwadi Workers had completed the first round of training[57]. The programme illustrates how curriculum-based training can be delivered at scale through the existing public system.

Under the Palna Scheme, crèche workers and helpers are trained after appointment and are required to undergo refresher training every two years. Introduced in April 2022 under Mission Shakti, the scheme provides funding and support for standalone crèches and Anganwadi-cum-Crèches. Crèche workers and helpers receive mandatory short-term training after appointment, using a national training module developed by SPNIWCD, with refresher training prescribed every two years. The training covers childcare, health and first aid, emergency response, hygiene and activities that support children's overall development[58]. Workers receive training after appointment, and prior training is not required for entry into these roles. Crèche workers must have completed Class XII, while helpers must have completed Class X[59]. While recognition of prior learning (RPL) and certification of anganwadi workers is limited, Kerala offers an[60] s. For instance, the Kerala State Planning Board documents childcare qualifications delivered through the Government of Kerala's Additional Skill Acquisition Programme (ASAP), including Child Health Assistant and Child Care Aide courses for Anganwadi workers and helpers. These include an RPL pathway allowing experienced workers to complete 40 hours of classroom instruction instead of the full one-year course, followed by assessment and certification[61].

The Healthcare Sector Skill Council (HSSC) has developed national qualifications defining Childcare career pathways and Anganwadi workforce development. The Healthcare Sector

Skill Council (HSSC), in collaboration with NITI Aayog, the Ministry of Women and Child Development (MWCD), the Ministry of Housing and Urban Affairs (MoHUA), UNDP, UN Women, UNICEF, the World Bank, civil society organisations and childcare providers, has developed the Early Child Development Services qualification pathway. Spanning roles from Child Health Worker at NSQF Level 3 to Carepreneur at Level 5.5, the pathway is designed to equip both freshers as well as existing care providers, Anganwadi workers and urban SHG members with the necessary skills for holistic care and development of children (physical, cognitive, language, social, moral and emotional), including children with disabilities and sick children. The qualification pathway establishes progression routes from frontline childcare roles to facilitation, supervisory, managerial and entrepreneurial positions, enabling workers to build skills and advance to roles with greater responsibility. These qualifications have subsequently been incorporated into multiple workforce development initiatives:

- UNDP's Boosting Female Labour Force Participation through Strengthened Urban Childcare initiative, implemented in partnership with DAY-NULM, the Ministry of Housing and Urban Affairs (MoHUA) and the Bill & Melinda Gates Foundation, uses these qualifications to support the development of childcare workers and strengthen urban childcare provision.

- The Meghalaya Early Childhood Development Mission (MECDM) has incorporated the qualifications into its workforce development strategy for Early Childhood Development (ECD) Fellows. Under this model, the qualifications are structured as a progressive pathway, enabling women to enter as Child Health Workers, progress to Associate-cum-Coordinator roles, and subsequently develop the competencies required to become Carepreneurs. The pathway provides multiple entry and exit points, allowing participants to build skills progressively and transition across different roles within the care economy.

- The qualifications are also aligned with broader efforts by the Ministry of Skill Development and Entrepreneurship (MSDE) to strengthen the care workforce. In Budget 2026-27, the Finance Minister announced the training of 1.5 lakh multi-skilled caregivers under PMKVY as part of the Government's efforts to build a stronger care ecosystem. While the announcement primarily focused on geriatric and allied care services, the Early Child Development Services qualifications provide an existing pathway through which childcare competencies can be incorporated within this broader care workforce agenda.

In additional to these qualifications, HSSC also has introduced 3 short-term NSQF aligned qualifications for upskilling of Anganwadi workforce, including Basics of POSHAK (Poshan Shiksha and Kaushal) for Anganwadi Sahayika at NSQF Level 1, Fundamentals of POSHAK-(Poshan Shiksha and Kaushal) for Anganwadi Karyakarta at NSQF Level 2, and Fundamentals of POSHAK (Poshan Shiksha and Kaushal) for Anganwadi Paryavekshika at NSQF Level 3[62]. Till date, approximately 10000+ Anganwadi workforce has been trained & certified on these qualifications in 10 PM Utkarsh Districts[63].

Other Sector Skill Councils also offer a qualification-based routs for specific childcare roles. The Home Management and Caregiver Sector Skill Council (HMCGSSC), previously the Domestic Worker Sector Skill Council, offers four childcare qualifications, ranging from Child Caretaker at NSQF Level 3 to Play School Facilitator cum Caregiver at Level 4 for strengthening training of domestic workers providing childcare at homes[64]. The Management and Entrepreneurship and Professional Skills Council (MEPSC) offers the Preschool and Daycare Facilitator qualification at Level 4 providing training to pre-school teaching faculty[65].

Emerging childcare workforce frameworks are also incorporating gender-responsive dimensions of care work alongside technical competencies. For example, UN Women's Gender-Responsive Decent Care Work Toolkit for Asia-Pacific Care Enterprises identifies competencies related to non-discrimination, equitable recruitment and retention practices, safe and supportive working environments, fair working conditions, leadership and professional development. These competencies are particularly relevant for supervisory, managerial and entrepreneurial roles, where responsibilities extend beyond childcare provision to workforce management, staff supervision and organisational leadership[66]. The table below summarises the key competencies specified across Sector Skill Council qualifications and government guidelines:

Table 1: Competencies specified across childcare qualifications and government guidelines

Area of practice	HMCGSSC: Play School Facilitator cum Caregiver, Level 4	MEPSC: Pre School and Day Care Facilitator, Level 4	HSSC: Child Health Worker, Level 3	Anganwadi Worker: national ECCE frameworks
Child health, nutrition and physical care	Key competencies defined: personal hygiene; menu planning; food preparation and cooking; following first aid instructions; keeping sharp objects out of reach of a child. The standard titled Health, Safety and Nutrition addresses the worker's own diet, sleep and stress, not children's.	Key competencies defined: ensure child welfare and safety; apply health and safety practices at the workplace.	Key competencies defined: assisted daily living activities by age of child; monitor and assure sound sleep; prepare meals tailored to nutritional needs; demonstrate responsive feeding techniques; identify ailments in children and report them promptly; care for sick children.	Key competencies defined: Specified as duties, including growth monitoring, supplementary nutrition and home visits, and as training content on malnutrition and nutrition for children aged zero to six.

Area of practice	HMCGSSC: Play School Facilitator cum Caregiver, Level 4	MEPSC: Pre School and Day Care Facilitator, Level 4	HSSC: Child Health Worker, Level 3	Anganwadi Worker: national ECCE frameworks
Early learning and development	Key competencies defined: Montessori methods and materials; sensorial and practical life exercises; language, mathematics, geography and culture; circle time and storytelling; drama, art and craft; outdoor play. Expressed throughout as a proprietary method rather than a developmental curriculum.	Key competencies defined: provide learning experiences for holistic development in children; assess learning progress of children.	Key competencies defined: activities supporting physical, cognitive and creative, language, and socio-emotional development; organise teaching and learning materials, including adaptation for children with special needs.	Key competencies defined: Aadharshila defines six developmental domains, 13 curricular goals and 68 competencies, all of them learning achievements of the child. Training covers the curriculum over three days.
Child protection and safety	Key competencies defined: none for child protection. The words protection, safeguarding, abuse, neglect and POCSO do not appear in the qualification. Safety competencies are workplace-facing; the only child-facing criterion is keeping sharp objects out of reach.	Key competencies defined: ensure child welfare and safety.	Key competencies defined: follow child protection policies and safety protocols; respond to emergencies; give first aid to children; teach safe and unsafe touch; understand the POCSO Act and the Juvenile Justice Act. These appear in the model curriculum. The approved qualification file, which governs assessment, reduces them to a single heading carrying no standard of performance.	Key competencies defined: no competency defined

Sources: HMCGSSC, Play School Facilitator cum Caregiver[67]; MEPSC, Pre School and Day Care Facilitator[68] ; HSSC, Child Health Worker – Early Child Development Services[69]; and Ministry of Women and Child Development, Aadharshila, Navchetana[70], and Poshan Bhi Padhai Bhi training guidelines[71].

Public–private partnerships are combining the standards and certification systems of the formal skilling architecture with the delivery capacity of non-state training providers. A collaborative partnership between HSSC and UNDP has led to the development of childcare skilling pathways through the HSSC-certified Early Child Development Services (ECDS) qualification packs. Under this partnership, UNDP leads programme design, and partnerships, while HSSC provides the training delivery, implementation, qualification framework and certification processes[72]. These qualification packs are being delivered with the support of two training institutions: Mobile Creches and Kanniyappa Skills & Entrepreneurship Deemed Institute (KSEDI). While HSSC sets qualification standards, and certifies trainers, while organisations such as Mobile Creches mobilises trainees, supports in delivering training and facilitates workplace-based learning in childcare centres. The model also requires training partners to have a childcare 'sector lab', Council-certified trainers and tie-ups with at least five employers for on-the-job training and placement[73]. The partnership model has also been applied to workforce strengthening initiatives within the public childcare system. HSSC in collaboration with MoWCD, Jhpeigo and GIZ has enhanced the professional competencies of approximately 10,000 ICDS frontline workers (Anganwadi Supervisors, Anganwadi Workers, and Anganwadi Helpers) across 10 Mission Utkarsh districts, with a strong emphasis on improving nutrition service delivery, operational efficiency, and effective utilization of the POSHAN Tracker[74]. Similarly, private providers have also partnered with higher education institutions and Sector Skill Councils to deliver childcare training. International Preschool and Primary Years Alliance (IPSAA) offers university-affiliated programmes in early childhood care and education, while KLAY and Together in Transforming Learning in India (TiTLi) have also served as a training partner for qualifications developed under the Management and Entrepreneurship and Professional Skills Council (MEPSC)[75]. In particular, TiTLi combines MEPSC-aligned preschool and daycare training with programmes for Anganwadi Workers, helpers, supervisors and Child Development Project Officers (CDPOs), and reports having trained more than 5,000 Anganwadi Workers (see Annexure 3)[76]. These emerging partnerships represent a critical route through which nationally recognised childcare qualifications are being delivered outside the government training system, while maintaining common standards for training and assessment.

Emerging initiatives are also exploring entrepreneurship-led models within the childcare workforce. NITI Aayog's Women Entrepreneurship Platform (WEP) has recently highlighted "CAREpreneurs" as an emerging workforce development pathway within the care economy[77]. The CAREpreneurship approach seeks to combine childcare competencies with entrepreneurial capabilities, enabling women to establish and manage childcare enterprises. In doing so, it combines childcare skills with entrepreneurship capabilities and positions childcare provision as both a livelihoods opportunity and a mechanism for expanding childcare supply[78]. The initiative reflects a growing recognition that workforce development in the childcare sector will require pathways for both employment and enterprise creation.

Case Study

UNDP, Health Sector Skill Council, and Mobile Creches – Pragyan Training Centre, Delhi

The Pragyans training centre in Delhi shows how coming together of different key stakeholders can lead to skilling of childcare workers. The centre operates through a partnership between the Healthcare Sector Skill Council (HSSC), UNDP and Mobile Creches for institutionalising skilling in childcare. The programme delivers two of the three NSQF-aligned Early Child Development Services qualifications: Child Health Worker at Level 3 and Carepreneur at Level 5.5. HSSC is responsible for setting the qualification standards, certifying trainers and arranging independent assessment, while Mobile Creches mobilises trainees, delivers the training and arranges on-the-job training in childcare centres. The table below sets out the programme design based on a field visit conducted on 3 September 2026, when the centre was two months into operation and its first batch was 16 training days into the programme. As the first batch was still underway at the time of the visit, data on completion, placement and wages were not yet available. (See Annexure 4)

This collaborative efforts has enabled childcare training to be operationalised through a structured partnership that combines technical expertise in skilling with established experience in childcare. UNDP and HSSC have defined the institutional and technical design for the programme, including qualification standards, trainer certification and independent assessment. The partnership with Mobile Creches draws on the organisation's experience in childcare to mobilise trainees, deliver training and arrange on-the-job training at childcare centres. This division of responsibilities demonstrates how HSSC can work with experienced sector organisations to translate childcare qualifications into structured training programmes, with clear arrangements for delivery and assessment.

Figure 3: Case Study: Mobile Creches' Pragyan Centre, Uttam Nagar, New Delhi

Case Study: Skilling women for the care economy at Mobile Creches' Pragyan centre, Uttam Nagar

2
NSQF qualifications: Child Health Worker (Level 3, 270 hours) and Carepreneur, ECD Services (Level 5.5, 540 hours)

25
trainees per batch; first batch under way; six days a week, 9 a.m. to 5.30 p.m.

24
Mobile Creches women trainers trained by HSSC in a 10-day programme; all 24 certified

Free
to trainees; metro and rickshaw fares reimbursed against attendance

The skilling pathway: nationally recognised qualifications

Qualifications developed by UNDP in partnership with the Healthcare Sector Skill Council (HSSC)

TWO NSQF-ALIGNED QUALIFICATIONS DELIVERED

NSQF LEVEL 3
Child Health Worker
270 hours in total
- 240 h childcare modules
- 30 h employability

Early Child Development Services qualification. Entry: Class 10. About ₹7,000 per trainee.

NSQF LEVEL 5.5
Carepreneur
540 hours in total
- 450 h childcare and enterprise modules
- 90 h employability

Early Child Development Services qualification. Entry: graduate, or diploma, Class 12 or NSQF Level 4.5 with childcare experience. About ₹14,000 per trainee.

Hours as listed on the National Qualifications Register.

WHO DOES WHAT

UNDP
- Leads the programme with HSSC
- Developed both qualifications with HSSC

HSSC
- Sets qualification standards
- Certifies trainers
- Arranges independent assessment

Mobile Creches
- Mobilises trainees
- Delivers training at the Pragyan centre
- Arranges on-the-job training in childcare centres
- Supports placement of certified trainees

WHERE THEY SIT ON THE NSQF (LEVELS 1 TO 10)



First pilot in India: centre staff describe this as the first pilot of these qualifications in the country.

How the model works

Mobilise — Community engagement team recruits women locally: two months for the first batch; families are part of the conversation

Train — Classroom sessions at the Pragyan centre plus a laboratory set up as a model childcare centre

Practise — On-the-job training in Mobile Creches' own creches and nearby preschools

Certify — Assessment by an independent agency engaged by HSSC, not by the trainers

Place — Mobile Creches supports certified trainees into childcare work

"During our time, we were married early. We did not get such a good opportunity. Now you are giving us an opportunity, and we have to do something with it."

"Childcare can also be a profession."

Trainees, as relayed by Mobile Creches staff during the field visit.

Skilling the trainers

24
Mobile Creches trainers in the programme, which targets women trainers only

10-day programme
Run by HSSC, mainly online, with two days of assessment

All 24 certified
on all three qualifications, although the centre delivers two

Skilling Model: Kanniyappa Skills & Entrepreneurship, Chennai

UNDP and HSSC are also skilling women through the Kanniyappa Skills & Entrepreneurship Deemed Institute (KSEDI) in Chennai, applying the same training model to the Associate cum Coordinator, ECD Services role.

NSQF LEVEL 4.5
Associate cum Coordinator, ECD Services

450 hours
including 90 hours of on-the-job training

Civil society organisations use different training models and delivery mechanisms to support childcare workers, particularly women from low-income communities. These approaches vary in their training content, target groups, and links to formal qualifications. Mobile Creches, for example, recruits and trains women from marginalised communities to work in childcare and provides training to its own workforce, partner CSOs, government personnel and master trainers. Its approach combines curriculum development and training of trainers with pre-service and in-service training, refresher courses, supportive supervision and on-ground assessment. Together in Transforming Learning in India (TiTLi) combines MEPSC-aligned preschool and daycare training with programmes for Anganwadi Workers, helpers, supervisors and Child Development Project Officers (CDPOs), and reports having trained

more than 5,000 Anganwadi Workers (see Annexure). SEWA's Sangini cooperative runs 13 childcare centres in Ahmedabad and provides continuous in-house training to community-based childcare workers every three months[79].

Private providers offer an alternative route into childcare skilling through structured, fee-based training programmes. For instance, KLAY's Institute of Early Childhood Education and Development has trained more than 4,000 teachers and offers a 12-week programme developed with the Centre for Teacher Accreditation (CENTA), combining theory with practical exposure and a CENTA certificate[80]. The programme is fee-based and requires applicants to have a degree and English proficiency, targeting graduates interested in pursuing a career in preschool education. The programme illustrates how private providers contribute to childcare skilling through training designed for a specific group of prospective preschool professionals. The key features of the public, civil society and private-sector models are detailed in Annexure 2.

5.2 Key Challenges

While childcare is emerging as a critical area of investment in India, the professional skilling infrastructure for the care workforce remains fragmented. Existing skilling efforts span public programmes, civil society organisations and private providers, with considerable variation in the standards, delivery mechanisms and forms of recognition associated with different initiatives. Consequently, training is not consistently situated within a broader system of defined competencies, qualifications, certification and accreditation, and registry. This fragmentation is also linked to the perception of childcare as work that women can perform naturally, rather than as skilled work that requires training and professional development. The result is a childcare skilling landscape in which individual components are present, but do not yet provide a consistent basis for building, recognising and advancing childcare workers as a professional workforce. The following sections examine key gaps in India's skilling ecosystem, and how they constrain the professionalisation of childcare work.

Childcare qualifications and institutions lack a unified framework for recognition and accreditations. Childcare credentials remain distributed across Sector Skill Councils, Industrial Training Institutes, teacher education institutions and universities, each with its own qualification and certification route. Anganwadi Workers receive job-specific training through the government's Anganwadi Workers Training Centres, but this does not automatically translate into certification against a nationally recognised, NSQF-aligned childcare qualification. Further, India's childcare sector does not yet have a clearly defined national accreditation framework for childcare centres. While the Ministry of Women and Child Development's National Minimum Standards and Protocol for Crèches (Operation and Management) (2024) outlines minimum requirements for crèche infrastructure, facilities and service delivery, it does not establish a formal mechanism for accrediting childcare institutions against these standards. Therefore, a more coherent system for recognising

childcare workers' qualifications and accrediting childcare institutions would strengthen quality assurance across the sector.

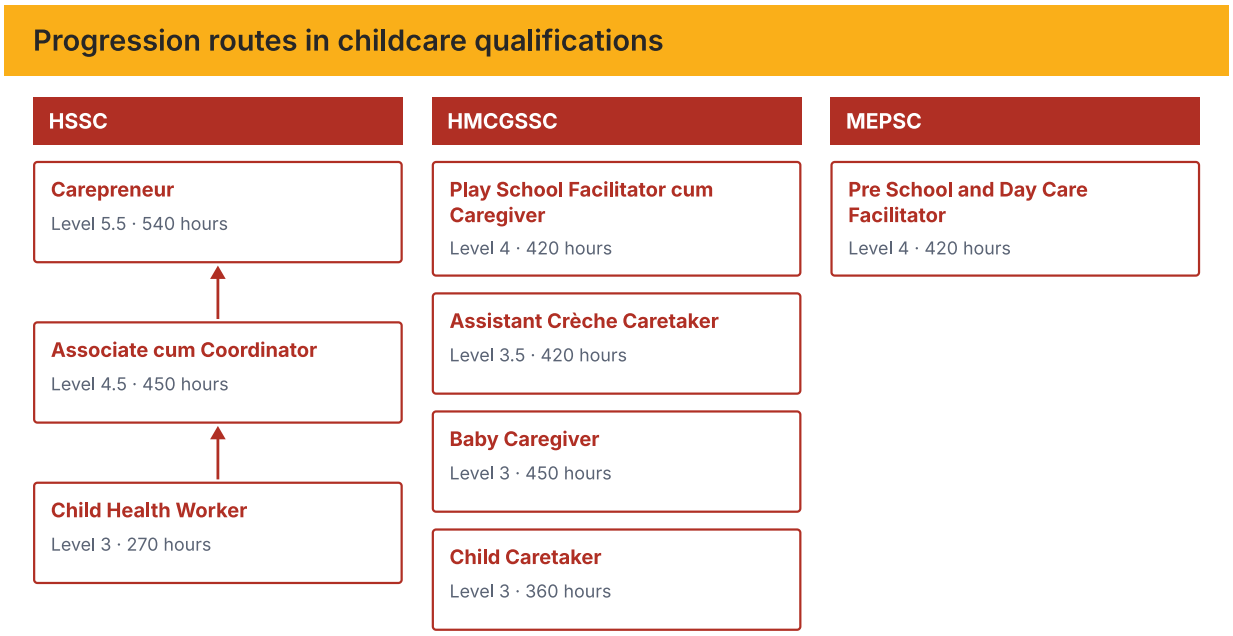
Childcare skilling delivery mechanisms remain largely centred on structured training, with limited integration of sustained workplace learning. Poshan Bhi Padhai Bhi provides 18 hours of training to Anganwadi Workers, creating a common foundation across a very large workforce but leaving limited scope for repeated practice, feedback and reinforcement. The MEPSC Preschool and Daycare Facilitator qualification does not mandate on-the-job training[81] India's apprenticeship system provides an established mechanism for learning through work, with 11.84 lakh apprentices engaged in 2025, while apprenticeship pathways in childcare remain limited[82]. As a result, opportunities for childcare workers to learn through supervised practice, receive feedback and build capabilities over time remain limited across existing delivery pathways. Recent qualifications, however, indicate growing recognition of workplace learning as a component of childcare skilling. HSSC's childcare qualifications demonstrate this through the incorporation of on-the-job training alongside classroom-based instruction. **India has built digital systems for recording workers[83], learners and skills, but these systems do not yet provide a linked registryof the childcare workforce.** By January 2026, e-Shram had registered 31.48 crore unorganised workers, while the Skill India Digital Hub had onboarded more than 1.5 crore candidates, 7,000 training providers and 68,000 employers and was integrated with DigiLocker, e-Shram and the National Career Service[84]. The Poshan Tracker separately records the public childcare workforce, with 13,51,104 Anganwadi Workers and 9,22,522 helpers recorded in June 2023, but its primary function is tracking service delivery rather than training and certification[85]. These systems provide substantial digital infrastructure, but they are not currently connected in a way that shows where childcare workers are, what they have been trained in, which qualifications they hold and where demand for different skills exists. As a result, placement is weakly integrated into the childcare skilling ecosystem, with no common mechanism through which the supply of trained workers can be connected to demand from childcare employers.

Childcare skilling is also characterised by the absence of an integrated curriculum architecture linking vocational, diploma and higher education pathways. The Directorate General of Training offers a single childcare-specific trade, Early Childhood Educator, under the Craftsmen Training Scheme[86]. However, the reach and coverage of this trade is limited: the NCVT MIS Trade Statistics dashboard lists the Early Childhood Educator trade at 45 ITIs nationwide, a small share of the country's 14,615 ITIs[87]. Similarly, across universities and educational institutes, childcare and ECCE qualifications are offered through programmes such as IGNOU's Diploma in Early Childhood Care and Education, NCTE-regulated Diploma in Pre-School Education programmes, and university-led certificate courses, each with different entry requirements, durations, curricula and regulatory oversight[88]. The result is a fragmented qualification architecture in which vocational training, diploma programmes and university-based qualifications operate largely as separate routes into the sector.

The foundations for career progression in childcare have been established, creating scope for super - specialisation and develop advanced professional pathways. There is

now an established progression pathway for childcare workers across different levels of responsibility, providing a foundation for further professional development. However, the scope for advanced specialisation within the childcare workforce remains limited. Existing pathways offer limited opportunities for childcare workers to progress towards specialised roles addressing the diverse developmental needs of children. This includes super specialisation for supporting children with disabilities and developmental delays, adapting caregiving practices to individual needs, and facilitating inclusive play-based learning. Developing such specialisations would strengthen the capacity of the childcare workforce to deliver inclusive, developmentally appropriate care while creating additional avenues for professional advancement.

Figure 4: Progression Routes in Childcare Qualifications



Source: Qualification packs and qualification files published by the Home Management and Care Givers Sector Skill Council, the Management and Entrepreneurship and Professional Skills Council, and the Healthcare Sector Skill Council[89].

These gaps reflect the broader fragmentation of the childcare skilling ecosystem, and affect childcare workers by shaping how their skills are developed, recognised and valued. This has implications for workers' opportunities for progression, professional recognition and mobility across childcare settings. Addressing these gaps is therefore central to the professionalisation of the childcare workforce and to strengthening the quality and value of childcare work.

Learning
from Other Care Sectors

Best practices offer lessons across qualification frameworks, competency standards and workforce registries to develop a more comprehensive and coherent skilling ecosystem

Within India, two care occupations have advanced further along this pathway than childcare, developing more clearly defined qualifications, competency standards, training and assessment systems, and mechanisms for identifying and tracking workers. Importantly, these occupations operate within institutional and qualification frameworks that childcare already shares, making their experience more directly transferable to the childcare context. This provides a more relevant basis for adaptation than international examples, where regulatory arrangements, qualification systems, occupational structures and labour-market conditions often differ substantially from those in India. Examining these domestic comparators therefore allows childcare to draw on systems and institutional mechanisms that are already established within the Indian skilling ecosystem, while identifying which elements can be adapted to address the specific requirements of childcare work. The following two cases illustrate how existing approaches to qualification design, training, assessment, certification, and workforce registration can be brought together to strengthen the childcare skilling ecosystem.

6.1 Eldercare

The competency frameworks developed for eldercare provide a clear structure for defining the skills required at different levels of care work. The competency frameworks for eldercare span two Sector Skill Councils: the Healthcare Sector Skill Council (HSSC) and the Home Management and Care Givers Sector Skill Council (HMCGSSC). HSSC's geriatric-care qualifications define competencies for healthcare-oriented care of the elderly, including individualised care, support for daily living and care across institutional home, hospital, and hospice settings[90]. HSSC also defines specialised competencies for dementia care through its Alzheimer and Dementia Care Fundamentals qualification, allowing competencies to be specified for particular care needs within the broader geriatric-care role. This allows competencies to be defined around the actual functions performed, rather than treating "care work" as a single set of skills. The HMCGSSC's occupational standards set out the

competencies required across non-clinical eldercare roles, distinguishing the capabilities needed for frontline care from those required for supervision and management[91]. For example, the Care Homes Supervisor qualification sets out competencies covering care planning and supervision, management of care staff, maintaining the care environment, and responding to the needs and safety of residents[92]. The framework therefore provides a common reference point for developing qualifications, training and assessment across different eldercare roles and settings. The value of these models lies in establishing a clear occupational structure, with defined levels of responsibility, progression and specialisation.

This provides a useful model for childcare, where specialised pathways could create opportunities for workers to develop expertise in distinct domains of care. The priority is to strengthen practical competencies while creating both vertical and lateral progression opportunities within the childcare sector. Lateral progression pathways can be supported through specialised qualifications that enable workers to build expertise in areas such as infant and toddler care, support for children with disabilities, child safeguarding and early learning. These pathways would create opportunities for advanced practice and specialisation within frontline childcare roles. Recognition of Prior Learning (RPL), supported by bridging training where necessary, could help experienced childcare workers gain formal recognition for existing competencies and access specialised qualifications, advanced training and roles with greater responsibility.

Table 2: Comparison of Eldercare and Childcare Qualifications by NSQF Level and Awarding Body

Eldercare and Childcare Qualifications, by NSQF Level and Awarding Council				
NSQF level	Eldercare and care home roles (HMCGSSC)	Eldercare roles (HSSC)	Childcare roles (HMCGSSC)	Childcare Roles (HSSC)
3	Elderly Caretaker (Non Clinical), 360 hours	Home Health Aide Trainee -420 hours	Child Caretaker (Non Clinical), 360 hours Baby Caregiver (Nanny), 450 hours Mother and Newborn Care (Non-Clinical), 390 hours	Child Health Worker (Early Child Development Services), 270 hours
3.5	-	Home Health Aide 600 hours	Assistant Crèche Caretaker, 420 hours	_
4	Elderly Care Companion, 450 hours	Geriatric Care Assistant (Hospital/Hospice care), 600 hours Geriatric Caregiver (Institutional and Home Care), Palliative Care or Alzheimer's & Dementia Care option, 600 hours Vridhha Swasthya Sahayaka 60 hours	Play School Facilitator cum Caregiver, 420 hours	_

Eldercare and Childcare Qualifications, by NSQF Level and Awarding Council				
NSQF level	Eldercare and care home roles (HMCGSSC)	Eldercare roles (HSSC)	Childcare roles (HMCGSSC)	Childcare Roles (HSSC)
4.5	Care Homes Supervisor, 750 hours Senior Citizen Helpline Executive (On Call Care), 480 hours	-	-	Associate cum Coordinator (Early Child Development Services), 450 hours
5	Manager Care Homes, 540 hours	-	Governess, 570 hours	
5.5	_	_	_	
6	Carepreneur (Senior Living Homes), 660 hours			

Source: Home Management and Care Givers Sector Skill Council (HMCGSSC), Healthcare Sector Skill Council (HSSC); National Qualification Register (NQR) qualification files for Elderly Caretaker, Elderly Care Companion, Care Homes Supervisor, Manager Care Homes, Child Caretaker, Baby Caregiver, Mother and Newborn Care, Assistant Crèche Caretaker and Play School Facilitator cum Caregiver.[93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103]

6.2 Healthcare

India's healthcare skilling ecosystem spans short-term training, vocational and professional education, and pathways linking prior experience to employment. The Healthcare Sector Skill Council (HSSC) has developed a more than a 100 healthcare qualifications spanning multiple NSQF levels and job roles, progressing from Home Health Aide (Level 3) to General Duty Assistant (Level 4) and higher-level specialised healthcare qualifications[104]. The complete details of healthcare based qualifications are detailed in Annexure 5. The Recognition of Prior Learning (RPL) process enables experienced workers to be assessed against National Occupational Standards through pre-assessment, portfolio screening and final assessment by an HSSC-accredited assessment body. Longer vocational courses are offered through Industrial Training Institutes (ITIs) under the Directorate General of Training, including the one-year Health Sanitary Inspector course and the two-year Radiology Technician course. Formal nursing education includes Auxiliary Nurse and Midwife (ANM), General Nursing and Midwifery (GNM) and the four-year B.Sc. Nursing degree, delivered through institutions recognised by the relevant regulatory authorities[105].

Industry-academia linkages provide a practical route for aligning healthcare training with domestic employment. HSSC's BBA Healthcare Management pathway combines academic

study with occupational skill qualifications, including Hospital Front Desk Coordinator and Patient Relations Associate, followed by Deputy Duty Manager and Duty Manager[106]. The third- and fourth-year stages include six- and nine-month apprenticeships, respectively, giving students structured workplace experience as part of their degree. Industry-academia linkages in childcare could be strengthened by establishing partnerships between training institutions, qualification-awarding bodies and childcare employers. HSSC has worked with Centre for Early Childhood Education and Development (CECED) and Ambedkar University Delhi (AUD) for development of a B.Voc program on ECCME (Early Childhood Centre Management And Entrepreneurship). Three courses were developed, namely 'Day Care Facilitator: 'Day Care Supervisor' and 'Day Care Center Head'. Regular trainings on these courses are conducted since 2018 with successful assessment and certifications. The programme focuses on two dimensions of care: day-care services for children aged 0-3 years and after-school care for children up to elementary school age. In addition to addressing children's health and safety, it aims to create an environment that supports cognitive and social-emotional development[107]. MEPSC's existing Pre School and Day Care Facilitator qualification provides a concrete basis for developing these partnerships beyond the qualification itself[108]. Training providers could work with childcare employers to integrate supervised workplace placements, involve experienced practitioners in practical training and establish recruitment pathways that connect qualified trainees with job opportunities.

International labour mobility agreements can connect Indian skilling systems with the qualification and workforce requirements of overseas employers. Germany's Triple Win programme, implemented by the German Agency for International Cooperation (GIZ) and the German Federal Employment Agency, recruits nurses from Kerala and Telengana in India[109]. It combines recruitment with German-language preparation, professional recognition support and placement with healthcare employers. Japan's Specified Skilled Worker framework provides an employment route for eligible Indian workers in nursing care, subject to skills and Japanese-language requirements. The 2025 India–Japan Human Resource Exchange Action Plan sets a target of 50,000 skilled personnel and potential talents moving from India to Japan over five years across multiple sectors[110]. The 2022 India–UK Framework Agreement on Collaboration on Health Care Workforce also provides for cooperation on nurse and allied health professional training, competency mapping and qualification recognition[111]. Bilateral agreements with countries recruiting early childhood educators and childcare workers could create pathways for Indian childcare professionals to access overseas employment. Such cooperation could map Indian childcare qualifications against each country's requirements, identify gaps in competencies and language proficiency. This could also help bridge training and qualification-recognition mechanisms.

Table 3: Healthcare and Home Care Qualifications under HSSC, by NSQF Level and Training Hours

Healthcare and Home Care Qualifications under HSSC, by NSQF Level		
NSQF level	Qualification	Total notional hours
3	Home Health Aide Trainee	420 hours
3	General Duty Aide	600 hours
3	Frontline Health Caregiving Assistant	300 hours with one elective, up to 570 with all three
3.5	Home Health Aide	600 hours
4	General Duty Assistant Trainee	420 hours
4	Palliative Care Assistant	480 hours
4.5	General Duty Assistant – Advanced	840 hours, plus 90 hours for each elective taken

Source: Healthcare Sector Skill Council (HSSC), Approved Qualifications; National Qualification Register (NQR) qualification files for Home Health Aide Trainee, Frontline Health Caregiving Assistant, Home Health Aide, General Duty Assistant and General Duty Assistant-Advanced.[112, 113, 114, 115]

Eldercare and healthcare offer valuable lessons for strengthening childcare skilling through deeper competencies, clearer career progression and stronger links between training and employment.

- First, strengthen industry-academia linkages by involving childcare employers in curriculum development, workplace training, practical assessments and recruitment, ensuring that qualifications reflect job requirements and improve access to employment opportunities.

- Second, establish bilateral cooperation with countries recruiting childcare professionals to align Indian qualifications with international requirements, address competency gaps through targeted training and create pathways for qualification recognition and overseas employment.

- Third, build competencies and qualifications that support lateral progression and specialisation within childcare. This can build on the foundation established through HSSC's Early Child Development Services qualifications by incorporating specialised pathways in areas such as inclusive childcare and infant care. Existing qualifications such as GDA-Advanced (Peri-natal Care) provide a useful example of how specialised competencies can be developed for specific care needs while creating opportunities for advanced practice within frontline care roles[116].

Learning
from Global Best Practices

International experience demonstrates that childcare skilling requires both structured qualification pathways and support to strengthen the competencies of existing childcare workers. The practices presented below examine how competency standards, qualification pathways, workplace learning, assessment, certification, quality assurance and workforce recognition are organised across different national contexts . They also highlight the importance of practical training and continued professional development in improving service quality and creating opportunities for career progression. These components perform distinct functions, but their effectiveness increases when they are linked through clear institutional arrangements. Such linkages can establish consistent entry standards, strengthen practical skill development, improve the credibility of assessment and create recognised pathways within the childcare workforce. The table presents a cross-country comparison of childcare skilling frameworks, career progression pathways, working conditions, and key learnings for India.

The international best practices are identified through the mapping exercise, with a focus on childcare skilling systems that offer relevant insights into addressing gaps in India's existing ecosystem. The UK, Germany and Australia offer examples of structured qualification pathways, competency standards and workforce regulation, while the Philippines provides insights into competency-based training and assessment within a different institutional context. A separate case study of the United States examines how workforce registries can support professional recognition and workforce planning. The review therefore draws on specific institutional practices that can inform the development of a more integrated childcare skilling system in India, adapted to the country's existing institutions and workforce needs.

Country	Skilling framework	Career progression pathways	Working conditions: compensation, health and safety	Broader Childcare Skilling Framework	Key learnings for India
England, UK	Qualification Packs: Mapped under EYFS to vocational qualification levels: Level 1 Award in an Introduction to Early Years Settings: Usually under 6 months. Level 2 Certificate for Early Years Practitioners: 12–18 months. Level 3 Diploma for Early Years Educators (EYE): 18–24 months. Level 4–5 Higher National Certificate/Diploma (Lead Practitioner/Manager): 18–24 months. Level 6 Early Years Teacher Status: 1–3 years (Graduate/ Degree entry). Certification & Accreditation: Ofsted conducts mandatory inspections across 4 judgment areas (Quality of Education, Behaviour & Attitudes, Personal Development, Leadership) and enforces statutory staff-to-child ratio compliance (1:3 for under-2s, 1:4/1:5 for 2-year-olds) strictly linked to staff qualification thresholds.	Progression spans Level 1–2 (Nursery Assistants), Level 3 (Qualified Practitioners/ Room Leaders), Level 4–5 (Deputy Managers), and Level 6 (Nursery Managers / Early Years Teachers). Major Examination: Level 3 EYE Endpoint: Completion of an End-point Assessment (EPA) plus mandatory Functional Skills Level 2 exams in English and Mathematics. Level 6 EYTS/ QTS: Graduate-level assessment including the Teacher Assessment Route administered through an accredited Higher Education Institution (HEI).	Pay (Gross Salary Ranges): Level 2 Assistant: ~£1,700–£2,065/ month gross (£20,000–£24,785/year). Level 3 Qualified Educator: ~£1,830–£2,330/month gross (£22,000–£28,000/ year). Manager / Level 6 Teacher: ~£2,500–£3,750+/month gross (£30,000–£45,000+/ year). Health, Safety & Employee Rights: Protected under UK Employment Law (48-hour weekly working limit, 28 days statutory paid leave, workplace pension. Public/ school nurseries offer better paid planning time, whereas private nurseries present significant risks, unpaid administrative overruns, and high turnover.	Childcare work covers children from birth through the early years and into school age. The Early Years Foundation Stage (EYFS) applies from birth to age five. Workers can enter early years settings without a formal qualification, but qualification requirements apply when counting towards staff-to-child ratios. The Experience-Based Route offers eligible, experienced practitioners an alternative way to demonstrate Level 3 competence. Beyond early years, childminders can register to care for children aged five to eight, while nannies may care for children of different ages.	1. Translate curriculum into assessable workplace competencies: Map Aadharshila and Navchetana curricula to observable tasks such as monitoring developmental milestones, documenting observations and responding to safeguarding concerns. 2. Define role-specific qualification competencies: Specify which competencies are required for assistants, childcare workers and lead educators, including the additional requirements for supporting children with disabilities. 3. Link certification to childcare quality standards: Align recognised qualifications for Anganwadi workers and crèche staff with Saksham Anganwadi and Palna scheme requirements, ensuring that certification reflects the competencies needed for safe care, and child development.

Country	Skilling framework	Career progression pathways	Working conditions: compensation, health and safety	Broader Childcare Skilling Framework	Key learnings for India
Australia	Australia relies on the Australian Skills Quality Authority (ASQA) to regulate nationally recognised vocational training packages. Qualification Pack (QP): Standardised national units under the Community Services Training Package AQF Level 3 (Certificate III in ECEC): 12–18 months (includes min. 160 supervised workplace hours). AQF Level 5 (Diploma in ECEC): 18–24 months (includes min. 280 supervised workplace hours). AQF Level 7 (Bachelor of Early Childhood Education): 3–4 years. Accreditation: The Australian Skills Quality Authority (ASQA) regulates Registered Training Organisations (RTOs) delivering vocational training. ASQA enforces the Standards for RTOs, conducting system audits on training delivery, assessment validity, trainer credentials, and mandatory workplace placement supervision.	Progression spans Level 1–2 (Unqualified / Trainee Educators), Level 3 (Qualified Educators - Cert III), Level 4–5 (Experienced / Advanced Educators - Diploma), Level 6 (Room Leaders), and Level 7–8 (Assistant Directors and Centre Directors). Major Examination: Degree Level ECT: Early Childhood Teacher registration requires passing the LANTITE (Literacy and Numeracy Test for Initial Teacher Education).	Pay (Gross Salary Ranges): Level 1 (Entry): ~AUD 4,740/month gross (~AUD 56,920/year). Level 3 (Certificate III): ~AUD 5,345/month gross (~AUD 64,160/ year). Level 6 (Room Leader): ~AUD 6,300/month gross (~AUD 75,580/ year). Level 8 (Director): ~AUD 7,590+/month gross (~AUD 91,130+/year). Health, Safety & Employee Rights: Legally capped 38-hour work weeks, 11.5% compulsory superannuation, mandatory ergonomic lifting protocols, strict staff-to-child ratio compliance under National Law, and paid emergency leave provisions. Physical strain and manual handling injuries remain key hazards.	The workforce includes educators in early childhood services and Outside School Hours Care (OSHC) for school-age and preschool children. The Certificate III in Early Childhood Education and Care prepares workers for regulated early childhood settings, with at least 160 hours of workplace experience. For school-age care, the Certificate III in Outside School Hours Care prepares workers to support children's play, leisure and wellbeing. The Diploma of School Age Education and Care prepares workers to manage OSHC and vacation-care services, requiring at least 280 hours of workplace experience. OSHC may serve school-age children and preschool children attending the service.	1. Define the competencies required at each childcare skilling level and specify the supervised workplace experience needed before a trainee can be assessed as job-ready. 2. Align training with service standards: Use qualification requirements to inform staffing expectations and assessment of practical competence, while retaining distinct standards for individual workers and childcare centres.

Country	Skilling framework	Career progression pathways	Working conditions: compensation, health and safety	Broader Childcare Skilling Framework	Key learnings for India
Germany	Qualification Pack: State vocational packages (Rahmenlehrpläne): * DQR Level 4 (Kinderpfleger/in - Care Assistant): 2 years full-time. * DQR Level 6 (Erzieher/in - Qualified Educator): 3–4 years (Traditional model: 2 years theory + 1 year internship; PiA model: 3 years integrated). 2. Delivery Mechanism (PiA Model): Delivered via specialized vocational academies (Fachschulen für Sozialpädagogik) alongside the Praxisintegrierte Ausbildung (PiA) model. PiA is an integrated dual-training system where trainees are employed directly by a childcare provider from Day 1 under a paid vocational contract. Trainees split their week (2–3 days in school, 2–3 days in center), earn a monthly gross stipend, receive continuous mentor supervision, and are evaluated on real workplace caregiving tasks.	Progression spans Level 1 (Care Assistants - Kinderpfleger/in), Level 2 (Qualified Educators - Erzieher/in), Level 3 (Specialist Educators in Inclusion/Language), Level 4 (Group Leaders), and Level 5 (Deputy Directors and Centre Directors - Kitaleitung). Major Qualification Benchmarks: * Staatliche Abschlussprüfung: Rigorous state examination comprising written theoretical exams, an oral exam, and a comprehensive practical examination (Kolloquium) evaluated by state educational boards.	Pay (Gross Salary Ranges): Assistant Level: ~€2,400–€3,100/month gross. Qualified Educator: ~€3,300–€4,200/month gross. Centre Director: ~€3,800–€5,800+/month gross. Health, Safety & Employee Rights: Governed by TVöD municipal collective agreements: ~30 days paid annual leave, paid training stipends under PiA, supplementary municipal pension schemes, legally guaranteed preparation time outside caregiving hours, and strict occupational safety regulations.	Childcare and child-related care roles extend from early childhood into school age and adolescence. Kinderpfleger/in or Sozialpädagogische/r Assistent/in roles provide a support-level vocational route, while Erzieher/in professionals can work across daycare centres, all-day schools and child and youth services. The broader Erzieher/in role can include work with children and young people beyond primary-school age. Training structures and entry requirements vary by federal state, so there is no single national age-specific qualification ladder.	1. Build paid workplace learning into childcare training: Pilot arrangements in which trainees spend a defined proportion of their training in childcare centres, receive structured supervision and are assessed on actual caregiving and early-learning tasks. 2. Record practical competencies separately from course completion. Require evidence of demonstrated workplace performance alongside classroom learning before certification.

Country	Skilling framework	Career progression pathways	Working conditions: compensation, health and safety	Broader Childcare Skilling Framework	Key learnings for India
Philippines	Qualification Pack (QP): Standardised Training Regulations developed by TESDA: National Certificate I (Childcare NC I / ECCD Assistant): 3–6 months (280–400 nominal hours). National Certificate II (Caregiving NC II / ECCD Worker): 5–7 months (786 nominal training hours). Associate/Diploma Degree (ECCD): 2 years academic study. Bachelor Degree (Early Childhood Education): 4 years. Certification: Candidates are evaluated at TESDA-Accredited Assessment Centers by certified independent assessors. Passing both practical demonstrations and oral questioning grants a nationally recognized National Certificate (NC) valid for 5 years.	Progression spans Level 1 (Community Child Development Workers - Non-degree), Level 2 (Associate-Degree CDWs), Level 3 (Licensed Child Development Teachers - CDT), and Level 4 (Centre Supervisors / Municipal ECCD Administrators). Major Examination TESDA National Assessment: Practical performance evaluation for National Certificate (NC) issuance.	Pay (Gross Salary Ranges): Community CDW: ~PHP 19,700/month gross. Associate-Degree CDW: ~PHP 23,200/month gross. Licensed CDT: ~PHP 27,000–PHP 32,000+/ month gross. Health, Safety & Employee Rights: Public-sector roles grant GSIS retirement benefits, PhilHealth medical coverage, and Magna Carta for Public Health/Social Workers rights. However, physical overcrowding, high child ratios, lack of air conditioning/ sanitation in rural centres, and contract instability remain key risks.	TESDA provides distinct caregiving qualifications by age group. Caregiving (Newborn to Pre-Schooler) NC II covers newborns through preschool age. Caregiving (Grade Schooler to Adolescent) NC II explicitly covers grade-school children aged 6–12 years and adolescents aged 13–19 years. Its competencies include personal care, physical and cognitive development, developmental tasks and emergency response. This establishes a formal skilling route for workers caring for school-age children and adolescents, not only young children.	Separate worker certification from centre regulation: Establish distinct requirements for individual competency assessment, training-provider approval and centre-level quality assurance. Verify implementation before linking qualifications to pay or promotion. Map statutory role definitions to actual recruitment, salary and progression rules before proposing a comparable Indian model.

Source: Department for Education (DfE) and Ofsted, UK; Australian Children's Education and Care Quality Authority (ACECQA) and Australian Skills Quality Authority (ASQA), Australia; Federal Employment Agency, Germany; Technical Education and Skills Development Authority (TESDA) and Early Childhood Care and Development Council (ECCD Council), Philippines; Ministry of Health, Labour and Welfare (MHLW).[117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127]

Global best practices offer lessons on strengthening different components of childcare skilling systems, but their implementation depends on the institutional context. These practices demonstarte how countries have structured childcare qualifications, recognised workers' skills and supported their professional development within their respective systems. Beyond these country-level practices, the United States provides a more detailed example of how workforce registries can address gaps in tracking childcare workers' qualifications, employment and professional development. The experience offers a closer look at how workforce information can be organised across separate systems, complementing the lessons drawn from the global comparison.

The United States offers an example of how workforce registries can strengthen the professionalisation of the childcare workforce. The National Workforce Registry Alliance (NWRA), established in 2009, connects state-level registries that maintain information on early childhood professional qualifications, employment, training, and professional development. This approach supports workforce planning, helps identify professional development needs, and provides a basis for linking workers' skills and experience to career progression. The following case study illustrates how the US workforce registry model operates and its relevance for strengthening childcare workforce systems in India.

Table 5: Case Study: State-Level Early Childhood Workforce Registries in the United States

Case Study: Strengthening the Early Childhood Workforce Through State Registries in the United States	
Location	United States
Year	Founded in 2009 as the National Registry Alliance and renamed the National Workforce Registry Alliance (NWRA) in 2014.
Overview	• Connects state-level early childhood workforce registries across the United States. • Registries maintain information on workers' qualifications, employment, training and professional development to support career progression and workforce planning.
The Challenge	• The early childhood education and care workforce operates across diverse states and service settings. • Workforce information is maintained through separate state-level systems, making it difficult to build a comprehensive picture of workers' qualifications, employment, training and career progression. • These information gaps constrain workforce planning, the identification of training needs and the design of targeted professional development. • The NWRA supports coordination among state registries to strengthen workforce data and inform policy decisions.

Case Study: Strengthening the Early Childhood Workforce Through State Registries in the United States	
The Intervention	• Connect state-level registries: Links existing workforce registry systems rather than maintaining a single centralised national database. • Maintain individual workforce records: Participating registries document workers' education, employment, qualifications, credentials and professional development. • Support career progression: Records help document workers' skills and experience and identify further training opportunities. • Strengthen workforce planning: Registry information helps stakeholders understand workforce characteristics and identify training needs. • Improve data consistency: The Partners in Employment Reporting initiative supports consistent reporting practices and better-quality workforce information across participating registries.
Lessons Learned	• Maintain individual workforce records: Document qualifications, employment history, training and professional development. • Link records to career progression: Use workforce information to help workers identify further training and professional opportunities. • Use data for workforce planning: Identify skills gaps and inform targeted training and professional development. • Build on existing systems: Connect established registries rather than automatically creating a centralised database.
Conclusion	• The US experience demonstrates how interconnected workforce registries can improve the availability of information on childcare workers, support professional development and inform workforce planning. • For India, a similar approach could link existing records across childcare settings and strengthen workforce planning without requiring the immediate creation of a single centralised registry.

Source: National Workforce Registry Alliance (NWRA), "About Us," "Professional Registries," "Partners in Employment Reporting (PER)," and "History"; official NWRA website.[128, 129, 130, 131]

The evidence suggests that childcare skilling is strongest when its different elements reinforce one another. Competency standards can anchor qualifications, while clear requirements for training, workplace learning and assessment can improve consistency in delivery. Quality assurance across training providers, assessors and certification processes can strengthen the credibility of qualifications. Recognition of prior experience, reliable workforce records and clearer links between qualifications and staffing requirements can further connect skills with employment. Strengthening these linkages can help move India's

childcare skilling system beyond fragmented training provision towards common standards, credible recognition and clearer workforce pathways.

Evidence from global best practises point to three key learnings for strengthening India's childcare workforce: integrated career pathways, recognised qualifications linked to progression, and practical, work-based training.

- **Childcare and early childhood education are treated as an integrated workforce rather than separate occupations.** Across countries reviewed, childcare workers and early childhood educators are positioned within a common occupational framework, allowing progression and role substitution between care and education functions rather than maintaining distinct career tracks.

- **Qualifications are designed to translate into professional recognition and career advancement.** Global best practices demonstrate that robust certification systems can signal competence and support career progression, translating into better employment opportunities and higher wages for childcare workers. In India, links between qualifications, occupational progression and wage increments remain less consistent.

- **Practical experience is recognized as essential to building childcare competencies.** Supervised workplace learning, apprenticeships, and hands-on training form a core component of childcare qualifications across countries. This reflects that responsive caregiving skills are developed through practice as well as classroom instruction. This reinforces the case for an ECCE apprenticeship pathway under NAPS.

Possibilities

and Pathways for Professionalising Childcare through Skilling

A childcare skilling pathway requires clearer differentiation of roles, progression and specialisation.

A common competency core should cover health, hygiene and safety, child protection and safeguarding, responsive care, early stimulation and working with families, with additional competencies for workers who supervise centres, train other workers or run childcare enterprises. Specialisations could include infant and toddler care and disability-inclusive care, reflecting the specialised training needs identified through the UNDP consultation. Kenya's Kidogo model offers a complementary approach through its social franchise network, supporting women childcare entrepreneurs, known as mamapreneurs, with a subsidised three-month quality improvement programme, practical training, starter kits and ongoing mentoring[132]. The European Commission's differentiation between assistants, practitioners and leaders provides one reference for structuring levels of practice. These competencies can then be organised into an NSQF-referenced qualification pathway from caregiver to supervisor, trainer and centre manager. Existing international examples also show the importance of linking qualification levels to demonstrated competence and prior experience: China and Australia provide defined progression ladders, while the Philippines and France recognise competence through assessment and prior experience. For India, this would also mean creating a route for experienced Anganwadi and crèche workers to obtain qualifications through Recognition of Prior Learning and linking qualification levels to staffing requirements under Palna and state crèche schemes.

The mechanisms with which workers are trained, assessed, and recorded also needs to support this progression. Training should include meaningful workplace practice, with paid training where appropriate and sufficient training capacity to match the expansion of childcare provision; the Guangzhou model provides an example of linking training capacity with childcare expansion. Certification should be based on independent assessment, including routes through prior experience, while training providers should be subject to childcare-specific accreditation and periodic inspection. Japan provides an example of combining work experience and bridging training with a national examination, while England links provider inspection to eligibility for public funding; Australia demonstrates how regulatory

action can be used to address poor-quality training providers. A workforce registry would then provide a verifiable record of workers' qualifications, training and experience, with registration linked to certification and periodically renewed. Evidence highlights that an organisation with long experience of the workforce, such as Mobile Creches, could support a childcare registry through a formal arrangement with the Ministry, since records held by individual organisations carry limited authority with employers.

8.1 Recommendations

The recommendations build on the existing components of India's childcare skilling ecosystem and set out actions to connect them into a more coherent system. The paper presents twelve recommendations for central and state governments, the private sector and other stakeholders, covering institutional arrangements, standards, recognition of skills, delivery and incentives. The figure below summarizes the recommendations, with the full matrix of actions by actor provided in Annexure 6: Roadmap: Actions by Actors.

Figure 5: Roadmap of Recommendations for India's Childcare Skilling Ecosystem



Recommendation 1

Strengthen institutional leadership and coordination across the childcare skilling ecosystem

Building a more coherent childcare skilling ecosystem will require stronger coordination across institutions responsible for childcare policy, workforce development, qualification systems and service delivery. Childcare qualifications and training initiatives are currently spread across multiple Sector Skill Councils, making coordination across training provision and employment pathways important. Strengthening coordination across these actors would help align qualification development, training delivery, certification and employment pathways.

Existing initiatives led by MWCD, UNDP, MSDE, and HSSC and other sector skill councils provide important building blocks for a more coherent childcare skilling ecosystem. MWCD can provide policy direction on childcare services, workforce requirements and quality standards, while MSDE and NCVET can anchor qualification design, assessment and certification systems. State Governments can support the central government by align state skilling initiatives with childcare service delivery and workforce deployment. Sector Skill Councils can durther anchor the development of occupational standards, qualifications and industry linkages, while training providers, civil society organisations can support training delivery, workplace learning and placement. Stronger coordination across these actors would help align childcare skilling with wider care economy priorities and create clearer pathways from training to employment. Translating this ecosystem approach into practice will require action in three priority areas:

- **Expand training depth across levels and specialisations:** Existing childcare qualifications developed by Sector Skill Councils, government programmes and development partners provide a foundation for strengthening childcare skilling. Through their partnership, UNDP and the Healthcare Sector Skill Council (HSSC) have developed childcare-related qualifications and worked with civil society organisations such as Mobile Creches to deliver training programmes. Building on these initiatives, such partnerships can anchor the development of additional competencies and courses across various levels and specialisations, to strengthen the depth of training available to childcare workers.

- **Build a wider trainer network to scale childcare training:** Existing childcare training initiatives delivered by sector skill councils, and organisations such as Mobile Creches, IPSAA and KLAY's Institute of Early Childhood Education and Development (IECED) demonstrate different models of trainer development and programme delivery. Building on these experiences, a Training of Trainers programme could support the development of master trainers, strengthen trainer certification pathways and increase the capacity required to deliver childcare qualifications at scale.

- **Extend industry linkages to childcare employment:** HSSC's existing employer engagement mechanisms, including job aggregation, placement portals, campus placement drives and Rozgar Melas, provide a foundation for strengthening placement pathways in childcare[133]. Building on these mechanisms, Sector Skill Councils, training providers, civil society organisations and childcare employers could establish shared employer partnerships and a registry of trained childcare workers to connect candidates with employment opportunities across the sector. These partnerships should be accessible to candidates trained through different qualifications and Sector Skill Councils, enabling employers to recruit from a wider pool of certified workers.

Strengthening coordination through an ecosystem approach would build on existing institutional capacities and create clearer linkages between qualification development, training delivery, certification and employment. The Ministry of Social Justice and Empowerment's National Workshop on "Creating a Well-Functioning Care Economy" (May 2026) similarly highlighted the importance of inter-ministerial convergence, standardised skills and certification, and institutional coordination in developing the care economy[134]. Expanding training across levels and specialisations, developing a wider pool of trainers, and strengthening employer partnerships would help address gaps in training provision and improve access to employment opportunities. A more coordinated approach would also enable workers trained through different qualifications and institutions to access a common set of training, certification and employment pathways.

Recommendation 2

Develop a Unified Childcare Competency Framework

A unified competency framework would define what childcare workers need to know and do at each level of responsibility. The framework could set out a progression from care worker to care supervisor, care manager and care entrepreneur, define job roles, seniority levels and specialisations across childcare work, and include specialisations such as disability-inclusive care and infant and toddler care. HSSC's childcare pathway progresses from Child Health Worker (Level 3) to Carepreneur (Level 5.5), provide a domestic reference for the ladder, and international best practices, such as England's Early Years Educator skilling and Australia's Early Childhood Educator qualification criteria discussed above, provide a reference. The framework would give every training programme, qualification and assessment for childcare a common reference, and would define the career pathway that childcare workers currently lack The framework could include competencies related to gender-responsive caregiving, child safeguarding, disability inclusion, communication, empathy, emotional intelligence and caregiver well-being. Learnings from UN Women's work across the Asia-Pacific region highlight that effective care requires both technical and relational competencies. For example, AYAT Care in Bangladesh combines practical caregiving skills

with training on ethics, compassionate care and interpersonal communication, reflecting the importance of relationship-building and emotional support within care work[135]. For supervisory, managerial and entrepreneurial roles, it could also incorporate competencies related to non-discrimination, workplace safety, fair employment practices and workforce management.

Recommendation 3

Extend NSQF-Aligned Qualification Packs

The competency framework should be translated into a connected ladder of NSQF-aligned qualifications. Existing childcare qualifications sit mainly at NSQF Levels 3 to 4, with the Healthcare Sector Skill Council's qualifications extending to Level 5.5 (Annexure 6). The Health Sector Skill council (HSSC) could use these as building blocks, develop new qualifications for supervisory, managerial and specialised roles, and link each qualification to defined learning outcomes, assessment requirements and progression routes. Credits under the National Credit Framework, which counts 30 notional learning hours as one credit, could be used so that workers build on earlier qualifications rather than start afresh. Australia's progression from Certificate III to diploma and degree, each tied to staffing requirements, shows how such a ladder operates. India's childcare qualifications would then move from a collection of individual job roles towards a qualification architecture for the occupation.

Recommendation 4

Introduce Recognition of Prior Learning Pathways

Recognition of Prior Learning would give experienced Anganwadi and crèche workers a route from experience to a recognised qualification. Anganwadi workers in one survey of Bihar and Madhya Pradesh had an average of 12.8 and 18.5 years of experience, respectively[136]. Recognition of prior learning under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0, which combines 30 to 132 hours of training with certification, provides a methodology that can be adapted for childcare roles. A recent paper by the Economic Advisory Council to the Prime Minister (EAC-PM) has also recommended its extension to Anganwadi workers. The pathway could assess existing competencies, identify gaps, provide targeted bridging training and end in independent assessment and certification. A pilot with Anganwadi and crèche workers, supported by the Savitribai Phule National Institute and recognised training institutions, should test the approach before it is scaled. Japan's experience route, which combines three years of work with practitioner training before a national examination, shows how such a route operates. RPL can also be designed to be accessible and affordable for existing childcare workers by minimising assessment fees and travel costs, accommodating language requirements, and providing bridging courses tailored to workers' existing competencies. Basic educational eligibility criteria canalso be flexible

enough to include experienced workers with limited formal education[137]. The experience of the existing workforce would then become part of the formal skilling system, instead of requiring experienced workers to repeat foundational training.

Recommendation 5

Build a Certification and Accreditation Mechanism

A certification and accreditation mechanism would separate the assessment of workers from their training, and hold training providers to childcare-specific standards. HSSC could set sector-specific assessment and accreditation requirements, while the National Council for Vocational Education and Training (NCVET), which recognises and regulates awarding bodies and assessment agencies, provides national quality assurance. All routes into childcare work, including recognition of prior learning, should lead to a common independent assessment, as Japan's national examination does for care workers. Training providers could be accredited against childcare-specific standards covering practical exposure, trainer competence and assessment quality, and inspected periodically by a body independent of the awarding bodies. In England, inspection results determine whether a provider can continue to receive public funding for apprenticeships, and in Australia a sector review found only a quarter of early childhood training providers fully compliant at audit. childcare credentials would then carry the same meaning across public, civil society and private training routes, and across employers and states.

Recommendation 6

Establish a National Registry of Childcare Workers and Skilling and Training Providers

A national childcare registry would give each worker a verifiable professional record that stays with her across employers. The registry could hold each worker's qualifications, training, assessments and experience, together with records of recognised training and service providers. It could draw on systems in which workers are already recorded, including the Skill India Digital Hub, the Poshan Tracker and e-Shram,, as well as the DigiLocker, to avoid parallel systems. Each childcare worker could be provided with a unique identification number, linked with their national identity documents. This would allow for greater transparency about the childcare worker, their skills, experience, qualifications and references. PM Vishwakarma provides a domestic precedent for linking registration with skill verification, training and benefits[138]. Registration could be made mandatory for workers in publicly funded care services and updated with refresher training. It should include police verification of workers, as England and New Zealand require[139], and the registry should specify who owns the data,

who may view it and what the worker consents to, in line with the Digital Personal Data Protection Act, 2023[140]. Registration should remain accessible to informal and migrant workers, including those with limited digital literacy, without excluding experienced workers who have yet to obtain formal certification. Appropriate data protection safeguards should govern how workers' information is collected, accessed and used[144]. The registry would ultimately improve workers' access to employment opportunities, continuing professional development and relevant social protection schemes, while providing policymakers with the data needed to plan the childcare workforce.

Recommendation 7

Introduce Childcare Courses in ITIs Upgraded under PM-SETU and an Apprenticeship Track under NAPS

India's vocational training and apprenticeship infrastructure can be extended to childcare to build a practice-based entry route. The Directorate General of Training offers a one-year Early Childhood Educator trade under the Craftsmen Training Scheme, at NSQF Level 3.5, with 1,200 hours of instruction and practical training and a further 150 hours of on-the-job training or a group project[142]. However, the reach and coverage of this trade is limited: the NCVT MIS Trade Statistics dashboard lists the Early Childhood Educator trade at 45 ITIs nationwide, a small share of the country's 14,615 ITIs[143].

Under the Pradhan Mantri Skilling and Employability Transformation through Upgraded ITIs (PM-SETU), upgraded ITIs would be managed through industry-led special purpose vehicles. It is expected that each major ITI under this program, would introduce several new industry relevant courses to increase placement rates, with around four new courses expected at each major ITI, with the scheme roll-out expected from 2027[144]. ITIs could introduce childcare worker courses across the country under the PM SETU program. They could forge strong linkages with childcare service providers, creche operators, industry associations and other potential employers for childcare workers located in the proximity to major hub ITIs, to ensure sustainability for the new childcare worker courses. They could also forge international partnerships with potential employers or foreign childcare certification authorities so that newly introduced childcare worker trainings at ITIs adhere to global standards, so that trained childcare workers can qualify for foreign work opportunities.

Over the longer term, a childcare worker apprenticeship track could also be introduced under the National Apprenticeship Promotion Scheme (NAPS), which reimburses 25% of the stipend up to ₹1,500 a month, would allow apprentices to get practical training while earning, similar to Germany's paid practice-integrated training program (as noted in section 7 above). The track should combine supervised practical training with adequate stipends, safe working conditions and clearly defined learning outcomes, while providing

recognised credentials and pathways to formal employment, as envisaged under the PM Apprenticeship Programme. Ensuring access for women from low-income households, training arrangements should also offer flexible schedules, local training facilities and support for transport and childcare responsibilities.

Recommendation 8

Strengthen Public–Civil Society Partnerships for Childcare Skilling Delivery

Partnerships with experienced civil society organisations would expand childcare training capacity without building parallel structures. The Healthcare Sector Skill Council's pilot with Mobile Creches, supported by UNDP, shows how an established civil society organisation can deliver nationally recognised childcare qualifications (Annexure 7).

Public private partnerships between experienced civil society organizations and associations such as National FORCES on one hand, and sector skills councils, state Women and Child Development (WCD) departments, as well as central government authorities on the other hand can create scalable skilling institutions for childcare workers. Beyond training and mentoring of, tAnganwadi and Palna crèche workers, these partnerships could strengthen peer learning among childcare workers and connect skilling with livelihood opportunities through women-led enterprises and community-based care services. Engaging self-help groups (SHGs), cooperatives and local organisations could help expand care services while creating pathways for women's employment and entrepreneurship. Karnataka's Gram Panchayat crèche model illustrates how local institutions and community participation can support childcare delivery[145], while UN Women's and UNDP's Urban Childcare Innovation Challenge highlights the potential of incubation, mentoring and enterprise development support for women-led and women-benefitting childcare models[146]. Integrating these approaches into skilling initiatives could help translate childcare qualifications into viable enterprise opportunities, access to finance and sustained employment.

Partnership funding should cover the support that women trainees need, such as transport and childcare during training, since completion of vocational training depends on distance and on support with care responsibilities. childcare skilling could then scale through institutions that already have the trust of communities and the practical expertise that childcare training requires.

Recommendation 9

Conduct a National Skill Gap Assessment for the Childcare Workforce

A national skill gap assessment would ground childcare skilling in the actual scale and nature of childcare demand[147]. There is limited evidence on the current childcare workforce, demand across different childcare roles, training capacities, or employment outcomes associated with existing skilling pathways. MSDE and NSDC could undertake a demand-supply gap assessment for current and future childcare worker requirements, both domestically, within India, as well as for global opportunities. The assessment could draw on data from (1) the Ministry of Women and Child Development (MWCD) for the workforce requirements of Anganwadi Centres, Palna Anganwadi-cum-Crèches and other public childcare services; (2) state WCD departments, industrial training institutes, and skill development missions' state-level information on childcare provision, and (3) childcare service providers, civil society organisations and training providers. This assessment could help to understand the gaps across job roles, skill requirements, and recruitment needs. The assessment would provide evidence on which the competency framework, qualifications, and training capacity proposed above are designed.

Further, this assessment can also map unmet demand for affordable, accessible and quality childcare, particularly among low-income households, women in informal employment and underserved rural and urban communities. State- and district-level mapping of childcare infrastructure, service coverage, workforce availability and training capacity would help identify geographic gaps in provision. Integrating these findings with estimates of local childcare demand and labour market requirements would support more targeted workforce planning and ensure that skilling investments are aligned with service delivery needs and women's employment priorities.

Recommendation 10

Incentivise Private Skill Training Institutes to Introduce Childcare Training Modules

Incentives for private skill training institutes would add delivery capacity where childcare demand is growing. MSDE may consider offering outcome-linked financial incentives for private skill training institutes, for a limited period, to introduce care training modules through curriculum development grants, training subsidies or placement-linked incentives under the PM Kaushal Vikas Yojana (PMKVY). Such incentives could be made spcifically for short term skilling modules for childcare workers aligned with NSQF qualifications. In addition, state skill development missions could be urged to make private insitutes in their jurisdiction aware of the childcare courses within state-supported PMKVY training programmes, and of the process to avail the incentive mechanisms to increase uptake. The incentives could

be linked to outcomes and results such as certification, placement, employment retention, earnings, working conditions, and progression into higher-skilled roles. This would help assess whether skilling translates into sustained and decent employment, with opportunities for career growth, rather than focusing solely on training and placement numbers. Private providers would then complement public and civil society delivery, particularly in urban markets where demand for childcare is rising fastest.

Recommendation 11

Build International Partnerships for Joint Certification and Accreditation of Childcare Training

International partnerships would raise the quality of childcare training and open overseas employment pathways for certified Indian care workers. MSDE, NSDC and the Directorate General of Training, in coordination with the Ministry of External Affairs (MEA), already facilitate the mobility of skilled workers through government-to-government (G2G) and business-to-business (B2B) partnerships that harmonise qualifications and support mutual recognition of certification and the accreditation of training providers. Under the Memorandum of Cooperation between India and Japan on Specified Skilled Workers, approved in January 2021, nursing care is among the 14 sectors covered[148]. The care sector, including childcare, should be prioritised within these partnerships, through joint accreditation of Indian training institutes and the co-creation of training modules with international institutes. International partnerships would support both the quality of domestic training and the mobility of certified Indian care workers.

Recommendation 12

Link Childcare Qualifications and Specialisations to Pay and Professional Recognition

Linking qualifications and specialisations to pay would give childcare workers a tangible return on skilling. The UNDP India consultation of December 2024 found that the time and resources needed to complete formal childcare qualifications are not commensurate with the low wages the sector offers, which weakens the incentive to qualify. For Anganwadi workers, pay is set by post rather than by qualification: the Centre's honorarium is ₹4,500 for a Worker and ₹2,250 for a Helper, regardless of training. Even where remuneration has increased, it has generally not been linked to qualifications or skill acquisition. Delhi's 2017 increase in honoraria for Anganwadi Workers and Helpers, for example, followed demands for higher pay and was applied across the workforce rather than being linked to training, certification or progression pathways. In contrast, several countries link qualifications to pay progression.In Japan, certified care workers earn about ₹36,000 (¥59,000) a month more

than those without a qualification, a direct financial return on certification. In New Zealand, public funding for employ, and services that pay all certificated teachers at least a prescribed minimum salary receive higher funding rates still, so that funding rewards providers for paying qualified staff. Qualification-linked pay progression should be accompanied by fair baseline remuneration, social protection, safe working conditions, paid leave and opportunities for workers' representation.SSCs could publish indicative wage bands against each qualification level. States can use these bands to revise honorarium top-ups, andefine job roles and payment bands for Anganwadi and crèche workers commensurate with their skills, duty hours and experience, with specialised training in areas such as nutrition and early learning linked to higher pay. MWCD can also formally recognise Anganwadi workers as qualified early childhood development professionals within the broader skills ecosystem,[149, 150, 151] .Once skilling translates into better pay and progression, workers have a financial reason to seek recognised qualifications, and the time and cost of training are no longer set against a wage that stays flat.

Annexure

Annexure 1

State-wise Honorarium Structures for Anganwadi Workers and Helpers in India

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Andaman and Nicobar Islands	Union Territory	4,500	7,500	12,000	8,000	1 July 2023	Approved by the Lieutenant Governor on the recommendation of the Chief Secretary; additional cost Rs 11.45 crore; no notification number traced	Open source	Raised from 9,000 and 6,000. The February 2024 annexure's figures are inconsistent with this revision. Nothing traced since mid-2023.
Andhra Pradesh	South	4,500	7,000	11,500	7,000	1 July 2019; confirmed current by the WCD Minister in March 2025	Rate confirmed by the Minister for Women and Child Development	Open source	Top-up and total reconcile exactly (4,500 + 7,000). The Minister said in March 2025 that a further increase was imminent, so check for a 2025-26 revision.
Arunachal Pradesh	North East	4,500	2,000 plus 1,000 w.e.f. 16.01.2024	7,500 (matriculate); 7,438 (non-matriculate)	5,250	16 January 2024	State Cabinet decision, first sitting of 2024	Open source	The February 2024 PIB annexure still shows Arunachal as Nil and is superseded. Do not cite it for this state. Benefits 6,225 workers and an equal number of helpers.
Assam	North East	4,500	2,000 (AWW); 1,250 (mini AWW)	6,500	3,250 ( )	Not verified	No state order traced	Open source	Totals are central plus top-up arithmetic, not printed in any source. A March 2025 Rajya Sabha reply is reported to show 2,500, unverified at source.
Bihar	East	4,500	2,500	9,000	4,500	September 2025; sources differ between 1 September and 1 October 2025	Bihar Cabinet decision of 9 September 2025; Rs 345.19 crore sanctioned	Open source	Raised from 7,000 and 4,000. Covers about 1.2 lakh sevikas and sahayikas. No revision traced since.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Chandigarh	Union Territory	4,500	3,600	8,100	4,050	Not verified	No order traced	Open source	The UT Social Welfare department site has not been updated since 2018 and carries no honorarium figures or notifications. Since the annexure is demonstrably stale for other jurisdictions, do not publish a Chandigarh total without an RTI or a Chandigarh-specific Parliament question.
Chhattisgarh	Central	4,500	5,500	10,000	5,000	1 April 2023	Directorate, Women and Child Development Department, Nava Raipur	Open source	The cleanest state in the dataset: reported before and after figures and the Parliament top-ups reconcile exactly for all three categories. The February 2024 PIB annexure (2,000 and 1,000) is inconsistent with this and should not be used. No revision traced since April 2023.
Dadra and Nagar Haveli and Daman and Diu	Union Territory	4,500	1,000	Conflicting: 5,500 (from the annexure) or 8,000 (official CDPO Daman notice)	Conflicting: 2,850 ( ) or 4,000 (CDPO notice)	Not verified	Notice No. ICDS/ CDPO/AWC/2024-2025/99 dated 16 August 2024, Office of the Child Development Project Officer, Moti Daman, states Rs 8,000 and Rs 4,000 on an honorarium basis	Open source	Report the range with the conflict stated rather than choosing one. The advertised figure may be a consolidated honorarium for new recruits on a different footing, or the UT may have raised rates after reporting to Parliament. Lowest paying jurisdiction on either reading.
Delhi	North	4,500	8,220	11,220 honorarium; 12,720 including the Rs 1,500 conveyance and communication allowance	5,610 honorarium; 6,810 including the Rs 1,200 allowance	March 2022	Cabinet Decision No. 3072 dated 25 February 2022	Open source	Always state whether a quoted Delhi figure includes the allowance: 11,220 and 12,720 describe the same workers. The honorarium sits well below Delhi's own unskilled minimum wage of about Rs 18,066 a month, which is the sharpest available illustration of the gap. A further hike was said to be under consideration in September 2026 but had not been notified.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Goa	West	4,500	5,500 to 12,000 by service band	10,000 to 18,000 by service band (2021 order, verified); reported 15,000 to 23,000 from 1 April 2026	6,000 to 9,000 (2021); reported 8,500 to 11,500 (2026)	1 April 2021 (verified); 1 April 2026 (reported)	Directorate of Women and Child Development order, budget head 2235-02-102-03-01, tabled in the Goa Legislative Assembly	Open source	Four sources conflict on the 2026 position. PRS budget analysis records only a Rs 1,000 increase in 2026-27, which is irreconcilable with the reported jump. Do not publish a 2026 Goa figure without the Directorate order. Retirement age raised to 65 from 1 April 2026. Goa's service-length slab structure is the closest thing to a pay scale outside Tamil Nadu.
Gujarat	West	4,500	5,500	10,000	5,500	Not verified; current at December 2024 and before the High Court in August 2025	No state order traced. See the High Court living wage order in the Minimum wages sheet	Open source	The Gujarat High Court ordered on 20 August 2025 that workers receive a living wage of Rs 24,800 and helpers Rs 20,300, with arrears from 1 April 2025. Implementation and any appeal are unverified. This single open item determines whether Gujarat is the best paid or a mid-paying state.
Haryana	North	4,500	9,500 (over 10 years); 9,000 (under 10 years); mini 9,000	14,750 (over 10 years); 13,250 (up to 10 years)	7,900	16 August 2024, with arrears paid for August and September 2024	Letter from the Haryana Women and Child Development Department to District Programme Officers	Open source	Highest verified honorarium in India apart from Tamil Nadu's pay scale. Revision history from the Assembly reply: 8,140 to 11,429 (2018), 11,811 (2019), 12,661 (2021), 14,000 (Nov 2023), 14,750 (Aug 2024). No further revision traced in 2025 or 2026.
Himachal Pradesh	North	4,500	5,000 (main); 2,950 (mini)	11,500	6,800	Cabinet decision of 10 October 2026; effective date not stated	Himachal Pradesh Cabinet decision of 10 October 2026	Open source	Raised from 10,500 and 5,800. The decision is one day old at the date of this research. Several reports give an effective date of 1 April 2026, but that attaches to other items in the same cabinet decision. Confirm against himachalpr.gov.in.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Jammu and Kashmir	North	4,500	600	5,100 ( )	2,550 ( )	Not verified	The figure comes from a Lok Sabha reply reported in July 2026	Open source	Among the lowest top-ups in India, so workers receive close to the bare central rate. The February 2024 annexure gives the helper top-up as 340 against 300 in later sources. The UT has said it will take enhancement up with the Centre rather than fund a larger top-up itself.
Jharkhand	East	4,500	5,000 (main); 6,000 (mini)	9,500	4,750	24 August 2022; no revision traced since	Jharkhand Cabinet decision of 24 August 2022	Open source	The clearest case of honorarium stagnation in the dataset. Unions report no increase for five years and delayed payment of the central share. Mini centres are paid at the same rate as main centres, which is unusual.
Karnataka	South	4,500	6,500	Not verified; reported about 11,000 to 11,500 across service tiers	Not verified; reported about 6,250 to 6,750	2025-26 budget increase of Rs 1,000 (worker) and Rs 750 (helper); effective date not published	Karnataka Budget 2025-26, Clause 159, per secondary reporting; no G.O. traced	Open source	Do not publish a Karnataka total without another pass. The official DWCD page still shows 2022 figures and the department's orders pages could not be retrieved. A further Rs 1,000 increase was promised as of November 2025.
Kerala	South	4,500	8,000 (5 years); 8,500 (10 years)	15,500 (under 10 years); 16,000 (over 10 years)	11,000 (under 10 years); 11,500 (over 10 years)	1 June 2026	G.O. (Rt) No. 8/2026/ WCDD dated 19 May 2026, file WCD-B2/155/2026-WCD, Women and Child Development (B) Department	Open source	Highest honorarium in India. Unique three-way split between the central share, the state share and a Local Self Government Department share. Revised twice in seven months; the preceding order is G.O. (Rt) No. 16/2025/WCDD of 4 November 2025. The Rs 2,000 Kerala figure in the February 2024 PIB annexure is badly out of date.
Ladakh	North	4,500	1,300	5,800	2,900	1 April 2022; order issued 5 April 2022	Order of the Social and Tribal Welfare Department, UT Administration of Ladakh, 5 April 2022	Open source	The best documented jurisdiction in the dataset: official source, stated effective date, stated central and UT split, corroborated in 2024 and again in 2026. Top-up doubled from 600 and 300. Covers 1,127 workers and 1,120 helpers.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Lakshadweep	South	4,500	5,500	Not verified	Not verified	Not verified	No order traced	Open source	The UT's own Social Welfare department page does not mention ICDS, Anganwadi workers or honoraria at all. With only 71 Anganwadi centres, published documentation is sparse and an RTI may be the only route.
Madhya Pradesh	Central	4,500	8,500 (main); 3,750 (mini)	13,000	6,500	1 July 2023	Order 1665/03/11/2023, Deputy Secretary, Women and Child Development Department	Open source	The 2023 order provided for annual increments of Rs 1,000 for workers and Rs 500 for helpers and mini workers. The February 2026 Lok Sabha reply still shows an 8,500 top-up, so whether increments are being paid is an open question that matters if the paper comments on indexation. Jabalpur High Court has ordered 48 months of arrears.
Maharashtra	West	4,500	5,500 to 6,000 by service band (annexure figure predates the revision)	13,000, plus a service increment of 0 per cent up to 10 years, 3 per cent 11-20, 4 per cent 21-30 and 5 per cent beyond 30	7,500, plus the same service increments	1 October 2024	Government Resolution No. ABAVI-2024/ Pr.Kr.131/Ka-6 dated 4 October 2024, Women and Child Development Department	Open source	Press reports of Rs 15,000 and Rs 8,000 appear to bundle a separate performance gated incentive allowance created by the same Resolution (Rs 1,600 to 2,000 for workers and Rs 800 to 1,000 for helpers, paid on an 80 to 100 per cent performance score). That incentive is conditional and should not be presented as guaranteed honorarium.
Manipur	North East	4,500	1,000	5,500 ( )	2,850 ( )	Not verified	No state order traced	Open source	A March 2025 Rajya Sabha reply is reported to show 3,000, a tripling that could not be verified at source. Given administrative disruption through 2023 to 2025, treat any 2025 figure with caution.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Meghalaya	North East	4,500	3,000 (main); 1,500 (mini)	7,500 ( )	3,250 ( )	1 October 2022 for the preceding enhancement	Chief Minister's announcement at a state convention of frontline workers, December 2022	Open source	The least stable state in the dataset: three official sources give three different figures. The top-up doubled from 1,500 to 3,000 between the February and July 2024 annexures with no explanation, and a March 2025 reply reportedly reverts to 2,000. Do not publish without state-sourced confirmation.
Mizoram	North East	4,500	450	4,950 ( )	2,500 ( )	Not verified	No state order traced	Open source	The lowest top-up of any state or UT that pays one at all, and a useful contrast case: a state that nominally tops up but at a token level. The February 2024 annexure gave the helper top-up as 500, above the worker's, which was probably an error and was corrected to 250.
Nagaland	North East	4,500	0	4,500 (central honorarium only)	2,250 (central honorarium only)	1 October 2018, being the central revision; no state revision has ever occurred	Not applicable. The absence of a state order is itself the finding	Open source	The only state or Union Territory in India paying no additional honorarium whatsoever. Workers were reportedly unpaid from August 2025, with only about half of Kohima district's 875 workers paid through July, so the amount actually received has at times fallen below even the central rate.
Odisha	East	4,500	3,000 (main); 1,875 (mini)	10,000	5,000; one 2026 advertisement says 5,500	October 2023, applied retrospectively; announced 29 February 2024, arrears credited March 2024	Chief Minister's Office statement of 29 February 2024	Open source	Current official recruitment advertisements independently state Rs 10,000, which is why this is well corroborated despite the absence of a G.O. The reported top-up of Rs 3,000 cannot be reconciled with a Rs 10,000 total and is the clearest illustration of the two-series problem. The Ama Kalika creche cadre appears to be separate from the Anganwadi cadre and was not verified.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Puducherry	Union Territory	4,500	1,950	6,000	4,000	Rate in force on 30 September 2025; date of effect not stated	Notification No. 195/DWCD/ICDS Cell/2025-26 dated 30 September 2025, Department of Women and Child Development	Open source	Contrary to expectation, Puducherry is among the lowest payers in the south, despite bordering Tamil Nadu, which pays pay scales. The reported top-up does not reconcile with the total. Because the source is a recruitment notification, there is a small risk these are entry rates for new engagements rather than the rate for serving staff.
Punjab	North	4,500	5,000, plus a Rs 500 annual increment	9,500 as notified in January 2022; current status not verified	5,100 (January 2022)	January 2022	SSWCD notification reported but not traced	Open source	The 2022 notification provided for annual increments of Rs 500 from 1 January 2023. Whether these have been applied is unverified and the figure has deliberately not been extrapolated. The state has repeatedly released lump sums to clear honorarium arrears, and the High Court has asked it to consider paying interest on delayed honorarium.
Rajasthan	West	4,500	4,554	10,489 (non-matriculate) rising to 10,635 (matriculate with 10 years)	6,291	1 April 2026, a 10 per cent increase applied to the state share only	2026 order number not traced. The preceding order is F 2( ) Budget / Honorarium increase / ICDS / 21 / 64671 dated 30 April 2021	Open source	Qualification and experience differentiated. One source lists non-matriculate with 5 years at Rs 15,523, which is out of sequence with the surrounding figures and is almost certainly a typographical error. Do not cite it.
Sikkim	North East	4,500	7,000	11,500 ( )	6,750 ( )	Not verified; falls between the February and July 2024 annexures	No state order traced. See also the Cabinet decision of 20 February 2024 in the Minimum wages sheet	Open source	The top-up tripled from 2,225 to 7,000 between the two 2024 annexures and has been consistently reported since, so it is very likely a real revision rather than a data error. Sikkim's top-up alone exceeds the entire central honorarium.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Tamil Nadu	South	4,500	10,502	Regular time scale of pay, Rs 7,700 to 24,200, plus dearness, house rent, city compensatory, medical, hill and winter allowances and an annual increment	Time scale Rs 4,100 to 12,500, plus the same allowances	Not verified; attributed to the 7th Pay Commission revision	Pay fixation G.O. not traced; the scales are stated on the official ICDS Tamil Nadu site	Open source	The single most important comparator in the dataset. Tamil Nadu does not pay an honorarium: it pays a regular time scale with annual increments and the standard allowance package, across 54,439 centres. A single monthly total cannot be stated because it depends on position in the scale and the dearness allowance rate. Also provides a retirement lump sum of Rs 1,00,000 for workers and Rs 50,000 for helpers and a special pension of Rs 2,000, both from 1 October 2017.
Telangana	South	4,500	9,150	13,650	7,800	1 July 2021	G.O.Ms.No.47 (2021), Department for Women, Children, Disabled and Senior Citizens, a 30 per cent Pay Revision Commission linked enhancement	Open source	Figures corroborated by two independent routes: the annexure arithmetic reconciles exactly, and a transcription of the G.O. agrees. The G.O. PDF itself could not be opened. The honorarium is indexed to Pay Revision Commission cycles, making Telangana a hybrid between honorarium and pay scale. A long running gratuity dispute is consistent with non-regularised status.
Tripura	North East	4,500	3,500 (minimum) to 5,946 (maximum)	8,000 to 10,446 ( )	5,000 to 6,468 ( )	Not verified	No state order traced	Open source	Graded by qualification and length of service. The floor rose sharply between the February and July 2024 annexures, from 150 to 3,500 for workers, which looks like a genuine policy change for junior staff but is unexplained in either document. Tripura pays the highest top-up in the north east at the top of its band.

State / UT	Region	Central share, AWW (Rs/ month)	State additional honorarium, AWW (Rs/month), as reported to Lok Sabha 26.07.2024	Total honorarium, Anganwadi Worker (Rs/ month)	Total honorarium, Anganwadi Helper (Rs/ month)	Effective date of current rate	Governing order / decision	Source link	Notes
Uttar Pradesh	North	4,500	1,500 (annexure figure predates the revision)	12,000, of which Rs 2,500 is variable or performance linked	6,000, of which Rs 1,250 is variable or performance linked	September 2026, first paid with the October 2026 payment	Shasanadesh of 8 September 2026, Women Welfare and Child Development Department, signed by Additional Chief Secretary Leena Johri; no order number traced	Open source	Raised from 8,000 and 4,000. Because Rs 2,500 of the worker's figure is performance linked, Rs 12,000 is a ceiling rather than a guaranteed floor, and the paper should say so if the figure is used. The package also includes Rs 5 lakh cashless health cover and smartphones.
Uttarakhand	North	4,500	4,800 (AWW); 2,750 (mini AWW)	Not verified; sources give 9,300 and 9,600	Not verified; 5,200 to 6,250 reported	November 2021 for the last notified revision	No shasanadesh traced	Open source	Treat as a flagged gap rather than publishing a figure. A further increase of Rs 140 per day was approved by the Chief Minister in May 2026, but as of September 2026 the Minister was still saying it would go to cabinet soon. Note that several Hindi sources on this topic concern Uttar Pradesh, not Uttarakhand; do not conflate the two.
West Bengal	East	4,500	3,750 (annexure figure predates the revision)	14,000, being a state share of 9,500 plus the central 4,500	11,800, being a state share of 9,550 plus the central 2,250	1 August 2026; notification issued 9 July 2026	Notification of 9 July 2026, Department of Women and Child Development and Social Welfare; no memo number traced	Open source	The helper to worker ratio of 0.84 is far above any other state, and the same anomaly appears in the 2024 Parliament annexure, where the helper top-up exceeded the worker's. Its consistency across two years suggests it is real, and it deserves a sentence of its own if cited. Previous revision 1 April 2024 (9,000 and 6,500).

Annexure 2

Key Features of Childcare Skilling Models in India

Model	Organisation / programme	Trainees	Training design and delivery	Certification and recognition	Cost and financing	Links to employment	Reported scale
Public sector	Savitribai Phule National Institute of Women and Child Development (formerly NIPCCD)	State Level Master Trainers (CDPOs, supervisors and additional resource persons); instructors of state training centres.	Training of trainers and functionaries through its headquarters and regional centres;	In-service training; no NSQF-aligned credential identified in sources reviewed	Publicly funded; free to functionaries	Training for functionaries already employed in the public system	450500 physical and online training programmes a year
Public sector	Anganwadi Training Centres and Middle Level Training Centres	Anganwadi workers and helpers (Anganwadi Training Centres); Supervisors (Middle Level Training Centres)	Job and refresher training run by State Governments, with a curriculum developed in consultation with the institute's faculty; for example, 26 working days of job training and five working days of refresher training in the Andaman and Nicobar Islands	In-service training; no NSQF-aligned credential identified in sources reviewed	Publicly funded; run by State Governments; cost to workers not specified in sources reviewed	Training for newly recruited and serving Anganwadi workers and helpers	496 Anganwadi Training Centres operational in 2013
Public sector	Poshan Bhi Padhai Bhi (the institute with State Governments)	State Level Master Trainers; Anganwadi workers	Two-tier model: master trainers trained for two days in a hybrid format in batches of 40; Anganwadi workers trained in batches of 100 through a three-day (18-hour) first round and a two-day second round, at venues such as Panchayat Bhawans, government schools and District Institutes of Education and Training (DIETs); content covers Navchetana, Aadharshila, play-based ECCE and the management of malnutrition; technology-based registration and pre- and post-training assessment	Record of training; no certificate for workers identified in sources reviewed	₹476.05 crore sanctioned for 2023–24 to 2025–26; ₹2.90 lakh per master-trainer batch of 40, and ₹1.85 lakh and ₹1.35 lakh per first- and second-round batch of 100 Anganwadi workers; free to workers	No link between training and honoraria identified in sources reviewed	41,645 master trainers and 10,58,317 Anganwadi workers trained in the first round by March 2026, against a design of close to 40,000 master trainers and over 13 lakh Anganwadi workers

Model	Organisation / programme	Trainees	Training design and delivery	Certification and recognition	Cost and financing	Links to employment	Reported scale
Public–civil society partnership	Kudumbashree K4 Care (Kerala State Poverty Eradication Mission)	Women aged 25 to 40 who are Kudumbashree members, family members or members of auxiliary groups, and have passed Class 10	One-month certified course in the care of older persons, bedridden patients, persons with disabilities, newborns and post-natal care; the first phase was delivered with a private training academy, and the 2025 phase with the National Institute of Physical Medicine and Rehabilitation	Certified course; NSQF alignment not specified in sources reviewed	Not specified in sources reviewed	Services booked through a state-wide call centre by the hour, day or month; employment opportunities in India and abroad	
Public–civil society partnership	Healthcare Sector Skill Council Early Child Development Services qualifications, developed with UNDP and delivered by training partners including Mobile Creches		Three NSQF-aligned qualifications: Child Health Worker (Level 3, 270 hours including 90 hours of on-the-job training), Associate cum Coordinator (Level 4.5, 450 hours including 90 hours of on-the-job training) and Carepreneur (Level 5.5, 540 hours including 180 hours of on-the-job training); training partners require a mock childcare centre of at least 600 square feet and Council-certified trainers and linkage with childcare facilities for OJT and placement	NSQF-aligned qualifications; training centres accredited and affiliated with the Council (HSSC) on Skill India Digital Hub (SIDH); independent assessment by an NCVET accredited assessment agency engaged by the Council	Could be delievered in various models: Fresh Skilling, RPL and Apprenticeship. Included in PMKVY (MSDE funded scheme). Also adaptable to self-paid model or industry-funded model		
Civil society organisation	TiTLi ECCE Institute (Ranchi, Jharkhand)		Early Years Programme (Preschool and Daycare Facilitator, Training of Trainers, Recognition of Prior Learning); Sanghrakshini: seven-day residential training for Anganwadi workers and helpers, and four-day ECCE and IT training for supervisors and CDPOs	Preschool and Daycare Facilitator programme approved by MSDE through MEPSC	Not specified in sources reviewed	States that the programme guarantees employment at a pre-school or day care near the trainee's home (self-reported)	More than 5,000 Anganwadi workers and 6,500 teachers and parents trained (self-reported)
Private sector	KLAY's Institute of Early Childhood Education and Development (IECED) with CENTA		12-week online programme: five weeks of theory and seven weeks of practical exposure and CENTA certification, through live sessions on Zoom and Microsoft Teams				More than 4,000 teachers trained by IECED since 2018 (as of November 2021)

Source: Compiled by the authors from the sources cited in the table and the field visit to the Mobile Creches training centre, Uttam Nagar, Delhi, 3 September 2026.

Annexure 3

Mobile Creches Training Centre, Uttam Nagar

Case Study	Skilling women for the care economy: Pragyan of Mobile Creches training centre, Uttam Nagar (Mobile Creches, field visit 3 September 2026)
City	Delhi. The centre is located in Uttam Nagar (East), West Delhi.
Year	2026. The centre has been operational for about two months
Project overview	• The centre delivers two nationally recognised qualifications: Child Health Worker (NSQF Level 3) and Carepreneur, ECD Services (NSQF Level 5.5). • The centre was set up as per the guidelines of the National Skill Development Corporation. The project is funded by UNDP and routed to Mobile Creches through the Healthcare Sector Skill Council. • The Healthcare Sector Skill Council is piloting three qualifications. Mobile Creches is running two of them. The third, a coordinator qualification, is being piloted by another organisation in Chennai. • Staff described this as the first pilot in India for these qualifications, and said the model is still being tested and refined. • The current batch is the first. It runs Monday to Saturday, 9.00 am to 5.30 pm, and 16 training days had been completed at the time of the visit.
Partnership with the Healthcare Sector Skill Council	• UNDP has developed three NSQF-aligned Early Child Development Services qualifications in partnership with the Healthcare Sector Skill Council, and training is under way for 125 women in Chennai and Delhi.109 • The Council sets the qualification standards, certifies the trainers and engages an independent agency to assess trainees. Mobile Creches, as the training partner, mobilises trainees, delivers the training and arranges on-the-job training in childcare centres.54 • Training partners must have a mock childcare centre of at least 600 square feet, Council-certified trainers and tie-ups with at least five employers for on-the-job training and placement.40
Key features of the intervention:	
Course structure and certification	• The Child Health Worker course runs for 34 training days, followed by one day of assessment, making 35 days in total, with 270 hours of training. • The Carepreneur course runs for 68 training days, followed by one day of assessment, making 69 days in total, with 540 hours of training. • Class 10 is the entry qualification for the Child Health Worker course. • Both courses include on-the-job training. Trainees are placed at Mobile Creches childcare centres or nearby preschools, where they observe how children are cared for, including safety and nutrition practices. • Assessment is carried out by an independent agency engaged by the Healthcare Sector Skill Council, not by the training provider. • The centre works to a target of 25 trainees per class.

Adapting an existing in-house training model	• Mobile Creches already trains its own care workers through a staggered model. Workers receive 12 days of pre-service training, are then placed on the job, and return for four days of training every month for the following eight months. • That adds up to 36 days of training, after which a care worker is treated as fully qualified. Refresher training is provided later if a worker needs it. • Staff explained that the in-house model is deliberately spread out because care workers need hands-on practice between training inputs, and described the incremental training as the most important part. • For this pilot, the same content has been compressed into a continuous course of 35 days for Child Health Worker and 70 days for Carepreneur.
Trainers and training of trainers	• Mobile Creches has around 35 trainers. The programme targets female trainers only, and 24 of its women trainers were certified for it. • Trainers were certified on all three qualifications through a 10-day training conducted by the Healthcare Sector Skill Council, delivered primarily online, with two days of assessment.
Infrastructure and practical training	• The Centre has two training halls, a library, 2 bathrooms, 1 Pantry and one counselling cum entrepreneurship cell and an open area on first floor. A Sector Lab along with model childcare centre, 2 bathrooms and one Pantry on third floor. • A sector lab on the upper floor is set up as a model childcare centre and is used for activity-based learning, so that practical sessions are conducted in a working childcare environment rather than a classroom.
Reaching and retaining women trainees	• Candidates are mobilised by the organisation's own community engagement team. Mobilisation for the first batch took around two months. • Trainees come from across Delhi, though most are from the surrounding area. • No fee is charged to trainees for the training. • A transport allowance is paid on an actual basis, covering metro and rickshaw fares, and calculated against attendance. Staff said this was introduced so that travel cost does not become a burden or a reason to drop out. • Trainees put in an eight-hour day at the centre, with a minimum of two hours of travel on top. • Several trainees had to persuade husbands and in-laws before they could enrol. Staff said that explaining what the training leads to in earnings terms was one of the arguments that worked. • Illness and the resulting absences were described as the main obstacle to completion. Staff said trainees themselves regret missing sessions once they see photographs and videos of what was covered.
How mobilisation works	• Candidates are mobilised by a separate community engagement department, rather than by the training team, and mobilisation for the first batch took around two months. • Mobilisation involves families as well as trainees. Staff noted that money is a deciding factor, so explaining the pay that the training can lead to helps convince husbands and in-laws. • Evidence from a randomised evaluation in Delhi shows that completion of vocational training by women from low-income households falls with distance to the centre and rises with support at home, which is why mobilising from the surrounding area and reimbursing travel matter.
Cost of training	• Training is free to trainees. The pilot is funded by UNDP, with funds routed to Mobile Creches through the Healthcare Sector Skill Council. • Staff estimated the cost of training at around ₹200 per trainee per day, or roughly ₹7,000 for the Child Health Worker course and ₹14,000 for the Carepreneur course, in addition to transport reimbursed at actual cost. • For trainees, the main cost is their time: an eight-hour day at the centre, six days a week, with at least two hours of travel.

Placement and wages	• Mobile Creches is not yet quoting a salary figure to trainees. It is benchmarking against state minimum wage standards and against what its own centres and partner organisations pay, in order to arrive at a standard.54 • The organisation is exploring the placement of trained child health workers with employers.54 • Placement is therefore the least developed part of the model so far, and the wage standard that emerges will largely determine the value of the qualification for women.
Sustainability	• Staff described the centre as the first pilot of these qualifications in India, and said the organisation is documenting evidence from the pilot before deciding how to scale.54 • For the future, the organisation is considering on-demand training, but no fee or financing model had been settled at the time of the visit.54 • The UNDP project that funds the pilot runs until December 2027, so the centre's continuity will depend on whether public skilling schemes, employers or state programmes finance the qualifications once donor funding ends.
What is working well	• Practical training takes place in asector lab as a model childcare centre, and on-the-job training takes place in the organisation's own childcare centres, so that trainees learn in working childcare settings. • All trainers on the programme are women certified by the Council, and assessment is carried out by an independent agency rather than by the trainers. • The centre is designed around women's constraints: training is free, travel is reimbursed, mobilisation works through trusted community relationships, and the centre is considering childcare for trainees' own children
Challenges	• Illness and the resulting absences were described as the main obstacle to completion, and many trainees have young children of their own; a caregiver for trainees' children has not been introduced during the pilot.54 • The organisation's staggered in-house model, which staff consider most effective because workers practise between training inputs, has been compressed into a continuous course for the pilot. • The pilot trains 25 women per class, depends entirely on donor funding and has not yet established a wage standard or a placement record.
Early results and next steps	• Trainees have told staff that they see childcare as a profession they can pursue, and that the training is an opportunity they did not have earlier, in several cases because of early marriage. • Mobile Creches is not yet quoting a salary figure to trainees. It is benchmarking against state minimum wage standards and against what its own centres and partner organisations pay, in order to arrive at a standard. • Staff said the organisation is documenting evidence from the pilot to understand the challenges before deciding how to scale the model.
What the model means for the skilling ecosystem	• Mobile Creches, which began in 1969 and has long trained the workers who staff its own centres, is now training women for the wider childcare labour market. • The model separates training from assessment and uses working childcare centres for on-the-job training, two features that India's childcare skilling ecosystem largely lacks. • It shows how the expertise of experienced civil society organisations can be placed within the national qualification architecture, rather than remaining organisation-specific.
Relevance	• The centre offers a working example of how an established childcare organisation can convert its internal training into a nationally certified qualification that women can carry into the wider labour market. • It also shows the practical measures needed to make skilling accessible to women with young children: free training, transport paid at actual cost, a working childcare environment for practice, and negotiation with families at the point of enrolment.

Voices from the field	• "This is a very good opportunity for us. We got it. It is out of the box." • "During our time, we were married early. We did not get such a good opportunity. Now you are giving us an opportunity, and we have to do something with it." • "Childcare can also be a profession." • Testimonials from trainees as relayed by Mobile Creches staff during the field visit; lightly edited for clarity.54

Annexure 4

TiTLi Case Study

Case Study	TiTLi ECCE Institute: skilling women as early childhood professionals
Location	Jharkhand, with district partnerships in West Singhbhum, Bokaro, Palamu, Koderma and Ramgarh, and in Kurnool, Gadchiroli and Deoria
Year	Established in 2015; its programme journey began in Ranchi, Jharkhand, in 2016
Model	Pure civil society
Overview	• TiTLi (Together in Transforming Learning in India) trains women to become early childhood educators and caregivers in rural and urban areas. • It aims to skill 20 lakh women as early childhood professionals by 2035.
Key features of the intervention:	
Early Years Programme	• TiTLi's Preschool and Daycare Facilitator programme, approved by the Ministry of Skill Development and Entrepreneurship through MEPSC, was recognised by the National Council of Educational Research and Training (NCERT) in 2017 and is aligned with the National Education Policy, 2020. • The programme provides a structured pathway for women seeking to work as preschool and daycare facilitators. • TiTLi also offers a Training of Trainers programme for trainers of preschool teachers and daycare facilitators. • Its Recognition of Prior Learning programme credits the prior experience of early childhood educators, providing a pathway to formal recognition of existing skills.
Sanghrakshini: Anganwadi capacity building	• Develops pedagogical skills for child-centred learning. • Provides residential, ECCE, IT and master-trainer training. • Combines training with field supervision and assessments. • Provides regular centre visits, monitoring and feedback. • Promotes learning centres, storytelling and locally available materials.
Partnerships	• TiTLi works through partnerships with government departments and district administrations to strengthen the existing Anganwadi system. • In West Singhbhum, the District Social Welfare Department and District Administration, Chaibasa partnered with TiTLi for the intervention. • TiTLi also has an academic and certification partnership with the Tata Institute of Social Sciences (TISS). • Other reported partners include Nand Ghar, the Nuclear Power Corporation of India Limited (NPCIL), UN Women, Seedstars and NSDC, alongside government district partnerships.

Reported reach	• The West Singhbhum intervention covered 843 Anganwadi Centres. • The intervention aimed to improve children's learning outcomes and school readiness. • More than 5,000 Anganwadi workers have been trained through TiTLi's wider work. • TiTLi has trained more than 6,500 teachers and parents and reached more than 1,00,000 children through trained educators.
Relevance for India	• Combines women's skill pathways with capacity building of the public Anganwadi workforce. • Highlights the value of training, practical resources and continued handholding. • Embeds workforce capacity building within the existing Anganwadi system. • Uses Recognition of Prior Learning and Training of Trainers alongside formal training.
Source	TiTLi ECCE Institute, https://www.titli.co (accessed September 2026). Figures are as reported by the organisation.

Annexure 5

Healthcare and Home Care Qualifications under HSSC, by NSQF Level and Training Hours

Healthcare and Home Care Qualifications under HSSC, by Care Domain and NSQF Level			
NSQF level	Qualification	QP code	Total notional hours
Patient care and home care			
3	General Duty Aide Revised version of HSS/Q5101, 2026	HSS/Q5101 (v4.0)	600
3	General Duty Assistant	HSS/Q5101 (v3)	900
3	Home Health Aide	HSS/Q5102	900
3	Home Health Aide Trainee	HSS/Q5106	420
3	Frontline Health Caregiving Assistant Electives: home care, general hospital care, critical hospital care	HSS/Q5108	570 with all three electives
3	Multi Skilled Health Assistant	HSS/Q5109	510
3.5	General Duty Assistant-Advanced Electives: maternal and newborn care, critical care, dialysis, parturition	HSS/Q5103	1,170 (810 core plus 90 per elective)
4	General Duty Assistant Trainee	HSS/Q5107	420
4	Frontline Health Caregiving Associate Electives: emergency care, sample collection, medical equipment care	HSS/Q2306	750
Eldercare, dementia and palliative care			
4	Geriatric Care Assistant	HSS/Q6001	1,470
4	Geriatric Caregiver (Institutional and Home Care)	HSS/Q6002	480
4	Palliative Care Assistant	HSS/Q6003	480
4	Alzheimer and Dementia Care Fundamentals Upskilling unit	HSS/N6017	120

Healthcare and Home Care Qualifications under HSSC, by Care Domain and NSQF Level			
NSQF level	Qualification	QP code	Total notional hours
4	Vriddha Swasthya Sahayak Upskilling unit in eldercare based on Ayurveda and Yoga	HSS/N3804	60
Maternal, newborn and early childhood care			
3	Garbhini Mitra Assists Ayurveda maternal care experts from pre-conception to post-natal care	HSS/Q3801	360
3	Child Health Worker (Early Child Development Services)	HSS/Q8901	270
4.5	Associate cum Coordinator (Early Child Development Services)	HSS/Q8902	450
5.5	Carepreneur (Early Child Development Services)	HSS/Q8903	540
Emergency and pre-hospital care			
3.5	Emergency Care Assistant	HSS/Q2307	1,200
4	Emergency Medical Technician (Basic)	HSS/Q2301	450
4	Pre Hospital Trauma Assistant	HSS/Q2305	1,500
Clinical support, nutrition and counselling			
3	Dietetic Aide	HSS/Q5201	900
3	Dresser (Medical)	HSS/Q3004	900
4	Phlebotomist	HSS/Q0501	900
4	Diabetes Assistant	HSS/Q8703	1,470
4	Telehealth Services Coordinator	HSS/Q5801	960
5	Health and Wellness Coach	HSS/Q8401	540
6	Transplant Coordinator	HSS/Q8704	780
6	Genetic Counselor	HSS/Q8705	1,500
Patient relations and care coordination			
3	Pradhan Mantri Arogya Mitra	HSS/Q6105	45
4	Hospital Front Desk Coordinator	HSS/Q6101	900
5	Patient Relations Associate	HSS/Q6102	540
5.5	Deputy Duty Manager (Patient Relation Services)	HSS/Q6103	900
6	Duty Manager (Patient Relation Services)	HSS/Q6104	900
Short courses and micro-credentials for care workers			
2.5	First Aid Care	HSS/MCr-0003	15
3	Basic Infection Control at Healthcare Setup	HSS/MCr-0001	15
4	Basic Cardio Pulmonary Life Support	HSS/MCr-0004	7.5
6	Advanced Cardiopulmonary Life Support	HSS/MCr-0007	15

Source: Healthcare Sector Skill Council (HSSC), Approved Qualifications, accessed October 2026; National Qualification Register (NQR) qualification files. Note: The table covers 38 of the 101 qualifications HSSC list.

Annexure 6

Roadmap: Actions by Actors

Recommendation	Central Government	State Governments	Sector Skill Councils	Private sector and civil society
1. Strengthen institutional leadership and coordination in childcare skilling	MSDE and NSDC can strengthen coordination across institutions responsible for childcare skilling, including qualification development, training delivery, certification and employment pathways.	MWCD can provide policy direction on childcare services, workforce requirements and quality standards, while NCVET can support alignment across qualification, assessment and certification systems. State WCD departments and skill development missions can align state-level skilling initiatives with childcare service delivery and workforce deployment.	Sector Skill Councils, including HMCGSSC, MEPSC and HSSC, can contribute their existing qualifications, occupational standards and industry linkages to a more coordinated approach.	Private childcare operators and civil society organisations can provide inputs on recruitment needs and job roles to help define the occupational scope of the childcare component.
2. Develop a unified childcare competency framework from care worker to supervisor, manager and carepreneur, with specialisations	MSDE can require that childcare qualifications submitted for NSQF approval be referenced to the framework, and NSDC can commission and fund its development	State WCD departments can map the framework onto their Anganwadi worker, helper, supervisor and CDPO cadre descriptions, and rewrite the curricula of Anganwadi Training Centres and Middle Level Training Centres against the same competencies	The Council can write the competency statements for each level and separate those common to all care work from those specific to childcare, using HMCGSSC's Level 3 to Level 6 eldercare ladder as the structural reference	Private operators and civil society providers can supply the task descriptions from their own centres and the content of specialisations such as infant and toddler care and disability-inclusive care
3. Develop and roll out NSQF-aligned qualification packs across the career ladder	NCVET can approve the new qualifications and enter them on the National Qualifications Register, and credits can be assigned under the National Credit Framework at 30 notional learning hours to one credit	State skill development missions can notify the packs for delivery through PMKVY-affiliated centres, and state WCD departments can specify in Palna and state crèche guidelines which pack applies to which post	The Council can draft the qualification files, covering learning outcomes, notional hours, entry requirements and progression, for the supervisory, managerial and specialised roles missing above Level 4, writing entry rules that count the qualification below plus work experience	Private and civil society training institutes can run the first batches against the new packs and report completion and placement data to the Council before national rollout

Recommendation	Central Government	State Governments	Sector Skill Councils	Private sector and civil society
4. Introduce Recognition of Prior Learning pathways for Anganwadi and crèche workers	MWCD can nominate the Anganwadi and crèche workforce as an RPL cohort, NSDC can adapt the PMKVY 4.0 methodology of 30 to 132 hours of bridging training plus certification to childcare standards, and the Savitribai Phule National Institute can host the pilot	State WCD departments can draw cohort lists from the Poshan Tracker, release workers for assessment without loss of honorarium, and make Anganwadi Training Centres available as assessment venues	The Council can issue the pre-assessment tool mapped to the National Occupational Standards, set the content of the gap training that follows it, and award the certificate on the independent assessor's result	Recognised institutes such as TiTLi can carry out portfolio screening and bridging training, and NCVET-recognised assessment agencies can conduct the final assessment
5. Establish a certification and accreditation mechanism for childcare	NCVET can recognise the Council as an awarding body and recognise the assessment agencies it engages, bringing childcare provider accreditation within the national quality assurance framework	States can make accreditation a condition of empanelment for any centre training Anganwadi or Palna workers, and can withdraw state funding from providers that fail inspection	The Council can set the childcare provider standard, covering a mock childcare centre, Council-certified trainers, minimum on-the-job training hours and employer tie-ups, and can engage assessment agencies independent of the trainers, as the HSSC pilot already does	Training providers can meet those conditions and submit to periodic inspection, and employers can state which credentials they will recognise at the point of hiring
6. Establish a national registry of childcare workers and training providers	MWCD can designate the body that holds the registry and NSDC can host it on Skill India Digital Hub infrastructure, drawing records from e-Shram and the Poshan Tracker, connecting it to NITI Aayog's proposed National Caregiver Registry, and setting data ownership, access and consent rules under the Digital Personal Data Protection Act, 2023	States can push Anganwadi, Palna and state crèche worker records and provider lists into the registry from their own systems, and make registration a condition of appointment in publicly funded services	The Council can supply the qualification and assessment records that populate each worker's entry, so that an entry shows a verified credential rather than a self-declared skill	An organisation with long experience of the childcare workforce, such as Mobile Creches, can administer the registry, and private and civil society providers can register their centres and submit police verification records for their workers

Recommendation	Central Government	State Governments	Sector Skill Councils	Private sector and civil society
7. Introduce childcare courses in ITIs upgraded under PM-SETU and an apprenticeship track under NAPS	DGT can add childcare to the trades approved for upgraded ITIs, building on the existing one-year Early Childhood Educator trade, and MSDE can designate childcare under NAPS so that employers can claim reimbursement of 25% of the stipend up to ₹1,500 a month	State directorates of training can select childcare among the roughly four new courses each PM-SETU hub ITI introduces, and can broker apprenticeship placements with Anganwadi-cum-Crèches and private centres in the district	-	Childcare employers and their associations, sitting as Anchor Industry Partners in the ITI special purpose vehicles, can propose the course, host apprentices and pay the stipend
8. Strengthen public and civil society partnerships for childcare skilling delivery	MSDE and NSDC can empanel experienced civil society organisations as training partners for childcare qualifications, and MWCD can fund partnership pilots under Mission Shakti and Mission Saksham Anganwadi and Poshan 2.0	State WCD departments can contract civil society organisations to deliver induction and refresher training for Anganwadi and crèche workers alongside Anganwadi Training Centres, and can fund peer-mentoring pilots led by experienced Anganwadi workers	The Council can accredit these organisations against the training-partner standard and certify their trainers, as HSSC has done with Mobile Creches	Civil society organisations can deliver the training and provide the mock childcare centres used for practical sessions, and CSR and multilateral funders can cover the transport and childcare costs that determine whether women complete
9. Conduct a national skill gap assessment for the childcare workforce	MSDE and NSDC can commission the assessment with childcare as a named segment, and MWCD can supply sanctioned and filled post counts for Anganwadi Centres and Palna Anganwadi-cum-Crèches	State WCD departments can report district-level vacancies, attrition and training backlogs against Anganwadi and crèche posts, and state skill missions can report childcare enrolment in state-funded courses	-	Private chains and civil society providers can report headcount, job roles and recruitment difficulty for the private childcare workforce, for which no official estimate exists

Recommendation	Central Government	State Governments	Sector Skill Councils	Private sector and civil society
10. Incentivise private skill training institutes to introduce childcare training modules	MSDE can design the incentive, whether curriculum development grants, training subsidies or placement-linked payments, and set eligibility so that outcome-linked payments do not push providers towards easier-to-serve trainees	State skill development missions can add childcare courses to their approved course lists and fund seats for women from marginalised groups	-	Private institutes can add NSQF-aligned childcare modules to their catalogues, and childcare employers can host the practical component and commit to placement
11. Build international partnerships for joint certification and accreditation of childcare training	MSDE, NSDC, DGT and MEA can add childcare to the occupations covered by government-to-government and business-to-business mobility agreements, as nursing care already is under the India-Japan Memorandum of Cooperation on Specified Skilled Workers, and can negotiate mutual recognition of the childcare qualification	State skill development missions can align state-funded childcare training to the destination-country standards covered by those agreements	-	Indian training institutes can co-create modules with partner-country institutes and seek joint accreditation for them
12. Link childcare qualifications and specialisations to pay and professional recognition	MWCD can recognise Anganwadi workers as early childhood development professionals within Mission Saksham Anganwadi and Poshan 2.0, and can link the Centre's share of the honorarium to certification level	States can revise their honorarium top-ups so that a certified worker is paid above an uncertified one, and can define separate pay bands for crèche worker, supervisor and centre manager posts under Palna and state crèche schemes	The Council can publish indicative wage bands against each NSQF level, as the national strategy for the care economy proposed for care services	Private operators and civil society employers can adopt those bands in their own pay scales and recognise specialisations such as nutrition and early learning in progression

Annexure 7

Childcare Skilling Institutions and Qualifications in India

Sector Skill Councils and Their Childcare Qualification Packs	
Sector Skill Council	Childcare qualification packs (NSQF level)
Home Management and Care Givers Sector Skill Council (HMCGSSC), formerly the Domestic Workers Sector Skill Council (DWSSC)	Child Caretaker (Level 3) Baby Caregiver (Level 3) Assistant Crèche Caretaker (Level 3.5) Play School Facilitator cum Caregiver (Level 4)
Management & Entrepreneurship and Professional Skills Council (MEPSC)	Preschool and Daycare Facilitator (Level 4)
Healthcare Sector Skill Council (HSSC)	Child Health Worker – Early Child Development (ECD) Services (Level 3) Associate cum Coordinator – Early Child Development (ECD) Services (Level 4.5) Carepreneur- Early Child Development (ECD) Services (Level 5.5) Basics of POSHAK (Poshan Shiksha and Kaushal) for Anganwadi Sahayika at NSQF Level 1 Fundamentals of POSHAK- (Poshan Shiksha and Kaushal) for Anganwadi Karyakarta at NSQF Level 2 Fundamentals of POSHAK (Poshan Shiksha and Kaushal) for Anganwadi Paryavekshika at NSQF Level 3

Source: HMCGSSC, "DWSSC Job Roles"; National Qualifications Register; Mobile Crèches, field visit to the Uttam Nagar training centre, 3 September 2026.

Childcare Qualification Packs: Levels, Duration, Entry Requirements and Components				
Qualification (Sector Skill Council)	NSQF level	Training duration	Entry requirements	Course components
Child Health Worker- Early Child Development (ECD) Services (HSS/Q8901, Healthcare SSC)	3	270 Hrs (Theory -90 hrs Practical – 90 Hrs OJT- 90 hrs)	10th grade pass (or equivalent) Or Asha/ Anganwadi Worker OR Anganwadi helper with 1.5 years of experience in childcare	The Child Health Worker is a trained childcare professional who supports the growth, development, early stimulation and well-being of young children. The role involves creating a safe, nurturing, and stimulating environment that fosters holistic development (physical, cognitive, language, social, moral and emotional). The course would be covering a comprehensive range of topics, including key elements like developmental age-appropriate learning activities, health, wellness, immunization, first aid, emergency response, nutrition, Assisted Daily Living (ADL) Activities, Daily schedule of a child, their comfort techniques, responsive feeding techniques, and safety standards that are critical to providing quality care to children including children with disabilities and sick children. They would also acquire necessary knowledge, skills, and attitudes to observe, record and report the progress of children in diaries or MCP card in early childhood care and learning centers, such as daycares, creches, child development institutions, and Balwadis.

Childcare Qualification Packs: Levels, Duration, Entry Requirements and Components				
Qualification (Sector Skill Council)	NSQF level	Training duration	Entry requirements	Course components
Associate cum Coordinator – Early Child Development (ECD) Services (HSS/Q8902, Healthcare SSC)	4.5	450 Hrs (Theory -180 hrs Practical – 180 Hrs OJT- 90 hrs)	Diploma (preferably in education or social subjects) OR 12th grade Pass (or equivalent) with 1.5 years of experience in childcare OR Anganwadi Supervisor with 4.5 years of experience in childcare OR Level 3-Child Health Worker-ECD Services with 4.5 years of experience in childcare	Associate-cum-Coordinator is a professional responsible for overseeing the implementation, and quality of ECD curriculum and services. The role of the professional is to focus on management, mentoring, monitoring, and ensuring standards in early childhood services. This is in contrast with the role of the worker who directly interacts with children on a daily basis. However, they would work closely with leadership, parents, community and other stakeholders. The course will provide expertise in a wide range of areas, including team coordination, implementation of ageappropriate learning activities, health and safety standards, financial oversight, inventory management, records management while ensuring safety and compliance with legal requirements and ensuring inclusivity for children with developmental delays or disabilities. By completing this course, participants will be equipped to work in early childhood care, learning, and development centers with confidence, morality, creating a nurturing, efficient, and legally compliant environment that supports the growth and well-being of every child including children with disabilities and sick children with protection from child abuse and neglect.
Carepreneur-Early Child Development ECD Services (HSS/Q8903, Healthcare SSC)	5.5	540 Hrs (Theory -210 hrs Practical – 150 Hrs OJT- 180 hrs)	The Council can publish indicative wage bands against each NSQF level, as the national strategy for the care economy proposed for care services	The role of the carepreneur is that of a change-maker and leader, one who combines child development expertise with entrepreneurial skills to create accessible, inclusive, and high-quality early childhood services. This qualification is designed to equip aspiring entrepreneurs with the essential skills, knowledge, and tools to establish and lead high-quality early childhood care and learning centers, such as daycares, creches, child development institutions, and Balwadis. As the demand for reliable, professional childcare services continues to rise, this program empowers entrepreneurs to create nurturing, developmentally appropriate environments that foster children's growth while also ensuring operational and business success. The qualification covers a comprehensive range of topics, including legal compliance, financial planning, and operational setup, as well as designing learning activities tailored to different age groups. It also integrates key elements like developmental age-appropriate learning activities, health, nutrition, and safety standards that are critical to providing quality care. By the end of this training, participants will have the knowledge and confidence to independently manage a childcare facility that meets national and international standards, ensuring both child development and sustainable business operations.

Childcare Qualification Packs: Levels, Duration, Entry Requirements and Components				
Qualification (Sector Skill Council)	NSQF level	Training duration	Entry requirements	Course components
Basics of POSHAK (Poshan Shiksha and Kaushal) for Anganwadi Sahayika (HSS/ MCr-0008, Healthcare SSC)	1	15 Hrs.	Working on role of Anganwadi Sahayika (Helper)	The Anganwadi Sahayika provides crucial support to the Anganwadi Karyakarta in delivering health, nutrition, and early childhood development services to the community. They assist in organizing activities such as health check-ups, nutrition distribution, and cooking nutritious meals. Additionally, they help in maintaining records, preparing meals, and keeping the Anganwadi center clean and hygienic. Their presence is essential for ensuring the smooth functioning of the center and effective service delivery to beneficiaries.
Fundamentals of POSHAK- (Poshan Shiksha and Kaushal) for Anganwadi Karyakarta (HSS/ MCr-0009, Healthcare SSC)	2	30 Hrs.	Working on role of Anganwadi Karyakarta (Worker)	The Anganwadi Karyakarta coordinates for health and nutrition education sessions, distributes supplementary nutrition, monitor growth and development of children, and facilitate linkages with healthcare services.
Fundamentals of POSHAK: (Poshan Shiksha and Kaushal) for Anganwadi Paryavekshika (HSS/N8901, Healthcare SSC)	3	45 Hrs.	Working on role of Anganwadi Paryavekshika (Supervisor)	The Anganwadi Paryavekshika of Integrated Child Development Services (ICDS) oversees the implementation of various welfare programs aimed at health nutrition across various beneficiaries across her allocated area. She coordinates with Anganwadi Karyakarta , monitors their activities, and ensures the effective delivery of services to the community. Additionally, she plays a pivotal role in assessing the nutritional needs of beneficiaries, understanding problems, taking corrective actions, organizing health camps, and promoting maternal and child health awareness.
Child Caretaker (Non Clinical), DWC/Q0201 (HMCGSSC)	3	360 hours	Basic literacy and numeracy; minimum age 18 years	Hygiene and work etiquette; clean and secure working environment; child's immediate environment and needs; positive relationship with the child; healthy, safe and secure environment for the child
Baby Caregiver Non Clinical (Household & Care Homes), DWC/Q0202 (HMCGSSC)	3	450 hours	Class 10 pass, with alternative routes including Class 8 with continuous schooling, a previous NSQF Level 2 qualification withexperience, or Class 5 with five years of experience; minimum age 18 years	Basic needs of infants and toddlers; holistic development of infants and toddlers; service standards and communication; health, hygiene and safety; basic food preparation as per dietary requirements; employability skills

Childcare Qualification Packs: Levels, Duration, Entry Requirements and Components				
Qualification (Sector Skill Council)	NSQF level	Training duration	Entry requirements	Course components
Assistant Crèche Caretaker, DWC/Q0207 (HMCGSSC)	3.5	420 hours	11th Class or equivalent; 10th Class or equivalent with 1.5 years of relevant experience; 8th Grade pass with 3 years of relevant experience; previous relevant NSQF Level 3 qualification with 1.5 years of relevant experience; or previous relevant NSQF Level 2.5 qualification with 3 years of relevant experience; minimum age 16 years	Managing the child's immediate environment and needs; developing positive relationships with children; providing age-appropriate care; planning and implementing child development activities; observing and reporting children's development and well-being; maintaining health, hygiene and safety standards; communication and inclusivity; employability skills.
Play School Facilitator cum Caregiver, DWC/Q0206 (HMCGSSC)	4	420 hours	Class 10 or 11 with continuous schooling or one to two years of relevant experience, or a previous NSQF Level 3.5 or Level 3 qualification with 1.5 or three years of experience; minimum age 18 years	Montessori school management; Montessori methods and activities; classroom activities; professional development; health, safety and nutrition; health, hygiene and safety standards; employability skills
Preschool and Daycare Facilitator, 2022/ETR/ MEPSC/06473 (MEPSC)	4	420 hours (174 theory, 246 practical; on-the-job training not mandatory)	Class 12 with six months of relevant experience, a previous NSQF Level 3.5 qualification with 1.5 years of experience, or a previous NSQF Level 3 qualification with three years of experience; minimum age 18 years	Child welfare and safety; learning experiences for holistic development; collaboration with parents and families in children's learning; assessment of children's learning progress

Source: HMCGSSC, "DWSSC Job Roles"; National Qualifications Register; Mobile Crèches, field visit to the Uttam Nagar training centre, 3 September 2026.

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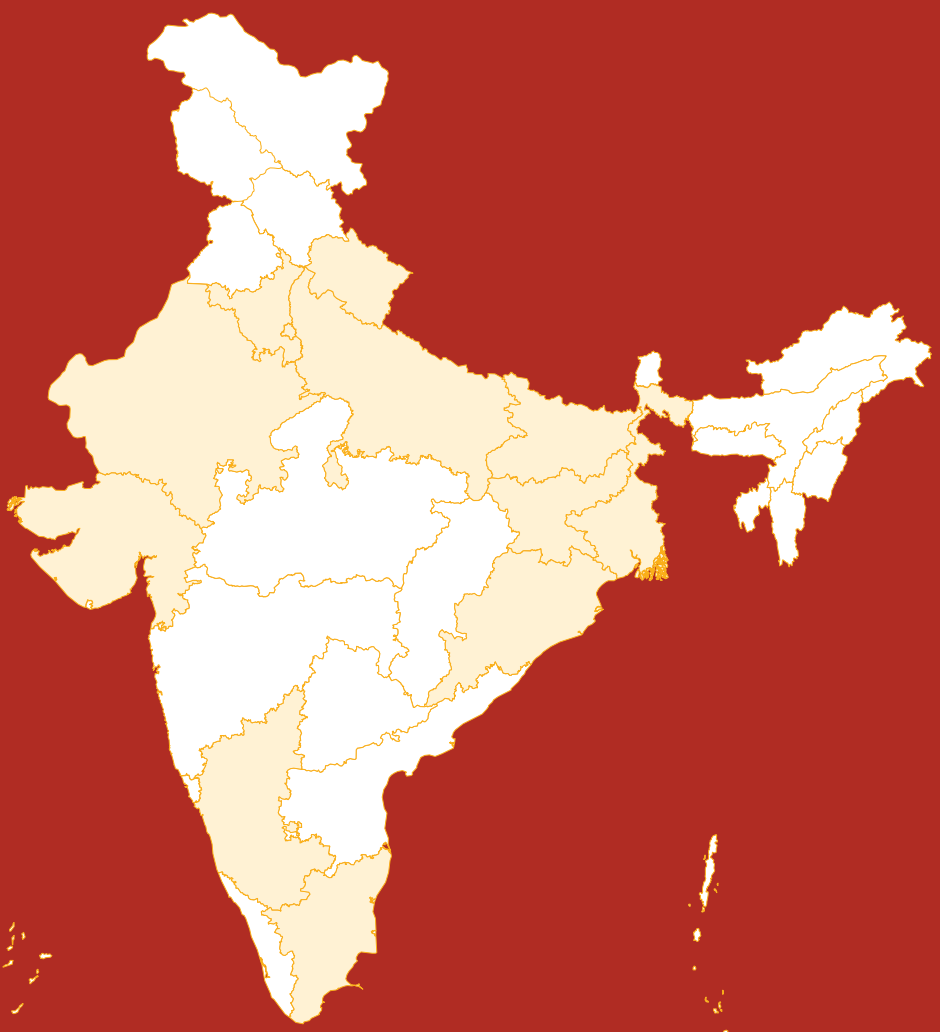
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National FORCES Secretariat

DIZ Area, Raja Bazaar Jain Mandir Marg Sector 4 Connaught Place New Delhi Delhi 110001

Email id: nationalforces89@gmail.com

Follow: FORCES network on: Facebook, Instagram and linkedin @nationalforces89