

**Aggregating voices of Adolescents, Youth and Youth workers towards strengthening the Leave No One Behind (LNOB) agenda as part of the Voluntary National Review 2020**



**Submitted on behalf of  
Adolescent and Youth engaging organisations in India  
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## Acknowledgement

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## I. BACKGROUND AND CONTEXT

### a. Voluntary National Reviews:

The UN handbook for Voluntary National Reviews encourages countries to report on the progress in relation to all 17 **Sustainable Development Goals**. The Voluntary National Reviews (VNRs) aim to facilitate the sharing of experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the **SDG 2030 Agenda**. India completed its first Voluntary National Review (VNR) in the spirit of international cooperation and presented at the 2017 High Level Political Forum. **The hope is to help others learn from its experiences, just as India has learned from other countries, with the goal of advancing the SDGs.** India shall be presenting its VNR at the HLPF meeting in July 2020 under the auspices of the UN Economic and Social Council (ECOSOC), with a substantial part of the programme devoted to hearing and discussing the experiences of national governments as they work to implement the SDGs in their countries.

Inclusiveness and shared prosperity is the core aspiration of the SDGs. **A central pledge contained in the 2030 Agenda is to ensure that no one will be left behind and to see all goals and targets are met for all nations, peoples and for all parts of society, endeavouring to reach the furthest behind first.**

To cite an example of how exclusion is a complex phenomenon, while lagging behind in education or in access to health services or facing barriers to political participation alone cannot be equated with social exclusion, it is known that disadvantages in all of these domains generally reinforce one another. Lower levels of health and education go hand in hand with higher levels of poverty and unemployment, as well as less voice in political and civic life. It is the accumulation of disadvantage among certain social groups that is taken as a symptom of their exclusion. The inequalities have historical roots but tend to persist, even after the structural conditions that created them change. Some ethnic groups, for instance, continue to experience significant disadvantages in countries which no longer impose formal barriers to their participation. However, discrimination continues to play a key role in holding back some groups. It is also important to note that, those groups that are omitted from household surveys and censuses are frequently at the highest risk of being left behind.

India looks forward to foreground actions in the ambit of Leaving No One Behind (LNOB) in its upcoming VNR reporting in 2020; highlighting how policies and programmes are being adapted to reach the people who are furthest behind first; and provide information on the status of data collection or plans to improve data availability.

## II. YOUNG PEOPLE IN INDIA AND VNR

An analysis of the VNR reports showed that those comprised a dedicated chapter on LNOB that defines who are being left behind and what efforts are being made to reach the furthest behind. Women, **children and youth**, persons with disabilities and elderly people were generally identified as having the greatest risk of being left behind, and therefore form a key constituency of the LNOB dimension.

In India youth has been a national imperative considering the demography of the nation. Currently youth (ages 15 – 29) constitutes 27.5 % of the population<sup>1</sup> (National Youth Policy 2014) of India contributing 37% to the GDP. This demography is slated to grow to 33.4 % by 2020<sup>2</sup>. The much touted demographic dividend can become a demographic disaster unless youth policies become more youth centric.

There seems to be a twist developing in the India growth story. The single biggest challenge (apart from global economic factors) has been the country's inability to create enough employment for the burgeoning work force till now. For instance, between 2005 and 2009, when India's economy registered an average growth of nearly 9% every year, there were 55 million young people added to the workforce but only 5 million new jobs were created. Currently, India's economy is only creating an additional 1.35 million organized sector jobs a year for 13 million annual new entrants in the job market. Unemployment, hidden and overt, is up, leaving many of the young people feeling **financially excluded** from the fastest growing economy in the world. Further, studies show that India faces a strange paradox where industries are not finding skilled workers due to low access to skill building education.<sup>3</sup>

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<sup>1</sup> Census 2011

<sup>2</sup> Youth in India, MoSPI, 2017

<sup>3</sup> <http://www.ies.gov.in/pdfs/sunita-sanghi-and-a-srija.pdf>

In today's world, issues of identity based discrimination creates fissures among young people. At the same time, spaces for youth development and platforms for youth voices are not part of the mainstream discourse. While being the fastest growing country in the world, India ranks 34<sup>th</sup> in the <sup>4</sup>Youth Development Index. The index measures civic participation, education, employment and opportunity, health and well-being and political participation. There is very limited large-scale mainstream meaningful leadership experience available to young people from an early age. **Social exclusion** therefore, is a clear, major threat to the demographic dividend.

Furthermore, in the guise of respect for elders, the society has promoted hierarchy and patriarchy. Adults mostly set the rules in the spaces that youth occupy and their dreams, anxieties, feelings and fears have never been given much value. More often than not, there is a **lack of safe and non-judgemental space** for self-expression; for inter-generational dialogue, especially on young person's agency and aspirations. Schools and colleges with their rigid rules and regulations on how young people should live and behave are often in complete contrast to what young people need—to feel accepted and to have a sense of belonging. At home, parents and other guardians may also place young people under overwhelming scrutiny and devour their freedom through restrictions and over protectiveness. Policy makers look at youth mainly from an economic lens as consumers or workers who will contribute their little drop in the country's ocean. But the ocean in their drop has not been addressed adequately leaving large numbers of young people **psychologically excluded** as well.

**The process of exclusion of young people as illustrated above is caused by many factors- deformation of state and public institutions, destruction of social, cultural, ideological and political bases of life, loss of value orientations. All these with experiences of poverty, homelessness, migration, racism, contested issues of citizenship, unemployment, abuse, addiction, gender preference and so on generally determine marginalization.** All endeavours must be made to cut across these realities and bring different groups of marginalised youth into mainstream discourse on development.

#### **The Process Undertaken**

Towards this, The United Nations in India is tasked with engaging the Civil Society Organizations to inform VNR especially from the perspective of vulnerable sub-populations from the **Leave No One Behind (LNOB) perspective**. Among the UN agencies, United Nations Population Fund (UNFPA) has been tasked with engaging with young people, youth-led and youth-serving organizations. ComMutiny and Pravah with support from UNFPA co-organised a one-day multi-stakeholder consultation with around 80 youth engaging CSOs, youth leaders and government stakeholders on 23<sup>rd</sup> January 2020 in Delhi. The deliberations from this consultation feeds into the Voluntary National Review. The consultation was designed with an objective to understand the multi-dimensional nature of youth aspirations and to recognize the importance of realizing youth aspirations to achieve the Sustainable Development Goals (SDGs). It looked to create a space for adolescents and youth to share experiences in enabling different sub-populations of young people (especially the marginalized) to realize their aspirations, at the same time identify achievements and challenges in the youth-centric initiatives led by the Civil Society (including youth-led organizations), Government and the private sector. It concluded with synthesizing recommendations for different stakeholders to forward the agenda of youth development in the framework of SDGs.

**Taking note of the fact that young people are a heterogeneous group in the spirit of Leave No One Behind (LNOB), the National CSO consultation on VNR 2020 ensured the participation of more than 80 youth engaging organizations, youth development practitioners, donors etc and the more disadvantaged sub-populations of young people (such as the LGBTQ, SC/ST, religious minorities, rural, disabled, out of school etc.) and their interests have been well represented in all the consultations.** Co-terminus to this entire process, UNFPA and United Nations Volunteers (UNV) have jointly supported four regional youth consultations in Kolkata, Mumbai, Delhi and Chennai. These consultations co-designed and co-facilitated by ComMutiny and Pravah that are also part of the Civil Society Consortium to provide inputs to NITI Aayog on the SDG agenda. **Around 177 adolescent and youth in the age group of 16-27 years** from Kolkata, South and North 24 Parganas, Bihar, Jharkhand, Orissa, Mumbai, Thane, Madhya Pradesh, Gujarat, Delhi-NCR, Uttar Pradesh, Orissa, Andhra, Telangana, Karnataka, Kerala and Kerala were represented. Given the focus on LNOB sub-groups, young people representing sub-groups such as general, SC/ OBC, STs, LGBTQI groups, young people with disability, both from rural, peri-urban and urban areas participated in the consultations in Kolkata, Mumbai, Delhi and Chennai. **This process has enabled us to curate key aspirations of young people, progress made on key thematic areas, challenges and recommendations from young people in the domains of:**

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<sup>4</sup> Global Youth Development Index and Report – 2016, The Commonwealth.

- a. Education
- b. Employment and Entrepreneurship,
- c. Health and well-being,
- d. Youth Leadership and development

The discussions in the above themes included cross cutting elements of Inclusion, Equity, Governance & Politics, Gender and Safety, Youth participation, Migration, Technology, as a lens for recommendations. **These themes have been derived from the imperatives of the National Youth Policy 2014 and also corroborates with the broad areas of aspirations of young people stemming from the collective experience of engagement with adolescents and youth.**

The consultations were aimed at synthesizing youth perspectives on the progress made on the Sustainable Development Goals (SDGs) as well as the unfinished business with specific attention to Leaving No One Behind (LNOB) to inform the Voluntary National Report as well as providing inputs for the National Youth Policy.

### III. STATUS AND WAY FORWARD

#### Status of Sustainable Development Goals in India:

India, with 17% of world population<sup>5</sup>, holds the key to global SDG achievement. Given the importance accorded by the Government of India to achieving SDGs, NITI Aayog decided to estimate the progress through a single measurable index that would serve as an advocacy tool and trigger action at the State level. NITI Aayog has constructed the SDG India Index that tracks the progress of all the States and UTs on a set of 62 Priority Indicators, measuring their progress on the outcomes of the interventions and schemes of the Government of India. The SDG India Index is intended to provide a holistic view on the social, economic and environmental status of the country and its States and UTs.

According to the SDG India Index, India's composite score improved from 57 in 2018 to 60 in 2019 with major success in water and sanitation, industry and innovation. This indicates that the country overall has progressed forward in its journey towards achieving the SDGs. Five goals drive the positive push – 6 (clean water and sanitation), 7 (affordable and clean energy), 9 (industry, innovation, and infrastructure), 15 (life on land), and 16 (peace, justice, and strong institutions), where India has scored between 65 and 99. Two goals – 2 (zero hunger) and 5 (gender equality) demand special attention, as the overall country score is below 50. In the other eight goals (excluding 14 – life below water, which applies only to coastal States, and 17 – partnerships for the goals, which is qualitatively analysed), the overall score lies between 50 and 64, including both, indicating the scope for significant improvement in the coming years.

**Following are the specific successes, challenges and theme wise recommendations that emerged in the consultations:**

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<sup>5</sup> NITI Aayog SDG Index 2019

## a. Education

Key interlinked SDG Goals:

**Goal 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030**

- ✚ **4.3: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.**
- ✚ **4.3 Equal access to affordable technical, vocational and higher education**
- ✚ **4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**
- ✚ **4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**

In India, significant progress has been made in universalising primary education, with improvement in the enrolment and completion rates of girls in both primary and elementary school. The net enrolment ratio in primary education for boys and girls was at 100%<sup>6</sup>, while at the national level, the youth literacy rate was 90% for males and 92% for females<sup>7</sup>. The new national Education Policy and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. The flagship government scheme, Sarva Shiksha Abhiyan, is aimed at achieving universal quality education for all Indians, and is complemented in this effort by targeted schemes on nutritional support, higher education, and teacher training. Constitutionally several key programmes and policies have been initiated to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right. Initiatives such as Sarva Siksha Abhiyan (SSA) and Right to Education (RTE) have given much required impetus to education system in India.

**Though India has significantly improved the enrolment rates across the country in primary education, but the challenge of quality in terms of learning outcomes remains to be addressed.** (GOI, Economic Survey 2016-17). Students in grade III averaged between 63 per cent and 67 per cent marks in environmental science, language and Math disciplines<sup>8</sup>. But, the average scores of the grade V students fell by 10 percentage points to 53-58 percentages in those disciplines. The fall was even sharper among the grade VIII students (NCERT 2018). This shows that learning outcome of students deteriorated as they moved to higher grades.

It is noteworthy that while the country has made impressive progress in terms of enrolment in school education, there is gender gap in enrolment in higher education and technical and vocational education. As reported by the UNESCO Institute for Statistics (UIS, 2018), enrolment in Technical and Vocational Education and Training (TVET) at secondary level for female in India was 0.96 per cent which was lower than that of male with 4.22 per cent in 2016. Moreover, there was increasing number of school leaving students not able to continue higher education. Nearly, four-fifths of both boys and girls do not study beyond school (Bahadur 2015).

Education alone cannot solve the problem of unemployment. This requires reconsidering the dominant model of economic development, which would also be an opportunity to rethink the link between education and the world of work. Lifelong learning is critically important to coping with new employment patterns. Target 4.4 of SDG 4 calls for substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. This will contribute to the recognition that education is a human right and essential for the success of all sustainable development goals. This approach to education will help to contribute to both sustainable social and economic development, including employability and decent work. This is equally emphasized in the national policies and plans of India.

The National Youth Policy (NYP), envisages to empower youth and adolescents with educational and training opportunities, employment and skill, including entrepreneurship and other national services. The **Draft New National Education Policy 2019 (NEP)** clearly recommends aligning Education with the UN SDGs and forging stronger partnerships between academia and corporate sector to not only ensure the effective implementation of NEP, but also for achieving Quality Education for all in India. First and foremost it's important that affordable and quality education available to all sections of students. It's equally important that 21<sup>st</sup> Century life skills, leadership, employability and career counseling are integrated in all

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<sup>6</sup> MHRD – Department of School education and literacy, 2016

<sup>7</sup> Source- Literacy rate, youth male (% of males ages 15-24) in India was reported at 92.99 % in 2018, according to the World Bank collection of development indicators, compiled from officially recognized sources

<sup>8</sup> The National Achievement Survey (2017)

education platforms. The education system should encourage young people to explore diverse careers aligned to their interests and prepare them for life rather than for a specific discipline.

#### Flagship Programmes:

##### Sarva Shiksha Abhiyan and Saakshar Bharat

- During implementation of Sarva Shiksha Abhiyan, the total enrolment in elementary schools has risen from 18.79 crore children in 2009-10 to 19.67 crore children in 2015-16. As per UDISE 2015-16, Gross Enrolment Ratio (GER) is 99.21% for primary and 92.81% for upper primary level. The Pupil Teacher Ratio (PTR) has improved from 32 in 2009-10 to 25 in 2015-16. 62.65% of the government schools in India have PTR as per the RTE norm which is 30:1 in primary level and 35:1 in upper primary level on an average.
- Number of Out of School children in 2005 was 134.6 lakh which has come down to 81 lakh in 2009 and 60.64 lakh in 2015. Average Annual Dropout rate at primary level has come down from 6.76% in 2009-10 to 4.13% in 2014-15 as per UDISE, 2015-16 and average Annual Dropout rate at upper primary level is 4.03% in 2014-15 as per UDISE, 2015-16.
- The transition rate from primary to upper primary has gone up from 85.17% in 2009-10 to 90.14% in 2014-15 as per UDISE, 2015-16.
- The Gender Parity Index (GPI) in 2014-15 has reached 0.93 for primary level and 0.95 at upper primary level.
- Enrolment of SC children has gone up from 19.06 % in 2010-11 to 19.79% in 2015-16 at elementary level. Enrolment of ST children is 10.35% in 2015-16 at elementary level. Enrolment of Muslim children has grown up from 12.50% in 2010-11 to 13.80% in 2015-16 at elementary level. As per UDISE 2015-16, a total no. of 10,76,994 government school are operational in India whereas 1,62,237 primary schools and 78,903 upper primary schools have been opened during the period 2002-03 to 2015-16




#### Recommendations from the consultations:

1. **Affordable and quality education available to all sections of students; ensuring quality in institutions** for religious minorities e.g. Madarsa and also promotion of teaching in local languages in tribal areas for better retention; Use of **experiential learning as a pedagogy** and other innovations in pedagogy to make learning fun and relatable.
2. **Career counseling** to be made compulsory across schools and colleges
3. **Integrate life skills and leadership across education in all sectors and settings.** View **education as a lifelong process** with relevant emphasis on promoting value based life skill, which includes all areas of life and work. Special focus on **equipping adolescents with critical life capacities** like collaboration, coping mechanisms, appreciation for diversity; a set of 21st Century Skills are increasingly foundational
4. **A virtual resource hub of scholarships** relevant for different demographic groups with special focus on marginalized groups like young people from LGBTQI community, Muslims, SC, ST and OBC. Better dissemination of these opportunities in interior pockets.
5. **Availability of credible disaggregated data for real time monitoring of the sector** to be able to assess inclusive education along parity indices - gender, rural/urban/remote/hilly and conflict affected locations, disability status, scheduled castes/scheduled tribes/other backward classes and minorities.

## b. Employment and Entrepreneurship

Key interlinked SDG Goals:

**Goal 8- Promote sustained, inclusive and sustainable Economic growth, full and productive employment and decent work for all**

-  **8.3: Promote policies to support job creation and growing enterprises**
-  **8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training**
-  **8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization**

Corporate India observes that out of the 15 million youngsters entering the workforce each year, 65 percent to 75 percent are not job ready or are unemployable. Though we have sufficient manpower but they are not skilled enough to get a job. A skill gap is a considerable gap between the skills required by the workforce and their current attributes and capabilities. In India, there exists an enormous skill gap between the demand from industries based on rapid economic growth and the kind of skill sets the young people acquire through various education and trainings. The current infrastructure facilities available in the educational institutions throughout the country are inadequate considering the huge demand for skilled labour. There are not many trained and highly skilled trainers available. There are lot of issues related to the skills needed by the industry and the skills imparted by the educational and training institutes. There is lack of industry-faculty interaction because of which the skill sets provided by the educational and training institutes do not end up suiting the employers' requirements. As a result, though the people may be skilled but they do not get employment. It becomes extremely important that the industry professionals are also included in the design of the skill development curriculum. Further to this, any model to be successful needs a lot of support from different stakeholders. Since there is limited buy-in from the corporate sector, the progress of such initiatives is slow.

More than 62 per cent of the population of India is in the working age group 15-59 years. Of this, around 54 per cent of the population are below the age of 25 years. Majority of the emerging and decent jobs are skill based. Contrary to this, only 2 per cent of the existing workforce is engaged in formal skill-training and 15 per cent are engaged in marketable skills which indicate poor skill attainment in India. According to 12th Plan Document of the Planning Commission, 85 percent of the labour force in India have educational qualification up to secondary level within which 55 per cent have an educational qualification only up to the primary level and merely 2 per cent of the workforce has any vocational training. Out of 16 million workers entering the workforce every year, only 10 per cent of the workforce receives skill training which is against the national target of 25 per cent of skilled workforce (MSDE 2015). Only 11.7 per cent have received or were receiving vocational training, and among them, majority are trained informally. This results to gigantic task of training the existing workforce of 298.3 million who are without formal VET, including 104.6 million fresh entrants to the labour force during 2015-2022 (Saxena and Kumar 2017).

And, as technology becomes even more pervasive than ever before, and job roles evolve, there is a strong call from the industry for the government to bridge this skill gap. The Skill India Mission has been trying to address this gap since its inception in 2015. The Mission was developed under the aegis of the Ministry of Skill Development and Entrepreneurship (MSDE) to create convergence across sectors and states in terms of skill training activities and to achieve the vision of 'Skilled India'. It does this by coming up with regulatory policies, setting up implementing agencies (such as the National Skill Development Corporation India (NSDC), designing relevant and impactful programmes such as **Pradhan Mantri Kaushal Vikas Yojana** (PMKVY) and initiating action on ground. In the last half decade, the government has worked consistently to skill and upskill and leverage India's demographic dividend to drive growth. From short-term training in areas such as housekeeping, automobile repair, welding, plumbing, front office jobs offered at the 600+ Pradhan Mantri Kaushal Kendras (PMKKs) across 538+ districts in the country, strengthening the livelihood skills of those living in rural and urban slums through a network of 247 Jan Shikshan Sansthan (JSS), the programmes focuses on the skill requirements of a wide cross-section of society. Presently, there are 42 skill development programmes which have been operating under the different government ministries (22 Government Ministries) in India<sup>9</sup>. Skill challenges in India include demand-supply mismatch, general education not imparting technical/vocational courses, redundant and inadequate curricula and faculty, and lack of quality (NSDA 2017). Till date, government initiatives to improve transition from schools to colleges and universities and to sustainable jobs are not adequate in its implementation.

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<sup>9</sup> Scheme by scheme, how India is transforming into the skill capital of the world- Read more at: [https://yourstory.com/2019/08/scheme-by-scheme-india-transforming?utm\\_pageloadtype=scroll](https://yourstory.com/2019/08/scheme-by-scheme-india-transforming?utm_pageloadtype=scroll)

Commitment of the government to skill 500 million individuals by 2022 is a serious challenge. The National Skill Development Mission set up in 2007, aims to enhance skill training for new entrants to the labour force. However, **India still has 307.1 million existing workforce who needs re-skilling or up-skilling, and 119.5 million are fresh entrants to skill.** Skill challenges in India include demand-supply mismatch, general education not imparting technical/vocational courses, redundant and inadequate curricula and faculty, and lack of quality (NSDA 2017). Till date, government initiatives to improve transition from schools to colleges and universities and to sustainable jobs are not adequate in its implementation.

As mentioned above there are Government schemes to address the skilling and support on entrepreneurship but civil society initiatives are few and wherever present are localised. Though there are successful models available there is an absence of a large scale model for adoption at the national level. There needs to be a greater synergy between the strength of design that the Civil society brings and the national footprint that only government institutions can bring.

#### Flagship Programmes:

##### **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

- It is one of the flagship schemes of the Ministry aimed at providing free-of-cost skill training to over 1 Crore youth in 4 years in 221+ job roles; offering short term training between 2 months to 6 months.
- Pradhan MantriKaushalKendras: In year 2018, MSDE focused extensively on building industry standardized infrastructure for driving skill development training under Pradhan MantriKaushalKendras (PMKK). PMKK has the potential to become the benchmark of skill development infrastructure, training, and placement in the respective district and; also in the country. Its objective is to make skill development quality oriented, sustainable and aspirational.
- As on December 2018, 719 PMKKs have been allocated across 29 States and 6 UTs, covering 631 Districts and 521 Parliamentary Constituencies (PC). Out of which, 515 PMKKs have been established and work is under progress to establish 204 additional PMKK Centres.
- Further, 419 PMKKs have been inaugurated by Local Members of Parliament, Members of Legislative Assembly and other dignitaries. A total of 100 PMKKs have been inaugurated and 65 PMKKs established in 2018.

**SANKALP:** Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) project aims to implement the mandate of the National Skill Development Mission (NSDM), which was launched on 15th July by Ministry of Skill Development through its core sub-missions.

- The project was made effective in January 2018 with 28 States and 7 UTs across the country having submitted their consent for participating in SANKALP. The process of disbursements of funds to States/ UTs is underway. Regional workshops with States/ UTs are also being held to facilitate roll out.
- 223 districts across 19 States/ UTs participated in this. To provide support to aspirational districts in skill development, Aspirational Skilling Abhiyaan has been launched by the Ministry of Skill Development & Entrepreneurship. Financial assistance of Rs 10 Lakh is provided to each aspirational district through the SANKALP fund. Some other highlights under SANKALP projects are as below:
- To strengthen the decision making and bring more transparency in the vocational education and skill training system, the Skill India portal has been launched under SANKALP. In the coming years, Skill India portal will be a platform where most of skilling schemes related data of Central & State/ UT will be available.




#### Recommendations from the consultations:

1. **Meaningful employment opportunities** as per one's agency, interest, capacity and capability. Equitable opportunities **for women and sexual minorities.**
2. **Focus on alternate livelihood and entrepreneurship in the rural sector to boost local economy and arrest migration**
3. **Impetus on skill improvement and vocational training** among the important things needed in active labour market policies
4. **Entrepreneurship curriculum** in schools and focus on experiential pedagogy as force-multiplier in the learning process; experiments in pedagogy to make it more relatable
5. **Increased budgets for entrepreneurship development and employability beyond technical skills** (values and attitudes required for sustainable employment and entrepreneurship)
6. **Invest in setting up incubators** to promote both not for profit and for profit organisations by young people

### c. Health and well being

Key interlinked SDG Goals:

#### Goal 3: Ensure healthy lives and promote well-being for all at all ages

-  **3.5: By 2030, strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.**
-  **3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.**
-  **3.8: By 2030, Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all**

India has the largest adolescent and youth population in the world and has led efforts in designing and implementing Adolescent Health (AH) policies and programs. NFHS-3 data show, in the age group 15–19 years, 47% girls and 58% boys were thin, 56% girls and 30% boys were anaemic, 2.4% girls and 31.7% boys were overweight, and 2/1000 adolescent girls and 1/1000 adolescent boys suffer from diabetes. They are also highly prone for eating disorders or binge eating due to body dissatisfaction and depression. Use of mass media is higher among adolescents (male 88.2% and female 71.5%). It plays an important role in habit picking and decides their lifestyle pattern.

Mortality and morbidity due to mental disorders in adolescents increased and topped in recent years. This suicidal behaviour is independently associated with factors such as absenteeism, independent decision-making, premarital sex, sexual abuse, physical abuse from parents, and mental disorders. In India, suicide among adolescents and youth is higher than any other age groups. Of the total suicides at ages 15 years and older, about 40% of male suicides and about 56% of female suicides occurred at ages 15–29 years. Suicides occurred at younger ages in women (median age 25 years) than in men (median age 34 years). The overall age-standardised suicide rates per 100 000 population at ages 15 years and older were 26.3 for males and 17.5 for females.<sup>10</sup>

Adolescents have diverse sexual and reproductive health problems. Even though contraceptive awareness is 94% among girls aged 15–19 years, only 23% of the married and 18% of the sexually active unmarried girls in this group used a contraceptive once at least, as per NFHS-3. Analysis of NFHS-4 reveals that amongst the married girls aged 15 to 19 years in India, 31.5 percent of the sample girls in this age group are found to have babies. It is important to note that almost a quarter of the married girls in the 15-16 years age group had at least one baby. Early marriage and low contraceptive usage are the reasons behind this trend. The awareness regarding transmission of STIs is low among adolescents, in addition to social stigma, the diseases were often undisclosed, left untreated leading to complications such as infertility, pelvic inflammatory disease, and cancer.

Substance abuse is yet another serious issue as adolescents are ignorant about its consequences. NFHS-3 data show, in the age group 15–19, about 11% of adolescent boys and 1% of adolescent girls had consumed alcohol, in that 3% consume it daily. About 29% boys and 4% girls use some kind of tobacco. The average age at tobacco use initiation was earliest at 12.3 years and alcohol usage at 13.6 years among adolescents.

The last decade has seen multiple initiatives for improving AH services with the Ministry of Health and Family Welfare (MoHFW), Government of India (GOI) launching the “Adolescent Reproductive and Sexual Health (ARSH) Policy” in 2006, followed by the “Reproductive Maternal Newborn Child and Adolescent Health (RMNCH + A) Strategy” in 2013, and the **“Rashtriya Kishor Swasthya Karyakram” (RKSK), the national program on AH in 2014**. RKSK has imparted momentum to ongoing AH-related interventions and has resulted in a realignment of the traditional approach to address AH with a renewed focus on community-based activities for health promotion and prevention, and strengthening of clinic-based, preventive, diagnostic, and curative services across various levels of care.

However, despite the policy initiatives undertaken by GOI for improving AH in India, structural barriers resulting in challenges such as early marriages, teenage pregnancy, anaemia, and high incidence of maternal mortality among young mothers continue to persist, with upcoming issues such as those of non-communicable diseases, injuries, and substance abuse further compounding the situation. One of the main underlying factors behind limited success of AH interventions is lack of evidence on functionality of these interventions and level of integration of ongoing programs within the broader RMNCH + A context.

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<sup>10</sup> Suicide mortality in India: a nationally representative survey, Lancet, 2014

Addressing issues underlying AH is complex because of non-homogeneity of the target group. Moreover, in India, programs for promoting health and welfare of adolescents are implemented by different ministries/departments which often translates to suboptimal results due to operational challenges. Although RKSK has shown the way forward and looks at developing a comprehensive service delivery package for adolescents, mainstreaming of AH interventions with other RMNCH + A thematic areas is the need of the hour. Civil Society initiatives on creating better awareness, access, service delivery and ensuring accountability needs mention here. Also, investment with regards to creating sustainable change with impetus on Social Behaviour Change Communication is yielding positive results.

Optimizing AH service delivery will require a multidimensional approach with equal emphasis on reproductive and sexual health, SBCC, healthy lifestyle, and social environment. It is imperative that implementation of the various programs is integrated and coordinated to realize their full potential. Recent efforts have demonstrated a willingness from MoHFW and the respective state governments to move forward on this important agenda and harmonizing and mainstreaming operational and implementation frameworks are the way forward.

**Health services should be inclusive** of all genders without discrimination and medical officers should be equipped to deal with health issues of one and all. All health care providers must guarantee inviolable privacy and confidentiality for all young people, respect the bodily integrity of all young people; provide services to all, without discrimination on the grounds of age, sex, gender, sexuality, class, caste, economic status, religion, ability, employment etc. while treating young people. The State should also ensure that young people have access to quality health services which are non-discriminatory where their dignity and choice are upheld. Also, affordability of health-related commodities and services should be kept in mind. **The pricing of all health services must be regulated and made available at affordable prices**, keeping in mind that most young people may not be in positions to make decisions related to expenditure.

#### Flagship Programmes:

##### Rashtriya Kishor Swasthya Karyakram (RKSK)

In order to ensure holistic development of adolescent population, the Ministry of Health and Family Welfare launched Rashtriya Kishor Swasthya Karyakram (RKSK) on 7th January 2014 to reach out to 253 million adolescents - male and female, rural and urban, married and unmarried, in and out-of-school adolescents with special focus on marginalized and underserved groups .

- The programme expands the scope of adolescent health programming in India - from being limited to sexual and reproductive health, it now includes in its ambit nutrition, injuries and violence (including gender based violence), non-communicable diseases, mental health and substance misuse.
- The strength of the program is its health promotion approach. It is a paradigm shift based on promotion and prevention and reaching adolescents in their own environment, such as in schools, families and communities. Key drivers of the program are community based interventions like, outreach by counselors; facility based counselling; Social and Behavior Change Communication; and strengthening of Adolescent Friendly Health Clinics across levels of care.
- Focus is on reorganizing the existing public health system in order to meet the service needs of adolescents. Under this a core package of services includes preventive, promotive, curative and counselling services, routine check-ups at primary, secondary and tertiary levels of care is provided regularly to adolescents, married and unmarried, girls and boys during the clinic sessions

##### Ayushman Bharat- Pradhan Mantri Jan Aarogya Yojana

The aim of PM-JAY is to bring quality healthcare to more than 50 crore poor and vulnerable Indians across the country. The scheme gives annual healthcare benefits of up to Rs 5 lakh for every entitled family and provides cashless and paperless access to services for the beneficiary at the point of service.

Under the government-funded health assurance scheme, free secondary and tertiary treatment worth Rs 7,901 crore has been carried out in the 32 states and UTs implementing the scheme.

As per the National Health Authority (NHA) data, more than 60 per cent of the amount spent has been on tertiary care. Segments like cardiology, orthopaedics, radiation, oncology, cardiothoracic and vascular surgery, and urology have emerged as the top tertiary specialities.

PM-JAY is a partnership of public and private sector health systems. To date, 18,486 hospitals have been empanelled across India. In the first year, 53 per cent of the empanelled hospitals were private, especially multi-specialty hospitals.

#### Recommendations from the consultations:

1. **Access to quality health services which are non-discriminatory where the dignity and choice of young people are upheld**
2. **Health services to be inclusive of all genders without discrimination and medical officers equipped to deal with health issues of one and all, and specialized to do so**
  - a. All health care providers must guarantee inviolable privacy and confidentiality for all young people; Respect the bodily integrity of all young people; provide services to all, without discrimination on the grounds of age, sex, gender, sexuality, class, caste, economic status, religion, ability, employment etc.; and, adhere to a patient and thorough approach while treating young people, especially adolescents.
3. **Ensure affordability of health-related commodities and services** - The pricing of all health services must be regulated and made available at affordable prices, keeping in mind that most young people may not be in positions to make decisions related to expenditure
4. **Focus on mindset change and healthcare professionals qualified and equipped to addressing stigma around especially Mental-health and Sexual and Reproductive Health issues.**
5. All healthcare providers should be well equipped to deal with issues of sexual and reproductive health, information on the exact location and responsibility/scope/concern of all departments and facilities housed within the health centre. This is especially important in government health centres where all staff should additionally be well-informed about those facilities that are mandated by government schemes and policies.
6. **Ensuring universal access to Rights-based Comprehensive Sexuality Education for in and out-of-school adolescents. Youth friendly SRH services, including contraceptives, maternal health services, safe abortion.**
7. **Comprehensive Sexuality Education (CSE) to be compulsorily embedded** in school curriculum and restoring normalcy into the discourse across spaces.
8. **Strengthened 360 degree programming with focus on ownership and meaningful engagement of young people; emphasis on ending gender-based violence and harmful practices including child marriage as a critical component of all SRHR programming**
9. **Measures to make sports a way of life and empowerment.** Sports should be mainstreamed as part of curriculum for physical and mental fitness. Promote and nurture female participation in sports for enhancing life skills. Setting up of sports schools in hinterland with more focus on tribal youth and those from economically backward sections. Mainstreaming Sports for development and peace to build and nurture the agency of adolescent and youth.

#### d. Youth leadership and development

Key interlinked SDG Goals:

Adolescents and Youth being integral to the Indian demographic landscape, their needs and aspirations span across multiple goals/ targets such as explained under:

##### Goal 2: Zero Hunger

- 🌾 **2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed needs of adolescent girls, pregnant and lactating women, and older persons**

##### Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030

- 🎓 **4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.**
- 🎓 **4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.**

##### Goal 5: Achieve gender equality and empower all women and girls

- 👩 **5.5: Ensure full participation in leadership and decision-making**

Further, SDG targets such as 3.1,3.3, 3.6, 3.7, 4.1, 4.4, 4.5, 4b, 5.1-5.6, 5b, 8.5, 8.6, 8b, 10.3, 16.1, 16.3, 16.7 are closely linked to the issues of adolescents and youth, some of which are touched upon in other sections as well

All through history, youth have been the harbingers of change – from winning independence for nations, to creating new technologies that upset the status quo, to new forms of art, music and culture. Supporting and promoting the development of India’s youth must be one of the foremost priorities, across all sectors and stakeholders, of this nation.

Approximately 560 million population in India is in the age group of 10- 35 years as per census 2011. Young people in the age group 15 - 29 years, defined as youth by the NYP 2014, constitutes 27.5% of India's population and more than 65% below the age of 35<sup>11</sup>. It is expected that, in 2020, the average age of an Indian will be 29 years. The NYP-2014 provides a holistic vision for the youth of India which is “to empower the youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”.

India's young population is its most valuable asset and most pressing challenge. It provides India with a unique demographic advantage. But this opportunity will be lost without proportionate investment in human capital development. At the same time, the world today is more dynamic and uncertain than ever before. As India undergoes rapid and concurrent economic, demographic, social and technological shifts, it must ensure that its growth is inclusive and is shared by all sections of the society. India will not be able to realize its true growth potential its youth is not able to participate adequately and productively in all spheres of life. The consultations provided deep insights into some of the specific areas that need attention are and can be summarized as:

- i. **Lack of a safe and non-judgemental space** for self-expression; Lack of safe spaces for inter-generational dialogue, especially on young person's agency and aspirations.
- ii. Schools and colleges with their rigid rules and regulations on how young people should live and behave are often in complete contrast to what young people need—to feel accepted and to have a sense of belonging.
- iii. **Leadership spaces are mostly confined to CSOs**  
Leadership spaces in the institutional structure is absent or very limited. Volunteering organizations such as Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS) offer some leadership experience/opportunities which may not be diverse in nature. CSOs across the country offer various types of leadership spaces in terms of volunteering, internship, exposure etc. but the number of adolescent and youth they cater to is limited and is a need for a large-scale mainstream meaningful leadership experience available to young people from an early age.
- iv. **Adolescent and youth participation in decision making absent;** Mostly they are not given a seat at the table and even in rare cases where they are invited, the participation is tokenistic. There is an absence of a youth representative council like a National Youth Council which is able to foreground the aspiration, dreams and needs of young people and are able to influence the decisions affecting them. One among the eleven priority areas in the NYP 2014 is that of 'participation in politics and governance', which mostly talks about facilitating participation and civic engagement at all levels of governance. There are no clear policy strategies that either build the capacities of youth to participate effectively, or offer them a space to do so.
- v. Most of the funding in this department dedicated to youth is for sports infrastructure development, maintenance and promotion. The fundamental **point to note is that on issues of National Policy, there is a conflation of youth affairs and sports which hinders a nuanced perspective and effort.**
- vi. **Lack of acceptance of young people from LGBTQI community** in the society due to stigma and preconceived notions relating to sexual preferences; the judgement on Sec 377 has helped certain members of LGBTQI in being accepted in the family and society.
- vii. **Awareness on Gender based violence and it's multiple forms;** currently the discourse is missing in school, home or community spaces

**Achieving all of the above shall require concerted efforts from CSOs, institutions, Government departments and duty bearers etc. in a sustainable collaborative way.**

To really understand the youth demography which is so diverse and heterogeneous in nature, a number of factors need attention, be it the institutional structure and governance framework for young people in India, the involvement of and interest of young people in politics, employment-unemployment amongst youth, and their aspirations. To account for all these considerations, we need to develop a holistic approach to address the concerns and aspirations of youth in India.

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<sup>11</sup> Census 2011

## Flagship Programmes:

### **YuWaah!- An alliance to transform education, skilling and employment with and for India's more than 300 million youth**

Supported by UNICEF, Generation Unlimited brings young people together with the private sector, governments, international and local organisations to tackle the urgent challenge of investing in their learning and training so that they are prepared for the complex and fast-changing world of work and can be active and engaged citizens. By 2030 there will be two billion young women and men seeking opportunities for a bright future throughout the world. Integral to this is a Youth Challenge to engage young women and men across the country to share solutions which

- Promote formal or informal education experiences that build skills young people need for productive lives and the future of work.
- Improve connections between young people and existing work opportunities.
- Promote equitable access to quality education, training, employment, entrepreneurship and civic participation.

A strategic long-term partnership, YuWaah! aims to enable sustained and coordinated investments to co-create solutions for learning (including alternative and flexible learning programmes), life and employability skills, career guidance and employment opportunities (including entrepreneurship). The target of the partnership is on adolescents and young people in school (25 million), out of school (20 million) and in institutions (4 million)

**Nehru Yuva Kendras** were established in the year 1972 with the objective of providing rural youth avenues to take part in the process of nation building as well providing opportunities for the development of their personality and skills.

In the year 1987-88, Nehru Yuva Kendra Sangathan(NYKS) was set up as an autonomous organization under the Government of India, Ministry of Youth Affairs and Sports, to oversee working of these Kendras. NYKS is the largest grassroots level youth organization; one of its kind in the world. It channelizes the power of youth on the principles of voluntarism, self-help and community participation. Over the years, Nehru Yuva Kendra Sangathan has established a network of youth clubs in villages, where Nehru Yuva Kendras have been set up. NYKS has targeted to identify areas of harnessing youth power for development by forming Youth Clubs, which are village level voluntary action groups of youth at the grassroots level to involve them in nation building activities. The core strength of NYKS lies in its network of youth clubs. Youth Clubs are village based organizations working for community development and youth empowerment.

The basic objective for creation of youth clubs is to render community support through developmental initiatives involving activities with particular focus on youth empowerment. The implementation of programmes and activities of youth clubs is based on local needs and requirements by mobilizing resources from various government departments and other agencies, which include both national, State level and multilateral institutions. The youth clubs and its member volunteers form the base of the NYKS's vast national rural network.

## Recommendations from the consultations:

1. **Institute a dedicated Ministry for Youth development** with appropriate budget allocation; Youth should have a representation and a say in decision making in the institutional structure
2. Formation of a democratically elected **National Youth Council** based on democratic values and governed by youth with a mandate to represent young people's aspirations, dreams and realities at the national level.
3. **Increase long term programming** towards creating empowering spaces connecting to the needs of the youth rather than project based interventions; increase partnership and collaborations between Government and youth-based organizations.
4. **Centralized resource bank** and portal for leadership opportunities - volunteering, internship as a universal opportunity pool.
5. **Government officials and stakeholders engaging** with young trained in meaningful youth participation; creating leadership positions for youth in NSS and NYKS structure. It requires restructuring and revamping of these organizations to suit the present day requirements of youth leadership. Youth Parliaments should be institutionalised at different levels and digital space should be leveraged for learning and experience on participation and decision-making. **Budgets for Indian CSOs to engage in revamping of institutions like NYKS and NSS with an intent for capacity building should be made available.**
6. **The Youth Development Index** should be comprehensively revised every 5 years to remain true to the current needs, aspiration and realities of young people.

7. **Budgetary allocations towards strong psychosocial programming<sup>12</sup>** to support ongoing schemes for young people, as well as after school programming on issues that are not covered through regular curricula, like gender, citizenship, leadership, etc.

**To summarise, critical gaps remain in implementation and accountability of youth targeted programmes, which are major impediments in realising the full potential of young people.** This, compounded by the exclusions that the youth face, and the lack of impetus to have strong participatory planning processes with young people, makes for feeble programming targeted at a very large population of the country. Young people thus remain vulnerable and at the margins inspite of the many efforts made to affect change. The state and civil society have a responsibility to gear up to meet the aspirations of our young people, by making the right economic and psychosocial investment in ongoing and new youth schemes and policies.

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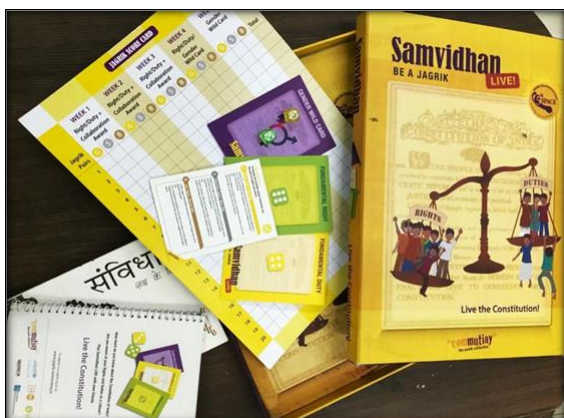
<sup>12</sup> A preventive approach towards bringing out about mind-set change among stakeholders

## Annexure-1: Successful CSO Programmes

### Samvidhan LIVE! Be a Jagrik'

Samvidhan LIVE! Be a Jagrik' aims at building constitutional values in young people while strengthening their capacities for self-reflection and social action. Young people who participate in this are called Jagrik. Jagrik is a wordplay and a concept that combines the idea of a 'Jagruk' (Awakened and Aware) 'Nagrik' (Citizen) who is active and acts to awaken (Jag) the community. The initiative has been supported by MISEREOR, Oxfam, DKA, UNFPA and UNICEF.

Since its inception in 2016, **2500 Jagriks, have undertaken this critical task of bringing the Constitution to their city, town, village and streets through this fun-filled game. In a matter of 5 weeks, almost 18000 social and self and social action projects.** such as spending a night in a homeless shelter, organizing a health camp, reversing gender roles to experience the other, spending time with religious leaders to truly understand and experience freedom of religion, and many others, have been carried out.



A survey with over 22000 respondents and a snap poll at the end of the complete journey indicates a higher awareness and engagement levels of Jagriks (vis-à-vis the national average and vis-à-vis prior to undertaking the journey). Their scores at 59% in awareness, 86% in action and 77% in inspiring action speaks for itself, a significant increase of 18%, 40% and 38.4% in the respective parameters vis-à-vis prior to undertaking the Jagrik Journey.

While the 'Samvidhan Live! Be a Jagrik' journey has reached through on ground and online outreach to more than five lakh young people in India. We are presently partnering with UNICEF India to **build empowering spaces for young people across 11 states spanning more than 70 youth engaging organisations.** In this process, we are committed to reaching out to 180,000 young people over the next two years through the Jagrik journey. This has enabled ComMutiny to become **a vibrant ecosystem of 100 plus adolescent and youth engaging organisations spanning 17 states.**

### Project Inayat

Education is the root of the society from which new branches and buds thrive on. A holistic education develops our human capabilities through knowledge, values, attitude, behaviour and skills which helps to sustain us and the society we live in. Contemporary conditional environment has reduced education to an economic worth where emphasis on values has been reduced. Youth for Peace International ([www.yfpinetwork.com](http://www.yfpinetwork.com)) began its on-ground action, Project Inaayat, for the underprivileged and marginalised children with the aim of facilitating a holistic learning experience to nurture their attitude, behaviour, values and skills based on the principle of Peace Education.



Inaayat has been vigorously working for over a year towards the sensitisation of the children on basic social issues through weekly workshops, conducting classes with integrated elements of peace-education as well as developing their skills and capacity to practice peaceful behaviour in their practical life. The Co-facilitators encourage the creativity of the children by engaging them in playful activities integrated in their daily learning, such as songs, dance, role-playing, storytelling, painting, learning through UNO cards and so on. The needs assessments of the children are translated into adequately-designed curriculum to efficiently balance the growth of the mind, the heart and the skills of the children.

With the gradual growth of the project, the children also fostered along exuberating a positive change. From replacing rowdy words to words of thanks, from refusing to sitting beside each other owing to discrimination, they gradually got together to learn side-by-side. It is heart-warming when it is time for us to leave, and the kids hold our hands, wanting for us to stay a bit longer and ask "aap kal aaoge na?" This is when we truly know that we are making an impact, leaving an impression on them, on what they aspire to become, and that their desire to learn is growing by the day. These little gestures of their curiosity and enthusiasm has kept each of us motivated to go back to the classroom and create ripples of change, even if it is one child at a time.

Inaayat wanted to give these children a hope is an essence of life, a power to strive on against odds and a window to look forward to. It's a magical energy which gives us strength and confidence to build a future of our dream and peace. We, at Inaayat, have used Education channelize this magic and see it translating into smiles and aspirations of children

#### Leadership programmes run by Pratigya, Jharkhand

Laxmi belongs to a socio-economically marginalised tribal and migrant family, coming from an extremely backward rural remote region of Jharkhand. She has been connected with Pratigya while she was studying in her school. Pratigya supported her in getting a quality education and also trained her with life-skills. The impact of life skills education could be well judged by the fact that once Laxmi fought with her mother and other people of community regarding some stereotypes being practiced there.

Laxmi found it irrelevant and illogical and she raised her voice against this practice what everyone in their community was practicing from years. The confidence and courage what Laxmi showed that day was really appreciable. Likewise, Laxmi's education was also not an easy game to play. She had faced a lot of resistance in her family regarding this.



Laxmi displayed her entrepreneurship skill in the one day State-level Business Fair called "Baadi- Utsav", organised by Pratigya in Ranchi, with help of its strong and committed volunteer base. She, along with two other children of her slum, got into a business alliance. They installed two business stalls. One was a food stall. The other was stationery related. And they successfully implemented this, especially the food item was a great success, and they made good profits. After her due involvement in the activities at the first centre of Pratigya in Jagannathpur, she took the initiative to convince Pratigya to open a new branch nearby her area as she felt the need for it, as a lot of substance abuse cases were happening there.

Laxmi Kujur is a child leader mentored by Pratigya through its life skills programme. She is someone who holds power and boldness in her attitude and has the mere capacity to lead change transformation around her community. Throughout this journey of change, she has successfully achieved so much of attention due to her capacity building, enhancing upfront ideas and mobilization skills. Working with the children and interacting with their mothers, Laxmi had came up with a brilliant idea to bring all the mothers who were culturally bound to work in their homes, to field for playing football. She involved the children of Pratigya centers in this and mobilized 5 teams to play a football tournament, which she named Matri Shakti Football tournament. In 2018, 5 teams played this tournament that encouraged the other mothers who watched them playing. So, in 2019, as soon as the dates of tournament were open, 24 mothers' team registered to play this tournament. The tournament was focused to led the mothers enjoy their lives through sports. Laxmi, for this unique idea/initiative was also awarded by Kailash Satyarthi Children's Foundation for her contribution towards mother's empowerment. Laxmi's initiative has gathered a great attraction and was published in various print and electronic media.

#### Leadership programmes run by CYDA, Pune

##### Soch Badlo.....Zindagi Badlo

"Even after completing engineering degree, I was unemployed for 2 years and this pushed me to depression" says Deepali, a young girl from Yerwada slum community of Pune. Despite poor financial condition of the family, Deepali was encouraged to pursue Engineering but all the struggle of family seemed futile as Deepali could not manage to get a job.

When Centre for Youth Development and Activities (CYDA) team reached out to her with their program on promoting non-traditional skills among girls and women, Deepali listened but was not sure. After counselling and numerous home visits, Deepali decided to pursue two-wheeler repairing course. "Working as a two-wheeler mechanic required me to break the mindset about gender roles. I decided to take on the challenge" The training was difficult but Deepali persevered with determination and grit.

Deepali successfully completed her course and got placed at a motor service station. She is the only female employee among 22 employees repairing two wheelers. "I am happy to get a good designation and salary. Finally, I made my parents proud." Initially customers doubted whether she could repair a two wheeler, but after seeing her work their perception changed. Today Deepali is appreciated by her employer and customers.

Deepali wishes more girls come out of domestic barriers and achieve their dreams and takes up male dominated occupations.



*(CYDA has been working with young girls and women in PMC and PCMC areas of Pune on promoting non-traditional skills in partnership with Girls Count)*

**Annexure-2: List of attendees**

S.No	Participant name	Organisation
<b>National Youth Consultation for Adolescents and Youth - Delhi</b>		
1	Bharat Nayak	The Logical Indian
2	Sonal	We Are Young Foundation
3	Aadya Singh	Himalaya Collective, Vikalp Sangam
4	Janardhana K.	Samvada
5	Deepjyoti Sonu Brahma	Farm 2 Food
6	Navendu Mishra	Agrini, Vikalp, ComMutiny
7	Nayan	Jan Vikas
8	Shilpa Jhawar	Anhad Pravah
9	Smita Sen	Rupantaran
10	Arun Sadeho	UNV
11	Dinesh	Audacious Dreams
12	Poakam Misao	Inside North East
13	Neha Buch	Pravah
14	Prashant Dubey	Awaaj
15	Ramnarayan Syag	Jan Sahas, ComMutiny
16	Shashank	Youth Alliance
17	Siva Kumar	RGNIYD
18	Dr Hasan	U Reformers Org
19	Mohd Zeeshan	ComMutiny, Yeh Ek Soch
20	Smriti Shukla	Swadharma
21	Ajay	Pratigya
22	Nora	People for Change
23	Piyush Ghosh	The Optimist Citizen
24	Shibashis	Diksha Foundation
25	Waqar	Urja Ghar
26	Mr. Mridul Upadhyay	United Network of Young Peaceworkers
27	Anjali Agarwal	Bharatiya Grameen Mahila Sangh
28	Biska Bhushan	Saathii
29	Sinjini	CYDA
30	Radhika Sharma	Director
31	Momee	NA
32	Shahina Javed	Malda Sahyogita Samiti
33	Soriya Banu	Rajabazar Roshini Youth Group
34	Rehana Qureshi	Urja Ghar
35	Hirak Jyoti sharma	Jharkhand Youth Collective
36	Jairam Hissa	Jharkhand Youth Collective
37	Parinita Saurabh	NA
38	Surendra Kumar	NA
39	Gufran	Awadh People's Forum
40	Nisar bhai	Azad Shikshan Kendra
41	Ajay	Bihar Ambedkar Students Forum
42	Zafreen	Bihar Ambedkar Students Forum
43	Kuldeep Kumar	UP Youth Equity Forum

44	Yashwinder	Humsafar Trust
45	Ravi Agarwal	ICCO
46	Arun Kamawat	Navachar Sanstha
47	Dharnappa	Samvada
48	Avali	YP Foundation
49	Ambika Kaushik	India and Bharat together
50	Ritikaa	Pravah
51	Indrani Sarkar	UNICEF
52	Victor	UNESCO
53	Shreya' Reddy	The Humsafar
54	Amit Verma	ICCO
55	Deepa Prasad	UNFPA
56	Stanzir	UNRCO
57	Gulneer	SMJS Trust
58	Rachita	YES Foundation
59	Rihana Mansoori	Bundelkhand Dalit adivasi Manch
60	Monisha Mukherjee	PRADAN
61	Yasar	UNV
62	Anubha	Na
63	Divita	Action aid
64	Vidya	NITI Aayog
65	Sameer Basha	UNIC
66	Vinod kumar	Sampurna Gram Vikas Kendra
67	Riya	Youth Alliance
68	Ritesh	SHEDO
69	Waseem	AAS
70	Rajat	Vishwa Yuvak Kendra
71	Sunil kumar	UNO
72	RP Singh	Aga Khan foundation
73	Pushkar	WSSCC
74	Saumya	Youth for Peace international
75	Radhika M	UNRCO
76	Nandika	Dasra
77	Jaya	UNFPA
78	Nakul	Carrot films
79	Piyush	Carrot films
80	Sansmita	Carrot films
81	Annweesh	Carrot films
<b>Regional Youth Consultation: Delhi</b>		
1	Jyoti	Nav Shiristi
2	Shivam Gupta	Nav Shiristi
3	Jyoti	Nav Shiristi
4	Priiti	Nav Shiristi
5	Sushil	Nav Shiristi
6	Guddi	Nav Shiristi
7	Pooja	Nav Shiristi

8	Arunima	Hindu College ,DU
9	Paevej Ahmed	Yes Foundation
10	Shivent Veemr	Yes Foundation
11	Rohan	Pravah
12	Rahul	NYEF
13	Zishan	Labhya Foundation
14	Neha Gupta	NYEF
15	Sonam Gupta	NYEF
16	Soniya	NYEF
17	Sanjana	NYEF
18	Bobby	NYEF
19	Samita	NYEF
20	Varsha	NYEF
21	Reshal	Pravah
22	Sameera	TFI
23	Ankit Chauhan	TFI
24	Vihaan	Nazariya foundation
25	Medhavi Haisya	Pratham
26	Richa Gupta	Labhya Foundation
27	Charu Verma	UNV
28	Swati Verma	UNV
29	Shipra Gupta	UNV
30	Rishi Banshilal	UNV
31	Ankit Jaiswal	UNV
<b>Regional Youth Consultation: Chennai</b>		
1	Atul Krishna	Omega
2	Sao Vaoshnavi Akula	St Pious College
3	Bheemreddy Shravika	St Pious College
4	Neaveen	MaharishiInternational Resident School
5	Arnav Girish Timmapur	Sharanya Narayan School Bangalore
6	Bhavna	National Institute of Fashion Technology Banagalore
7	Sarath	Vayali Folklore Group, Kerala
8	Rakesh Rajan	Vayali Folkfare, Kerala
9	Jyoti Sengupta	UNFPA
10	Parbati Hikaka	UNFPA
11	Purra Chintu	Rubaroo
12	Sivvala Umamaheshwari	Rubaroo
13	Anuja K Menon	Rubaroo
14	Anjana Kumaran	National Institute Of Open Schooling @ LMOIS
15	Rupaak	Maharishi Vidya Mandir
16	Sai Prashanth	Maharishi Vidya Mandir
17	Anshula	PSBB Millenium School
18	Pranav Nanda	PSBB Millenium School
19	Keran Shiny	Auxilium College
20	Harini	Auxilium College
21	Marianus	Audacious Dreams Foundation

22	Afra Begum	Women's Christian College
23	Renita Keran	Women's Christian College
24	Liya Sarah Philip	Women's Christian College
25	Jane Sheeba Vargheese	Women's Christian College
26	Vyshnavi	Sri Kanyaga Parameshwari College
27	Kirthana	Sri Kanyaga Parameshwari College
28	Shree Sruthi	Sri Ramachandra Medical College
29	Priya	Welfare Trust Krishnagiri
30	Annamalai	Welfare Trust Krishnagiri
31	Ramu	Welfare Trust Krishnagiri
32	Santosh	Audacious Dreams Foundation
33	Gokulkrishna	Eashwari Engineering College
34	Rohan	SRM University
35	Yukta Garg	SRMIST
36	Swetha	Eashwari Engineering College
37	Ritik Ram Sridhar	SRM Institute of Science and Technology
38	Subiksha	SRM Institute of Science and Technology
39	Anchal Cholak	SRM University
40	Mohan N	SRM University
41	Kirthika N	SRM University
42	Bhavana Shah	SRM University
43	Chaitanya Vibhu	SRM University
44	Akarshak Bose	SRM University
45	Rashmi Sharma	SRM University
46	Kevin George	National Institute Open Schooling @ LMOIS
47	Mathavan	Loyola College Chennai
48	V. Lalitha	Spring Days School Vellore
49	Jahnavi .P	Spring Days School Vellore
50	Aparna Ashok	Rajiv Gandhi National Institute of Youth Development
51	Krishna	Rajiv Gandhi National Institute of Youth Development
52	Kavita	Rajiv Gandhi National Institute of Youth Development
53	Prashanth	Rajiv Gandhi National Institute of Youth Development
54	Tennarasu	Rajiv Gandhi National Institute of Youth Development
55	Sasi Kumar	Rajiv Gandhi National Institute of Youth Development
56	Harikrishna	Rajiv Gandhi National Institute of Youth Development
57	Swathi	Rajiv Gandhi National Institute of Youth Development
58	Priyadarshini	University of Madras
59	Sujith Sai	MIRS
60	Aazam Khan	SRM Nightingale School
61	Shalini	Communitary - The Youth Collective
62	Lokasish	Communitary - The Youth Collective
63	Dinesh Gajendran	Audacious Dreams Foundation
64	Dr Madhavan	SRM University
65	Nirupama Sarathy	ComMutiny – The Youth Collective
66	Ishanee	Pravah

67	Garima	BCG
68	Prakriti	BCG
69	Arushi Srinivasan	ADF
<b>Regional Youth Consultation: Kolkata</b>		
1	Vidhan sarkar	Prantakatha
2	Rabi Ray	Prantakatha
3	Subhankar Ray	Prantakatha
4	Arunima Saha	Prantakatha
5	Ronit Manna	Prantakatha
6	Ankita Sengupta	Prantakatha
7	SaumalikaBaru	Prantakatha
8	Suchetana Sarkar	Prantakatha
9	Munmun Sharma	Prantakatha
10	Suman Ku Munda	Pratigya
11	Snigdha Priy	Pratigya
12	Dipak Kumar Gupta	N.S.S.
13	Rupali Mandal	N.S.S.
14	Sayantani Basak	Prantakatha
15	Sayartan Dey	Prantakatha
16	Asit kumar Pradhan	Satyagrah
17	Amit Monna	Heritage Institute of Technology
18	Debsbri Sengupta	NYKS- South Kol
19	Babai Mondal	Jogeshchandra Chaudhuri College
20	Mohammad. Siraj	NYKS- South Kol
21	Ananda Bhowmich	Prantakatha
22	Sudha Kumari	BASF
23	Bappaditya Mukherjee	Prantakatha
24	Lokasish Saha	Communitiy
25	Gahidulislam	Prantakatha
26	Jiya Das	Prantakatha
27	Sutjit Mitton	PKI
28	Shama Parveen	RSN
29	Mehurish Eran	RSN
30	Ramtanu Banerjee	Youth Voice NYKS- South Kolkata
31	Sabuj Kashi Chaterjee	NSS
32	Saurav Kumar Mishra	ESEI
33	Saurav Kumar	GGMVM
34	Shaf	RSN
35	Sohana Riyaj	RSN
36	Pooja Singh	Pravah
37	Swapna Koormakar	Prantakatha

