

NATIONAL YOUTH POLICY 2021

RECOMMENDATIONS FROM THE YOUNG VOICES NATIONAL MOVEMENT (YVNM)

14 States, more than 200 young people, and more than 30 CSOs

Submission to the Ministry of Youth Affairs and Sports (MOYAS)

July 2022

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BACKGROUND

We welcome the Draft National Youth Policy (NYP) 2021 as an important tool to ensure young people's leadership and participation in making key decisions that impact their lives and contribute to India's progress towards the SDG goals. We also welcome the Ministry of Youth and Sports (MOYAS) open invitation to young people and civil society organisations to give feedback on the same.

We are a collaboration of 2500 young people (15-25 years) and 95 civil society organisations (CSOs) from 15 states of India that came together in 2020 during the first wave of COVID 19 as the 'Young Voices National Movement' (YVNM). Together, we shared feedback in the form of a Young Voices National Report to the Government Task Force (headed by Dr. Jaya Jaitley) that was deliberating on an amendment to the Prohibition of Child Marriage Act (PCMA) 2006 to increase the minimum age of marriage (AOM) of girls from 18 to 21 years. We were invited by the Task Force to make a virtual representation and also to submit our report. Our girl representatives made a strong case against the proposed amendment, asserting that the minimum age of marriage for both boys and girls should be 18 years. They strongly demanded the right to be heard and the right to participate in decisions by their families and by their government on issues that are directly impacting them.

Keeping this demand in mind, the YVNM came together once again to disseminate the draft NYP 2021 among young people and share their appreciation, their concerns and most importantly their suggestions to MOYAS. **The timing of this draft NYP seems particularly opportune given the recent commitment by Leaders of the 54 Commonwealth Countries to declare 2023, the Year of the Youth and to tackle endemic problems facing children and young people.** The declaration acknowledges the effect of the global pandemic in exacerbating the 'tsunami of health, education, economic, employment and safe-guarding challenges, and aims to get youth development on track for global-agreed development goals deadlines.

PRINCIPLES OF ENGAGEMENT

For young people's participation to be meaningful, it had to be informed and carried out in a safe and non-judgemental environment which ensured their dignity and security. Article 12 of UNCRC closely relates to these: Article 13 - right to seek, receive and impart information; Article 14 - freedom of thought, conscience and religion; and Article 15 - freedom of association which together form the 'participatory rights.' In this spirit, **203 young people (15-29 years) from 14 states of India** (Tamil Nadu, Kerala, Karnataka, Gujarat, Assam, Nagaland, Delhi, Haryana, Uttar Pradesh, Bihar, West Bengal, Jharkhand, Maharashtra, and Rajasthan) shared their feedback on the draft NYP via a facilitative process **by 30 facilitating CSOs.** In addition, **more than 100 CSOs and individuals who have been working in depth with young people from marginalised communities have also collectively endorsed this submission.**

KEY QUESTIONS AND FEEDBACK FROM YOUNG PEOPLE

Our Young representatives have appreciated the policy for its emphasis on the areas of Education, Employment and Entrepreneurship, Youth leadership and Development; Health fitness and Sports and; Social Justice. The policy has outlined many of their needs including mental health; quality education; participation in youth councils and national youth parliament; opportunities for apprenticeship as well as volunteerism. Two key questions regularly posed by young people were, *“Why were there not any consultations happening in the country while drafting the NYP?”* Another question they raised was, *“why did it take so long to place this document for public view and why only limited time is given to give feedback?”* Young people also wanted to understand how the policy would be implemented, the different steps for the same and mechanisms for redressal so that they can avail of proposed benefits with dignity. A key concern was that while the NYP states its specific focus on marginalised groups, these need to be specified along axes of caste, gender, sexuality, religion, disability, economic status and geography.

The categorisation and focus on adolescents and youth that are ‘NEET’ i.e. Not in Education, Entrepreneurship or Training was considered apt as this category would encompass a large number of marginalised, young people. Again, the concern expressed was that this would lead to generic solutions without taking into account the multiple ground realities and intersecting identities of young people example, a young, Dalit, girl who has migrated and hence had to leave school would need a very different intervention to a girl who is married and had to leave school. Young people also shared challenges that have been exacerbated post the pandemic example being pushed out of education, girls being rushed into early marriage and early pregnancy; reducing opportunities for work etc. and expressed the need for schemes that are easily available to them in their regional language. The role of state governments also needs to be specified and acknowledged as they are key actors in the effective implementation of policy.

While the NYP, similar to the landmark **Kigali Declaration on Child Care and Protection Reform** issued at the Commonwealth Heads of Government Meeting (CHOGM) declares its intent to meet the SDG goals, there seems to be a skew towards goals related to economic development resulting in efforts in Education; Entrepreneurship and Training opportunities. This in itself shifts the needle from a key demand of young people viz. Increasing their agency and also reduces focus on other key SDGs like elimination of child, early and forced marriage (even though India has the highest absolute number of child brides in the world). Young people also shared that the focus on reaching ‘both men and women’ precludes the acknowledgment of gender non-binary youth and those with diverse sexual orientation and their needs.

We have collated the feedback on each section of the policy that has come directly from young people and Civil Society Organisation representatives that have been working with young people in India for decades. **We trust that these will be duly noted by MOYAS**

and there will be a formal process by MOYAS to also inform us (both young people and CSOs) what steps have been taken to acknowledge this rich feedback.

SUBMISSION

This submission consists of 3 parts:

- **Part A:** Detailed feedback on specific sections of the draft NYP 2021 by a collaborative of Young People and CSOs.
- **Part B:** A Note outlining how Policy commitments can uphold participation of young people (explicitly and/or implicitly) including: Rights based Youth Participation Principles; A Participatory Framework and; Examples and links to some outstanding models of adolescent and youth participation in India.
- **Part C:** State Reports from Tamil Nadu, Karnataka, and Gujarat.
- **Part D:** List of participants in the Draft NYP Consultations

We will be happy to engage with MOYAS on this as a collective.

TheYoung Voices National Movement (YVNM)

PART A: RECOMMENDATIONS FROM YVNM members (Young People aged 15-29 years and CSOs)

Section	Area of work or Text as quoted	Recommendation/response	Source (Young People ¹ / CSO ² members/ Both)
INTRODUCTION			
1.6	Introduction - strides taken in improving education pedagogy, delivery and scalability	SAMVAY essentially focuses on certification upon completion of a vocational education course. The framework is based on a credit system, which is the system also followed in higher education to grade academic achievement. It needs to be examined whether this can be employed to assess the aptitude and capacity at the point of entry of new entrants. As the tool is focused on scholastic abilities, It may not be a tool of skill assessment, of youth in the community, NEET youth etc. to map and match on the basis of aptitude, interest, relevance etc. https://www.aicte-india.org/sites/default/files/SAMVAY_1_.pdf	CSO
EDUCATION			

¹ Young people are defined as adolescents and youth from the age range of 15-29 years. The Young people who have contributed to this document include: adolescent representatives of the child rights movement, college going young adults who are also volunteering at CSOs and youth workers that are employees at CSOs..

² CSOs include Civil Society Organisations, from across the country, working on issues of child rights, children's and young people's education, adolescent and young people's health and well-being, gender justice, rights of working children, Youth leadership and development and young people's livelihoods. All CSOs are members of the Young Voices National Working Group.

3.2	<p>Young people need quality education that also imparts critical career and life skills and enables the holistic development of these individuals, socialised to societal norms. The NYP 2021 envisages an education system that will ultimately ‘enable all youth to take charge of their futures through equitable access to quality education’.</p>	<p>This should include adolescents and young people that come from vulnerable and difficult contexts, as well as those who are currently lagging behind in the education system and unable to score above average marks . The NYP should highlight and solidify the role of education to facilitate adolescents and young people from all backgrounds to have opportunities to make progressive change for themselves and their communities; In keeping with this, importance must be given to life skills education and experiential education.</p> <p>It is important to attribute the significant link between sports, play and learning inclusion and learning acceptance. Thus, sports and play must be incorporated into mainstream educational practice and should be used as tools to include young people; access to sports should be comprehensive - dedicated curricular time, space, equipment, coaching etc.</p> <p>Sports and play can be used as a powerful tool to ensure inclusion in education and mobilise NEET youth towards education; For this, a strong plan of action needs to be developed in convergence with other relevant systemic and community-based stakeholders.</p> <p>NYP should commit to Improving and promoting the public education system in the state. ‘Good quality education available in private schools and institutions must also be made available in government schools, colleges and institutions.’ Young people also advocated for pedagogies that build conceptual clarity, instead of rote learning. They emphasised on experiential learning, inclusion of age-appropriate life skills education and arts education (Music, Art and Drama etc.).</p> <p>Skills that help earn money for young people should be part of the learning process. Vocational training should be present at every level, especially during higher secondary and college levels. Financial support facilities should be there during the learning process like an internship, ‘earning and learning’ together.</p>	<p>Young People from Karnataka</p> <p>CSO</p> <p>Young people from Gujarat & Karnataka</p> <p>Young people from Gujarat</p>
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3.5	<p>Aligned with the NEP, the NYP 2021 envisages an education system that ensures holistic learning and development of all segments of youth by making education relevant for those in secondary and higher education, supporting the segment of youths not in education, employment or training (NEET), and by building an inclusive education system</p>	<p>While the NYP has laid out progressive principles, there should also be directions for concrete steps to ensure young people can access and complete their education; Some suggestions:</p> <ul style="list-style-type: none"> - Scholarships must be available during the beginning of the academic year and not later. Loans must also be provided by the government for pursuing higher education - Children and young people from socio-economically marginalised families must be provided notebooks, stationery, uniforms, transportation arrangements, hostel facilities where needed and cycles to enable uninterrupted access to education - Along with education in schools, awareness must be made available, especially to girls regarding child marriage and its ill effects on young girls - Vocational training must be made available in schools like tailoring, mobile repair, computer applications, agriculture and electrical courses - Free coaching must be provided in government run colleges to appear for competitive examinations. - Campus recruitment facilities must be made available in Govt. run colleges too. - Counselling must be made available to young people who are pursuing both education and employment 	Young People from Karnataka
3.6	<p>Upgrade education and skilling curriculum and methodologies for teaching and learning periodically to prepare youth for future jobs.</p>	<p>The National Curriculum Framework 2005, outlines a pedagogical process for the same for in-school adolescents and youth. For out of school youth, options for 'Learn and earn', Skills based education and bridge courses to help them reintegrate into formal education should be incorporated into the NEP commitments and other programmatic directives.</p>	CSO
3.9	<p>Teacher capacity will be developed through teacher training and specialised pedagogical interventions across secondary and</p>	<p>This is welcome. Focused training, incorporating theory and practice, for teachers and staff should be provided on a regular basis. Also, there should be a provision to regularly update the contents of the training by evaluation, for the teachers and staff.</p>	Young people from Gujarat

	<p>higher education to deliver these skills effectively. In addition, the necessary steps will be taken to ensure the adequate availability of teachers.</p>		
3.10	<p>Students will also be engaged in understanding and resolving prejudice and bias; the teachers will be trained to deliver the curriculum effectively and to assess achievements and progress.</p>	<p>The social context of education in India, indicates many challenges which should be included in the NYP. The National Curriculum Framework for Schools 2005 emphasises that schools must implement pedagogical practices that foster critical awareness and openness to engage with different communities to share ideas and exchange curricular decisions. This is also a core Constitutional Value of our country.</p> <p>Therefore Diversity (in belief, thought, action and innovation) must not only be encouraged, but must become the base to designing and implementing curriculum and pedagogical processes.</p> <p>The educational organisations and mechanisms will also promote and protect diversity in all its progressive forms.</p>	CSO
3.14	<p>Vocational Education models and employment outcomes of students</p>	<p>Presently, professional training opportunities involve skill training and labour-intensive training options, which do not substantially contribute to the formal economy. As directed in the New Education Policy (NEP) formal opportunities for youth to receive professional training before or after 10th standard, will be designed and implemented.</p> <p>The scope of professional training options will be expanded to also provide professional training for young adolescents and youth in entrepreneurship, for instance in tailoring, beautician skills, manufacturing small products at home etc. For adolescents above 14 years of age, who are eligible to work in non hazardous occupations (as per the Child and Adolescent Labour [Prohibition and Regulation]</p>	CSO

Act 1986) and for young people above the age of 18 years , the learn and earn model will be incorporated to ensure that they can access education while continuing to fulfil their current financial needs.

Relevant mainstream education pedagogy will be integrated with structured, planned and comprehensive opportunities for entrepreneurship and self-employment, giving several disadvantaged youth the option to access education that secures their future aspirations, and currently continues to support their families.

For this, professional integrated training centres providing free education / vocational training will be set up at decentralised levels (e.g.) at the panchayat, ward, taluka levels) where academic education is integrated with vocational education – especially for adolescents from communities facing severe difficulties. Coordination will be undertaken with programmes such as ‘Skill India’ to achieve these goals.

Further, in keeping with the learn and earn model, during the training period, stipend/scholarships/subsidies will be provided to cope with their survival needs.

Training opportunities must not be designed based on gender stereotypes. Instead, they must provide opportunities for adolescents of all genders to pursue professions based on their interest, aspirations and abilities.

Convergence with other Ministries and Mechanisms to achieve skill based appropriate educational milestones of all youth, will be a focus. A clear-cut plan for coordination and convergence will be laid out, which will include concerns, point of actions and outcomes expected. In this regard:

a) Coordination will be undertaken with the National Institute of Open Schooling (NIOS) - for its professional courses - to align the fee structure in accordance with the financial capabilities of children and adolescents from BPL families.

Coordination will be undertaken for certification for the professional education under NIOS; where the test for the certification and all textbooks, (which is currently only in English and Hindi), will be in all regional languages and facilities will be made for the adolescents and youth to take the test in their own regional language.

b) Coordination will be undertaken with the Ministry of Social Welfare to provide those from the SC, ST and other backward communities with scholarships for professional education, as they do for academic education.

c) Coordination with the DWCD and Ministry of Education to provide for children in need, especially girls, professional education in their current schools where it is easily accessible, keeping in mind that they may not be able to access the same in other locations due to familial and community restrictions.

d) Coordination with the Ministry of Education and RDPR Ministry to extend logistical support, remedial teaching and guidance to assess academic exams along with the professional education.

3.14	EXTENDED COMMENT - new insertion	While the New Education Policy has many good suggestions, there is a danger that under its aegis, many poorer categories of children may be directed to professional education from a very young age, whereas the higher economical classes of children will pursue academic education. This segregation should not be discriminatory; access to professional training must not come in the way of choosing to pursue higher education.	Young people from Karnataka ³
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³ Drawn from Children: Ambassadors of Change: Working Adolescent’s petition, released by working adolescents from 8 states of India: <https://www.concernedforworkingchildren.org/news/2021/04/petition-by-working-adolescents-demanding-attention-and-child-rights-friendly-response-from-the-state-on-the-29th-april-2021-the-eve-of-national-child-labour-day-india/> and from consultations with adolescents and young people in Udupi and Vijayanagar districts of Karnataka

3.15	Definition of NEET youth	<p>The NEET youth definition must include, but not limited to the following:</p> <ul style="list-style-type: none"> · Adolescents and young people who have never ever been to school; · Who were in school until COVID occurred and now are not able to get back to school, due to inability to fulfil school requirements of fees etc.; · Adolescents and youth who were in education but were forced out due to COVID and other adverse situations of reverse migration · Who used to combine work and education including those who worked in order to support their own education, but have now been pulled entirely into work; · Who drop out of school due to unpaid care work responsibilities at home · Who have been forced to drop out of school due to being pushed into Child Marriages, trafficking, child sexual abuse and other forms of exploitation. · Who are living in precarious circumstances in regions impacted by disasters and/ or conflict · Who are pushed out of school due to stigma and discrimination associated with their religion/ caste/ parental occupation/disability/ other. 	Young people from across the country ⁴ .
3.16	Special efforts will be made to rehabilitate NEET youth as well as enable their learning and development.	The NYP should provide mechanisms to design and implement unique plans for each of these groups because their needs are different. This has to be rooted in a deep understanding of the difficult circumstances that each of these categories of youth are from, of their varied interests and abilities. Thus, the solutions to the problems faced in education should be contextualised and suitable.	CSO

⁴Drawn from the observations and recommendations of working adolescents in the Children Ambassadors of Change: Working Adolescent's Petition and the Young Voices National Report <https://www.concernedforworkingchildren.org/news/2021/04/petition-by-working-adolescents-demanding-attention-and-child-rights-friendly-response-from-the-state-on-the-29th-april-2021-the-eve-of-national-child-labour-day-india/> AND <http://www.concernedforworkingchildren.org/news/2020/07/young-voices-national-report-15-states-nearly-2500-young-people-submission-to-the-task-force-examining-age-of-marriage-and-other-concerns-july-2020/>

		<p>Further education should also impart, in addition to academic or professional education, information about the rights of youth, their bodies, and about their lives.</p> <p>The NYP has to factor in the reality that many youth have not found getting educated easy or useful in the current pedagogy and straightjacket streams of education. There are reasons for that and those reasons have to be examined and addressed</p> <p>The ‘learn and earn’ model is especially relevant for a significant number of NEET youth, for whom ‘Earn and Learn’ programmes along with evening high schools, distant learning schools, short term education courses and such other systems could ensure their access to education, while focussing on their responsibilities too. This would open, for them, a more viable and accessible chance to education.</p> <p>Community models for learning should be encouraged, designed and sustained, which could serve either as bridge spaces to formal education/vocational education or as alternatives to access learning and development for all ages from children to adults. Thus, models such as Karnataka’s Panchayat level libraries (through the rural library revival project) etc should be supported and scaled. In fact, these spaces should be made as accessible as possible, by providing all necessary amenities such as age-appropriate reading material, drinking water, sanitation facilities, appropriate congregation spaces etc</p>	<p>Young People from Karnataka</p>
3.17	<p>Building upon the NEP recommendations, efforts will be made to utilise data on students’ learning levels, attendance etc., to identify students at risk of dropping out</p>	<p>Learning should be facilitated in such a way that it attracts the attention of the students; This includes an openness to new methods and pedagogies.</p> <p>An educational ERP software / MIS system could be introduced for minimising the hassles in teaching education(ERP Software is a web-based integrated software for educational institutions, schools and other captive spaces such as community library centres etc; this helps them to manage their daily tasks, internal and external resources, control processes enrolments and management, drop out</p>	<p>On the basis of the principles laid out in the National Curriculum Framework 2005</p>

		tracking, re-enrolment processes, courses and curriculum, exams and results, teacher, community workers and other employee management, lectures etc.)	
3.18	Finally, a dashboard will be developed to serve as a one-stop-shop for youth to access any information about education related support services.	The collation of this data and dissemination of the information should be decentralised and should be made available at the Panchayat level in rural areas and ward level in urban jurisdictions. Local self-governments should be partnered with, to identify eligible youth and should be made accountable to distribute the information and support to them.	CSO
3.19	Comprehensive data systems will be built to serve this purpose and drive reintegration efforts to welcome these children and youth back into the education system.	The collation of this data and dissemination of the information should be decentralised and should be made available at panchayat level in rural areas and ward level in urban jurisdictions. Local self-governments should be partnered with to identify eligible youth and should be made accountable to reach the information and support to them.	CSO
3.19	Extended Comment 3.19	<p>There is a dire need for the Central and State governments to drastically increase the budgetary allocations to all the departments dealing with children and youth- primary and secondary education, women and child welfare, higher education, social welfare, and tribal welfare, but the 2022 budgets have only marginal changes over the previous year. The government must also present the 'Child budget' and the 'Youth budget' along with the general budget, to provide a fuller picture of investment in children and youth of the state.</p> <p>The Central and State governments must conduct nationwide decentralised public hearings such as the public hearing on the impact on COVID - 19 on the Education</p>	Drawn from observations and recommendations in, "Without Food, Without Jobs, Without Education", the public hearing ⁵ on the

⁵The report of the jury consisting of Kavita Ratna, Director Advocacy, CWC, Vinay Sreenivasa, Alternative Law Forum and GurumurthyKasinathan, IT for Change in association with ActionAid India and Slum MahilaSanghatane; with regard to the public hearing on the impact on COVID - 19 on

		of children from vulnerable and marginalised backgrounds held in Karnataka in March 2022. The reports of the same must be collated. ON the basis of this the NYP should facilitate development of a framework to address the issues that have arisen.	impact on COVID - 19 on the Education of children from vulnerable and marginalised backgrounds, March 2022, Karnataka.
3.20	The GoI will encourage partnerships with NGOs and private sector organisations that successfully operate non-formal education centres to support reintegration efforts and to invest in the development of the youth.	This must be undertaken in coordination with subject experts in the field of education, appropriate education and skill based education; which could include but not be limited to CSOs, successful bridge course and reintegration models etc, culturally contextual community models such as the Government of Karnataka and RDPR Ministry's joint venture OduvaBelaku ⁶ (The light of reading)-the rural library revival project etc. Such community initiatives to engage with NEET and other vulnerable community youth, can be used as spaces to dialogue and plan their future course of development – including offering tailor-made individual specific options, relevant linkages to existing structures and schemes etc	CSO
3.21	The number of secondary and higher education institutes will be increased to improve access to education. In areas with high unmet demand, new schools will be	While this is welcome, it is strongly recommended that a policy thrust be placed on supplementary educational structures - such as evening schools and evening colleges, seasonal schools etc should be explored and established. Supplementary community / decentralised education models and structures, that would perhaps be more sustainable, should be explored under the NYP, (including	CSO

the Education of children from vulnerable and marginalised backgrounds held in March 2022. https://educationemergency.net/2022/04/public-hearing-covid-impact-on-education-of-vulnerable-children/?fbclid=IwAR2o0JaAU3cec_aDLpbeqq3mVssN1I0erl5ovIL1LpvzEn4t5dhTrqHoqOk

⁶<https://rdpr.karnataka.gov.in/page/Rural+Public+Libraries/Oduva+Belaku+-+The+light+of+Reading/en>

	established or upgraded	community/ward/taluka level bridge programmes, culturally contextual educational models etc.) Through the NYP, MOYAS must commit to facilitate youth focused convergence between the stakeholder ministries in this regard, such as the Education Ministry, RDPR, DWCD, Social Justice etc. There should be focused directives to explore public private participation with CSO and other educational experts to bridge the gaps in ideation, design, implementation and monitoring of these initiatives.	
3.21	Extended Comment	The NYP heavily leans on the NEP 2020, which has laid emphasis on strengthening secondary and higher education institutions. However, the NEP has opened this segment to foreign players, which lays the path for privatisation and profit margins. This runs a high risk for groups who have difficulties in accessing education to be completely pushed out.	CSO
3.22	Improved funding and capacity building support will be provided to state universities, and central universities that receive a larger share of the University Grants Commission (UGC) funding and support today	The NYP heavily leans on the NEP 2020, which has laid emphasis on strengthening secondary and higher education institutions. However, there is no clarity on the fiscal and budgetary implications and planning for the same. Resultantly, without directions for strong fiscal commitments, and progressive ideas tend to remain in the ideation realm	CSO
3.23	The policy prioritises stronger regulation of private institutes to ensure that the education imparted is of value to the youth.	‘value to the youth’ is a vague term and needs a clear definition.	CSO
3.31	Extended Comment	<ul style="list-style-type: none"> There are several scholarships available to children and youth (especially adolescents (14-18 years) from minority and marginalised communities, 	Drawn from observations

		<p>but they remain unknown to the children they are meant for. Departments such as Social Welfare, Tribal Welfare, Minorities, and Backward classes departments must conduct camps at decentralised levels to make sure people are aware of the schemes, how to apply for the same and the process in a transparent manner. Information about these must be made available in a single portal of the department (e.g., MahitiKanaja portal in Karnataka), which has to be widely published.</p> <ul style="list-style-type: none"> ● Models, programmes and schemes such as the Government of Karnataka's 'Vidyagama' programme (community school programme and central Government's ShuchiScheme (for adolescent girls' menstrual and general health and wellbeing), which are stalled or lay redundant⁷, must be revived. These have proven to facilitate access to and retention in education. 	<p>and recommendations in, "Without Food, Without Jobs, Without Education", the public hearing⁸ on the impact on COVID - 19 on the Education of children from vulnerable and marginalised backgrounds, March 2022, Karnataka</p>
3.33	Special efforts will be undertaken to ensure the relevance of content and	The NYP's reliance on NEP to fulfil its commitments on structural inclusion is laid out in the overview section. However the NEP's focus on curriculum and	Drawn from analysis of the

⁷ MHRD's mahilasamakhyas programme is another important programme focused on rural women's empowerment that facilitated girls education and a range of gender responsive, gender inclusive initiatives at the panchayat level.

⁸The report of the jury consisting of Kavita Ratna, Director Advocacy, CWC, Vinay Sreenivasa, Alternative Law Forum and GurumurthyKasinathan, IT for Change in association with ActionAid India and Slum MahilaSanghatane; with regard to the public hearing on the impact on COVID - 19 on the Education of children from vulnerable and marginalised backgrounds held in March 2022. https://educationemergency.net/2022/04/public-hearing-covid-impact-on-education-of-vulnerable-children/?fbclid=IwAR2o0JaAU3cec_aDLpbeqq3mVssN1I0erl5ovlL1LpvzEn4t5dhTrqHoqOk

3.34	<p>curriculum for disadvantaged and marginalised youths</p> <p>Among youths from tribal and marginalised communities, efforts will also be made to encourage teaching in the mother tongue for the early grades and, over time, build proficiency in mainstream languages like English, Hindi, or any other primary regional language.</p>	<p>pedagogy, throws up certain concerns around implementation , in this regards:</p> <p>The issue of children’s ‘mother tongue’ and home language being different from the local language used for instruction in schools, especially in the case of migrant and Adivasi families, has not been addressed.</p> <p>The policy asks educators to integrate ‘Indian knowledge systems’ covering subjects like yoga, Indian philosophy, and Adivasi/indigenous ways of learning, in the syllabus. However, upskilling educators, who presently struggle even to teach the basic syllabus, to integrate these complex ideas in a secular and inclusive manner, is definitely a challenge.</p>	NEP in NEP 2020: Hits and misses ⁹
EMPLOYMENT AND ENTREPRENEURSHIP			
4.1	<p>India is no exception to this global trend which has accelerated due to Covid-19 pandemic.</p>	<p>It would be important to highlight some actual numbers and statistics to highlight the striking inequalities generated through the pandemic. This helps in benchmark setting and deepening awareness on the scale and depth of the challenge. It also qualifies the challenge with foregrounding the most impacted and helps focus efforts with urgency and specificity eg, unemployment post covid affected young girls disproportionately.</p> <p>LGBTQI youth and other youth who face stigma due to their identity and choice</p>	CSO

⁹ NEP 2020: Hits and misses: An examination of nine key chapters from a practitioner's perspective by MADHUKAR BANURI, SIDDESH SARMA <https://idronline.org/nep-2020-hits-and-misses/>

		have been further marginalised in this time.	
4.2	'Empower young Indians to grow enterprises and find sustainable and productive employment'	<p>Some additional qualifiers:</p> <ul style="list-style-type: none"> ● Employment according to age ● Education and guidance available for entrepreneurship ● Loans and schemes available for entrepreneurship ● Vocational training ● Regular recruitment in Government departments and private companies. The process of recruitment should be transparent and online. ● Youth should have the confidence to work independently or start their own enterprise after completing their degree programs. 	Young people from Karnataka
4.3	Economies worldwide are undergoing key structural shifts as technology and globalisation are changing the employment landscape in India. The nature of jobs and the skills required have evolved and affect youth employment and their readiness in terms of skills and training.	<p>Young people demand education and guidance for employment and entrepreneurship. Also, they demand vocational training, loans and schemes for entrepreneurship.</p> <p>Regular recruitment in Government departments and private companies. The process of recruitment should be transparent and accessible. Young people should have the confidence to work independently or start their own enterprise after completing their degree programmes.</p> <p>Make traditional skills accessible to people outside of the communities, for better mainstreaming</p>	Young people from Gujarat
4.4	Special efforts required	<p>Separate efforts towards increasing employment of girls or making sure that increase in employment from a gender lens need to be specified.</p> <p>There is a need to create new employment avenues in Rural India besides agro</p>	CSO

		<p>based work. Given that NREGA was accessed highly during the pandemic, what are the positive expansions possible under the Act to enhance work opportunities for young people.</p> <p>The special efforts for girls, including young married women: creating special opportunities nearby, at home, child care facilities at the workplace, maternity leave.</p>	Young people from Gujarat
4.6	<p>Support the informal and gig economy</p> <p>Review and rationalise all government schemes and raise youth awareness to ensure effective usage</p> <p>Provide systemic support to the young urban migrant population</p> <p>Support additional income opportunities through efforts in agriculture and allied areas</p>	<p>Some skilling activities for the 'gig workers' for the lean periods need to be introduced.</p> <p>Include a review of existing posts that remain empty across govt sectors and departments that can be filled which can lead to additional employment</p> <p>Please specify what will be done</p> <p>Arrangements of small grants or seed capital from time to time for unemployed youths to encourage start-ups.</p>	<p>CSO</p> <p>CSO</p> <p>CSO</p> <p>CSO</p>
4.7	Doubling of Farmers' Income by	Opportunity for everyone to work closeby, without having to migrate for work.	Young people from Gujarat

	2022	<p>Youth should benefit from wage guarantee options under MGNREGA . The number of days of employment under the MGNREGA scheme must be increased to 150 days. Through its effective implementation, migration of the vulnerable and marginalised communities can be prevented</p> <p>Work commensurate to the level of experience with adequate payment must be available locally</p>	Young people from Karnataka
4.8	Bills and Legislative Instruments that support youth in agriculture	<p>Agricultural activities that further the larger community's wellbeing and progress (such as increasing food security of the panchayats etc) should be encouraged, as a strong space for youth and their families to be involved in. These should especially be brought under the ambit of MGNREGA act, which guarantees 100 days of unskilled work in a year.</p> <p>Further youth and their families employed under this scheme are mostly from socio-economically marginalised communities; thus, timely employment and wages must be provided to the workers, to ensure that they can meet their socio economic needs. This should be supplemented with paying for the food and transportation to workers under MGNREGA.</p>	Young people from Karnataka
4.9	Visibilising women farmers and increasing incomes of small holding farmers	<p>A separate and focused strategy is needed to highlight and visibilise women farmers in agriculture. Statistical counting of the 'woman hours' spent routinely on various agricultural tasks is also needed to highlight their contribution to the agricultural economy.</p> <p>We need to specify how farming can be a fruitful option for adolescent girls and young women. Special incentives and diversified farming methods need to be promoted.</p>	CSO

4.10	Initiatives for small holding farmers	This and other kinds of technical and technology related capacity building should involve young people as they are better at it and can help their families to modernise agriculture.	CSO
4.11	Climate change and small farmers	These are the most pressing concerns that face the employment and work of young people in rural contexts. We urge that NYP specify HOW this shall be done; It will need inter-ministerial convergence for facilitating awareness, education, research & innovation as well as mitigation measures besides strong incentives for shifting practices.	CSO
4.12	The broader food processing value chain can be a source of additional jobs and income for the youth. This includes processing for the agriculture and allied sectors like animal husbandry and poultry farming. The GoI will foster the growth of these sectors	These and allied sectors must come under schemes such as MGNREGA, and youth must be supported through capacity building, socio-economic support etc to access these employment opportunities.	Young People from Karnataka and CSO
4.15	District Level Employment Agenda	How will young people be included in this agenda setting and decision making at the district level?	CSO
4.19	Stimulate entrepreneurial activity	Give seed grants to young entrepreneurs	CSO
4.20	Integrating entrepreneurship education	Career or idea fairs where venture capitalists come to invest should be planned (The Delhi govt initiatives can be an example).	CSO
4.21	Self -employment toolkits	How will young people get access to these kits?	CSO

4.23	India's youth need to be inspired to view social entrepreneurship as a career choice and a means to achieve their aspirations.	<p>Create better opportunities for young people to set up businesses</p> <p>Considering we have named two women driven cooperatives, how will SHGs be promoted and supported for social entrepreneurship to ensure that women also are a part of this journey?</p>	<p>Young people from Gujarat</p> <p>CSO</p>
4.30	Informal and gig economy	Women and girls form a large chunk of the informal sector. Separate & specific strategies for them should be drafted	CSO

4.32	Youth engaged in the informal and gig economy need to be provided protections according to national labour standards	<ul style="list-style-type: none"> ● 'The law allows adolescents (15- 18years) that are in the age definition of youth as per the NYP to work in safe jobs. This is very important for our survival and also for us to be able to support our own studies or our families. If we are compelled to or choose to work, our place of employment must be made safe - for boys, girls and adolescents from other genders. In our workplaces, formal and others, we must be protected from all types of exploitation and abuse. This should also extend to adolescents who have not received any schooling or formal education. Currently safe work opportunities are very scarce. Government should make sure we adolescents are employed in safe work. For that there is an urgent need to create safe work opportunities for us. ● This includes making some work which may now not be fully safe, but can be made safe, for example by modifying working conditions or providing safety. This however, does not apply to hazardous work – like preparation of fireworks, mining etc or work where we are exposed to intoxicants such as liquor and drugs. ● There have to be strict guidelines to ensure the safety and protection of adolescents who are now employed in work involving late night or early morning work. ● Employment opportunities that build self-confidence and enable our growth should be provided to us. Work like sewing, electrical work, carpentry, vending, marketing, catering, hotel management, etc, in safe working areas and quarters and after good training would be very helpful. ● At present, many adolescents, especially girls, work in places where we have little or no safety. If we are not working in a formal workplace, it may be difficult to monitor our safety. In such situations, instead of removing us from there by force, agencies like ChildLine have to observe and inspect our work to make sure we are safe. In case of any violations, authorities should be alerted and our safety at work places should be ensured. Protection and respect of girls in the workplace is very important. 	<p>Drawn from the Children Ambassadors of Change: Working Adolescent's petition, released by working adolescents from 8 states of India.</p> <p>CSO</p>
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| | | <ul style="list-style-type: none">● Under Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), there should be safe employment opportunities for us, adolescents in the age group of 16-18. For example, we can grow vegetables and take part in farming and other activities that are suitable to our age and abilities. The MGNREGA programme takes place in the villages, with monitoring from the Panchayats and community members – so our safety can be ensured. This will help many of us who are now forced to stop going to school to be able to earn and also continue our schooling.● In case of dire need, like we are facing due to COVID, there should be a system wherein we can borrow money from our employer and work in lieu of loan repayment. This is a requirement as we cannot get loans elsewhere. Or we should have options to receive loans at low interest rates.● We should have facilities to take loans and monthly instalments can be deducted from our salary. The government should provide us with EMI facilities. That way we can manage our money efficiently. They should advise us about operating bank accounts and money management.● The government should give low interest loans to those of us who wish to start our own business and also provide us guidance on how best to run the business.● How will we ensure that we hold corporations accountable so that they follow these standards?● Include accidental in the health benefits.' | |
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4.33	<p>The income generation capacity of informal and gig economy workers will be improved by connecting them to avenues of skilling and education. Additionally, employment opportunities in the formal sector will be enabled through engagement with gig platforms.</p>	<ul style="list-style-type: none"> ● Presently, professional training opportunities only involve skill training and labour-intensive training options and these do not substantially contribute to the formal economy. The scope of professional training options must be expanded. ● The Government should build professional training centers where we can get training free of cost – especially for adolescents from communities facing severe difficulties. There are some such programmes like ‘Skill India’ but we are not able to access them. After 10th standard, or even earlier, like it is said in the New Education Policy (NEP) we should have opportunities to receive professional training but it needs to be effectively implemented. During the training period, it will be very useful to have stipend/scholarships/subsidy to cope with our survival needs. ● Our training opportunities must not be designed based on gender stereotypes. Instead, they must provide opportunities for adolescents of all genders to pursue professions based on their interest, aspirations and abilities. ● The National Institute of Open Schooling (NIOS) does have professional courses. However, its fee is too high for us to afford. It has to be reduced for those children and adolescents from BPL families. The Ministry of Social Welfare must provide those of us from the SC, ST and other backward communities with scholarships for professional education, as they do for academic education. We also need certification for the professional education we complete under NIOS. As of now we must pass a test for the certification, but this test can be taken only in English and Hindi, which excludes all those of us who do not know these two languages. So NIOS should have textbooks in all regional languages and also have facilities for us to take the test in our own regional language. ● For some children, especially girls, professional education should be provided in the schools where it is easily accessible because many of their families do not allow them to go to different cities for schooling or professional education. ● If any of us wish to take academic exams along with the professional 	<p><i>Drawn from Children: Ambassadors of Change: Working Adolescent’s petition, released by working adolescents from 8 states of India</i></p>
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		education, we need support, remedial teaching and guidance.	
4.35	GOI's job portal	How will we make sure that anonymity and confidentiality of data storage will be maintained and this is not used to harass the workers?	CSO
4.38	Reform Skilling to address gaps	Where there are efforts to also change gender stereotypes in jobs around barriers of gender/caste/religion/rural-urban/disability etc. (e.g. girls as drivers or boys working in beauty parlours) there will need to be sensitization and incentives for employers and a tailored support to young people to enable them to enter into non-traditional work. Success stories of the same would need to be adequately publicised and large scale campaigns launched to create acceptance of the initiatives.	CSO
4.42	New avenues of work: green jobs, machine learning, AI and robotics	It is important that 'green technologies' chosen do not keep young people from marginalised backgrounds in the labouring space alone, rather upgrade their skills and knowledge and leverage their grassroots connections to create dignified and better paying work options for them. How will we ensure that girls do not fall behind in accessing STEM jobs considering STEM education is poorly accessed by girls and the disadvantaged youth. How will we also ensure class/caste and religion equities when it comes to skill training?	CSO
4.46	One platform for easy access	Outreach should include schools and colleges across the country but especially tier 2 and 3 cities, small towns plus rural areas.	CSO
4.48	Monitoring of construction workplaces	Women in the informal construction sector and access to creches, care services, services for their children need to be considered	CSO
4.51	Efforts under Van dhan Yojana	This has not been mentioned before; references like this need greater	CSO

clarification, elaborate explanation, and description of intent and operational framework clearly to emerge as a commitment in the NYP.

YOUTH LEADERSHIP AND DEVELOPMENT

5.1	<p>The youth of India are the custodians of the future, and the vision of Atmanirbhar Bharat can be realised only by encouraging youth leadership. When empowered with the necessary training, youth can engage in civic and political life and solve many societal challenges.</p>	<ul style="list-style-type: none"> ● Mentoring and proper guidance facilities should be available and acceptable to youth. ● Leadership camp, Life skill camp, Exposure visits, Field experience etc. should be part of the education process for holistic development. ● Self Defence training for women and girls and gender sensitization workshop for youth and especially for Boys. ● Internship and apprenticeship opportunities are available in every domain ● Tickets etc. concession for young students who are travelling for their study purpose. ● Youth should have opportunities to participate in the democratic process at the panchayat level to the corporation level in Urban areas.(Not only on Election Day) ● Participation of young people is encouraged by elected members as well as community leaders. ● Various activities and Exposure should be part of the educational process which helps young people to develop their leadership skills and should have the opportunity to practise it freely. 	<p>Young people from Gujarat</p>
5.2 & 5.3	<p>Volunteering is a crucial pathway to developing leadership in youth</p> <p>Strengthening young people's social capital</p>	<ul style="list-style-type: none"> ● It is a welcome move that the Draft policy places emphasis on developing young people's leadership and recognizes their capacity to engage in civic, political life and find solutions for various societal challenges. ● This section emphasizes Volunteerism as a pathway to youth leadership with an intention of expanding their 'social capital'. We urge that this approach be re-visited, and a 'citizenship' framework be considered in its 	<p>CSO</p>

place. A citizenship framework is rooted in a constitutional guarantee of adult franchise and works with the goal of facilitating democratic participation of children, adolescents and young people in different ways, viewing them as key constituents of the national population.

- While recent global youth studies do recognize 'social capital' ¹⁰ as a key factor in improving young people's health, wellness and active public engagement, they also highlight that social capital is unequally distributed and needs multi-layered strategic work for young people from marginalised and disadvantaged backgrounds to access and improve[1].
- Moreover, when the policy speaks of Volunteerism as the key pathway to developing youth leadership, it needs to consider that there are large numbers of youth who 'volunteer' huge amounts of time and labour daily for the upkeep of their families as also due to the restrictive gender and caste roles, and hence do not have opportunity for formal 'volunteering' tasks/ roles. In India, women spend 299 minutes a day on unpaid domestic services while men spend 97 minutes, according to the 2019 NSS report on time use. This includes large numbers of girls and young women in the age groups of 15-29. This inequality has a direct correlation with participation in the formal economy, as also any self-led activity in the public sphere. The substantial working children population that works part or full time in the informal sector to add to the meagre family resources in our country also cannot make time for volunteer work in formal structures. However, all these sub populations are critical constituents and are entitled to have access to leadership opportunities. The pathways to youth leadership need to be many and cognizant of the diverse lived realities of young people.

¹⁰<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4476936/pdf/nihms679222.pdf>;

https://www.researchgate.net/publication/233128492_Towards_Understanding_of_Social_Capital_and_Citizenship_Education

		<ul style="list-style-type: none"> ● 	
5.5	To include marginalised and disadvantaged youths in all leadership development and volunteering efforts	<ul style="list-style-type: none"> ● “special efforts will have to be made to include marginalised and disadvantaged youth in all leadership development and volunteering efforts”. While this is a desirable commitment in the draft Policy, this challenging agenda has not been explained in any way in the details of the section. A few illustrative strategies highlighting marginalised youth and how they can be effectively included are important to include in the draft. 	CSO
5.6 to 5.8	Streamline all volunteering opportunities and enhance the youth volunteering journey	<ul style="list-style-type: none"> ● The idea of a convening Nodal Ministry for volunteering work generated through various schemes listed in this section is welcome and MOYAS is indeed well placed to do this, However, its crucial to highlight in the policy what MOYAS will bring to the table and will be able to ensure in implementation. A quick look at the MOYAS Annual report for 2020-21 shows how the MOYAS operational systems of NYKS and NSS become the vehicles for securing Volunteering work from young people in large numbers by flagship programmes of GOI and various state governments. This approach runs the risk of MOYAS field programmes being reduced to mobilising agencies. ● It is desirable that a Unifying Volunteering Framework being proposed in the Draft Policy be finalised through extensive consultations with young people from diverse backgrounds including alumni volunteers of various programmes. 	CSO
5.14	PM’s National Youth Volunteering Fellowship Programme (PMNYFP)	<ul style="list-style-type: none"> ● While the idea of a full time yearlong PM’s youth volunteering programme is welcome, there needs to be reservation for ensuring access of a diverse set of young people to access this opportunity and bring their lived experiences, local wisdom, concerns and creativity to the fellowship. 	CSO

		<ul style="list-style-type: none"> • What is most important is the idea of ‘youth volunteerism for developing youth leadership’. Most volunteer interventions instrumentalise young people’s energy, labour and attendance by volume(tree plantation, disaster relief, BCC campaigns). It is most critical to create volunteering opportunities that offer choice, opportunity for creativity and problem solving along with working with diverse youth. 	
5.14 to 5.19	Encourage the youth to volunteer and ensure due rewards and recognition	<ul style="list-style-type: none"> • A reading of points 5.14 to 5.19 suggests that there is a danger of critical differences in payment, incentivizing, recognition and rewarding norms between volunteering programmes that puts young people with formal and higher education and training and digital and technical skills to a much higher advantage that young people who may not come with the same. • We urge MOYAS to look into this at the draft level and build a commitment to equity. • What are likely equivalents to additional credits received by students in formal education, for those who may be volunteering but not in formal education or training. Can their volunteering hours be recorded as a certain number of job hours in their job cards, can they be incentivized with food coupons, transport passes and such like. Can additional credits be also included in courses being pursued through the open school systems and distance education universities. This needs to be drawn up in consultation with young people. 	CSO
5.23 to 5.27	Invest in youth leadership Development	<ul style="list-style-type: none"> • We strongly recommend a full-fledged Programme for youth leadership development that is located in the principles of youth participation and Youth active citizenship with real opportunities for young people to engage with local and immediate realities, collective dialogue and collective action. • The focus of the current proposed interventions is a very select youth sub- 	CSO

		population which has access to niche higher education; while such investments are welcome, they can also be curated through private sector partnership.	
5.23 & 5.24	Expand youth leadership development opportunities through higher education and leadership programmes	There can be addition of skill building for young people not in formal education, and certification of the same. Rural youth supporting the watershed management projects can be offered certificate programmes in further skill building that opens water work related local job opportunities. Young women and men supporting Health care programmes can be further trained in public health care to potentially emerge as health care workers. Indian CSO interventions have a rich collection of course materials, teaching tools to work with less literate youth in critical social functions.	CSO
5.28 & 5.29 & 5.30	Efforts will be made to enhance the participation of young people in local governance and decision-making.	These are welcome proposals. We strongly urge MOYAS to consider drawing learnings from widely implemented Youth participation frameworks that have been suggested in Part B: Youth Participation_Mandate_Process_Structures A look at the circular of MOYAS constituting the National Youth advisory council (point 5.31) highlights that the council has 5 Select youth members representing 6 states each in a Council with total membership of 35 members including very senior Bureaucrats. While this is welcome move, it seems tokenistic in terms of the stated objective of 'seeking active involvement of youth leaders on issues related to young people "	CSO
5.32	Young people will be invited to participate in the social audits.	Involving Young people in social audit processes of targeted schemes is a welcome proposal. However, in order for it to be not tokenism, the draft Policy can propose that MOYAS will lead the process for formalising an order to all relevant departments to compulsorily include a local and diverse youth led group audit of schemes where young people are at least 30% or more of the targeted	CSO

beneficiaries and the audit recommendations be compulsorily included in the annual reports of the sad schemes.

HEALTH, FITNESS AND SPORTS

6.1	NYP 2021 envisions a holistic system that 'ensures the health and well-being of youths of all identities'.	<ul style="list-style-type: none"> ● It would be useful to have an assessment of successes /failures of National Youth policy 2014 and previous policies. ● Integration of Preventive Healthcare practices with the education curriculum does not ensure its effective implementation across different states/UT. It is also covered under National Education Policy but not much progress has been observed so far. It would be useful to have an implementation plan for the same. ● Mere acknowledgement of youth of all identities might not suffice its ensured implementation. Specific steps that will be taken towards inclusion of different communities and identities should be specified. 	CSO
6.2	The GoI has launched several schemes to transform the health sector. These efforts have enhanced key youth health metrics such as maternal mortality and TB deaths over years of sustained interventions.	<ul style="list-style-type: none"> ● It is important that this listing has hyperlinks to the schemes and some evidence is shared about the usage, effectiveness and impact of the various schemes. Also are there any learnings from their implementation that the NYP can correct/ address/ integrate. 	CSO
6.3	Young people all over the world are facing new and evolving health challenges.	<ul style="list-style-type: none"> ● Young people want people in the villages to have access to PHCs, doctors, ambulances, and medical staff with proper training. Young girls should have access to nutritious food. They also wanted access to pure and clean 	Young people from Gujarat

	The global rise in mental health issues, substance abuse, sexual and reproductive health concerns, the double burden of malnutrition, coupled with the early onset of lifestyle diseases and similar issues are disproportionately affecting the youth.	<p>drinking water and breathing air without any pollution.</p> <ul style="list-style-type: none"> ● Pharmaceutical and pathology facilities should be provided by the government. ● Health care education should be part of schools and colleges. ● Mental health awareness programs should be in focus on community levels. Proper mental health care facilities and mental health experts should be there at the community levels. 	
6. 4	Policy outlines efforts towards leveraging technology and data to improve the quality of treatment and special measures required to improve access to quality health care for marginalised youth populations.	<ul style="list-style-type: none"> ● Using technology is outlined in the policy, however no pointers have been mentioned in addressing the digital divide that persists especially in the marginalised community. Addressing this gap would be urgent, to avoid further marginalisation of communities who do not have adequate access to technology and data. ● In fact, the greater the emphasis on identification documents, digital verifications, the more difficult it is for the poorest and the disadvantaged to access services. In case of health care services be it mental health, SRH or treatment from infectious diseases, strict protocols of confidentiality need to be adhered and systems need to allow for autonomy of the health seeker; digital access should not obstruct this. 	CSO
6.6	to promote mental wellness from an early age by integrating a class on empathy and feelings into the curriculum. Students will learn how to identify their thoughts, feelings and problems, and discuss them with their peer group or a teacher.	<ul style="list-style-type: none"> ● The stigma around mental health was identified as one of the biggest reasons why people choose not to access mental health services; therefore, more effort should be put on the reasons and patterns that cause mental health issues among young people, and those need to be addressed instead of a curative approach. ● More young people should partake in this conversation to understand the struggles of the youth because mental health issues among youth are often discarded as weakness, or lifestyle choices. 	Young people from Delhi, Karnataka, Rajasthan, Kerala, Jharkhand, Nagaland, Assam, Bihar,

		<ul style="list-style-type: none"> ● In a few schools there are counsellors for students from economically weaker sections (EWS). Mental health professionals and counsellors should be present for all students and in all schools and colleges ● School teachers should also be trained as first responders on mental health to sensitively handle the similar cases and refer it to assigned professionals. ● All counsellors should undergo queer affirmative therapy training to ensure non-judgemental services. This should be included in the policy. 	Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana ¹¹
6.7	Educational institutions will also be encouraged to ensure that students engage in sports, music, dance, drama, or any other extra-curricular interests to build overall mental well-being and a sense of community and support.	<ul style="list-style-type: none"> ● In some schools, sports and other co-curricular activities are limited to students till 8th std. The students from 9th-12th std. feel a lot of pressure and no opportunities are available for them to release their stress. Therefore, students from all the classes should be encouraged to engage in sports and extracurricular activities to build their overall well-being. 	Young people from Delhi, Karnataka, Rajasthan, Kerala, Jharkhand, Nagaland, Assam, Bihar, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana
6.8	Awareness about substance use disorders (SUD) and empower them to make better	<ul style="list-style-type: none"> ● Systematic and regular sessions for awareness-building in all kinds of institutions (School, college, workplaces) and communities by using engaging methodologies like theatre, plays etc. ● Health care professionals should be called to schools to talk with students 	Young people from Delhi, Karnataka, Rajasthan,

¹¹ Four Consultation meetings (in-person and online) were organised with a total of 76 young people across 13 states pertaining to the Health and Sports Fitness section of the Draft Policy. Three of the discussions included participants from multiple states, while one in-person discussion was conducted in Delhi with local residents.

	decisions.	<p>about the implications of substance abuse in our lives.</p> <ul style="list-style-type: none"> ● Social media influencers and actors should be involved in the awareness campaigns ● Relevant ministries and line departments must be included in the document as ready reference for CSOs 	<p>Kerala, Jharkhand, Nagaland, Assam, Bihar, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana</p> <p>CSO</p>
6.8	the schools and colleges can partner with local CSOs for the development and execution of these programmes.	As well as state wise helpline numbers and details of specific schemes and their provisions and eligibility criteria for young people.	CSO
6.16 and 6.17	The services of psychologists and psychiatrists will be made available at primary health centres (PHCs), beginning with at least one in a cluster of PHCs. There will also be a clear, defined protocol for primary healthcare providers on managing patients seeking mental	<ul style="list-style-type: none"> ● The staff in PHCs, Anganwadis and Asha workers are socialised in the same manner, and therefore need to be sensitised and trained on the issue of mental health and how to sensitively handle the similar case along with set protocols. Else a counsellor who has experience on adolescent and gendered mindsets should be hired. ● There is a need to create spaces among young people to share their lived experiences, meet people who have gone through the same journey and a support system (like AA meetings). 	<p>Young people from Delhi, Karnataka, Rajasthan, Kerala, Jharkhand, Nagaland, Assam, Bihar,</p>

	<p>health treatment. Furthermore, the state governments may consider tie-ups with third-party mental health clinics for patient referrals and the use of technology to enable sessions over video or voice calls.</p> <p>The GoI will also evaluate and develop models to train mental health mentors in rural communities. These mentors will act as first responders and offer psychological first aid to people in crisis. With the help of sector CSOs, the pan-India mental health helpline will be strengthened to provide immediate support with an emphasis on suicide prevention and addiction. Additional mechanisms will also be established to monitor the efficacy of mental health helplines.</p>	<ul style="list-style-type: none"> ● Mental health services should be made easily available and affordable and there should be mental health service providers at the village and cluster level through PHCs. ● In 6.17, additional mechanisms to monitor the efficacy of mental health helplines is a positive step. However, specifying a few additional mechanisms would be helpful to understand its scope better. 	<p>Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana</p> <p>CSO</p>
6.9	<p>Sexual and reproductive health education needs to be incorporated in classrooms to empower youth, especially women of reproductive age, with</p>	<ul style="list-style-type: none"> ● Comprehensive sexuality education should be incorporated from school focusing on myths, taboos and stigmas - Menstrual Hygiene, Bodily Changes (Puberty), contraceptive methods, issues of adolescents, pleasure and sex and understanding of all genders and education about all sexualities, reproductive health and rights among already mentioned. ● Separate book on health issues of young people, creating audio-visual 	<p>Young people from Delhi, Karnataka, Rajasthan, Kerala, Jharkhand,</p>

	<p>information and encourage them to seek help when required. Sexual and reproductive health education will be integrated from class 7 onwards as part of the core curriculum. In the early classes, lessons may address the basics of sexual and reproductive health, such as puberty and menstrual hygiene. The topics of discussion can be expanded for the older classes to include safe sex practices and sexually transmitted diseases like HIV AIDS among others.</p>	<p>content to engage the young generation through activity/fun-based learning.</p> <ul style="list-style-type: none"> ● Along with the integrated education for students from class 7th, there should be a process to incorporate/aware parents on the similar issues ● Ensuring intersectionality in curriculum, training, and recruitment of teachers & counsellor. 	<p>Nagaland, Assam, Bihar, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana</p>
6.21	<p>Reproductive and sexual health issues will be prioritised, and the capacities of the PHCs will be built to respond and address any issues in a sensitive manner. They will be capacitated to provide information to young women on services relating to contraception options, OB/GYN examinations, menstrual health management (MHM), pregnancy, sexually transmitted diseases (STDs) etc. This will empower women to have agency over their body and exercise</p>	<ul style="list-style-type: none"> ● Many districts/villages do not have a functional PHC or Anganwadi. All the PHCs and Anganwadi should be properly functioning and well-equipped to cater the needs of the young people. ● Anganwadi workers are not well trained to address the health issues of young people therefore, their capacities should be built regularly on the health issues of young people, especially SRHR, with a non-judgemental and sensitive lens. ● Rashtriya Kishore SwasthyaKaryakram (RKSK) needs to be enhanced for better implementation. 	<p>Young people from Delhi, Karnataka, Rajasthan, Kerala, Jharkhand, Nagaland, Assam, Bihar, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana</p>

	autonomy when it comes to their sexual and reproductive health.		
6.23	There is a pressing need to collect age-segmented health data to enable youth health tracking. Youth-specific health metrics will be added in government health surveys such as the National Family Health Survey (NFHS), National Mental Health Survey (NMHS), and others. In addition to this, efforts will be made to introduce a specific Youth Health Survey, covering mental health, substance abuse, sexual and reproductive health, and other emerging youth concerns. This data will be used to design youth-specific policies and programmes.	<ul style="list-style-type: none"> The proposal to introduce a specific Youth health survey to track youth-specific health metrics is a positive step. However, more details in terms of the issues covered, frequency of conducting the survey should also be drafted in the policy 	CSO
6.26-6.30	Ensure marginalised youths have access to quality healthcare	<ul style="list-style-type: none"> Focus on social inclusion is a great approach to increase the reach to the marginalised communities, but each community's needs are uniquely different. Therefore, programme plans should consider multiple 	Young people from Delhi, Karnataka,

		<p>marginalizations along gender, caste, class, religion, sexuality, and disabilities to ensure their needs are met.</p> <ul style="list-style-type: none"> ● The policy can make more concrete and specific implementation plans to ensure inclusion of all marginalised communities. ● The LGBTQ community was not mentioned at all in the health section, and it is vital to take forward the accountability mechanism towards the specific needs of the LGBTQ community. 	<p>Rajasthan, Kerala, Jharkhand, Nagaland, Assam, Bihar, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana</p>
6.26 and 6.27	<p>Ensure Marginalised youth have access to quality health care</p>	<ul style="list-style-type: none"> ● Timely medical and health check-ups must be organised locally ● Health Card must be provided to those eligible and all the information to access the benefits of the card must be made accessible to those holding the card ● Sub-Primary Health Centre must be open all round the clock and must cater to those facing medical ailments ● The standards of treatment provided in Govt. hospitals must be brought up to the level of that provided in private hospitals ● Funds must be released in line with the various demands that have been raised during the gram sabhas for young people, women, children and SC ST communities and the situations existing on ground ● Working children must get access to training for self-employment and nutritious food package 	
6.34	<p>Yoga will be promoted as a useful practice to improve physical and mental well-being of youth and to</p>	<p>Exercises and Yoga should be part of Education</p>	<p>Young people from Gujarat</p>

	preserve India's rich cultural heritage.		
6.36	The GoI's successful initiative of open-air gyms in parks will be scaled to increase coverage	Young people from Gujarat demanded that at the GP level, there should be fitness centres available.	Young people from Gujarat
SOCIAL JUSTICE			
7.2	GOI's social protection measures	<p>A long list of social protection schemes implemented by GOI is mentioned. The government needs to measure the effective implementation of these schemes by studying whether all children reach all milestone examinations such as 8th, 10th and 12th standards. Do those who reach 12th standard go to college or technical education? If the gaps are identified then a scientifically designed programme has to be implemented.</p> <p>Additional suggestions by young people:</p> <ul style="list-style-type: none"> ● Equal opportunities in education for children from all communities ● Equal access to public infrastructure (for disabled people) ● Banks at the Panchayat level ● Youth collectives are encouraged at all levels and young people should have the opportunity to do constructive work at different levels. ● Special schemes for NT-DNT communities, persons with disabilities, and other marginalised-vulnerable communities. Public facilities should be more accessible to them and officials should be much more sensitive while dealing with them ● Government should focus on awareness programs for new schemes. It should be available in local languages. 	Young People from Tamil Nadu

7.3	Improve overall justice delivery	While appreciating these efforts, the challenge is that many of these initiatives haven't reached grassroots. The legal literacy clubs are a good idea which has to be implemented and people from socially excluded communities should be made aware of their rights according to the Constitution of India. Functional participatory mechanisms should ensure that any initiative for the welfare, development and protection of marginalised people should be implemented with prudence.	Young People from Tamil Nadu
7.5	Build a value based social fabric to reduce acts of discrimination and violence	Including 'Human Rights Education' is much appreciated but there are also contradictions e.g. the 'New Education Policy' which is indirectly imposing 'caste tagged occupations' through imposing trades at younger classes.	Young People from Tamil Nadu
7.6	The plan will employ an interactive and targeted approach to inform and influence youth attitudes and work towards achieving a change in community behaviour patterns.	'Changing the mindset, practice and behaviour' is the most difficult and complex thing. Therefore the ideal stated here needs to be carefully analysed and a detailed plan of action with effective systems and strategies is needed in this regard. It is suggested to include 'values of social inclusion' in the school curriculum for long term impact in changing the mindset of young people. The Government has set out to increase the age of marriage of young girls from 18 to 21 years. However instead of this, it must ensure the effective implementation of the present rule of no child marriage below 18 so that young girls do not get married earlier.	Young People from Tamil Nadu Young People from Karnataka
7.7	Use services of influential actors and networks to emphasise social inclusion	There is a big risk in 'including faith-based organisations in this process' when they are the ones creating hurdles in achieving social inclusion. Many of the so-called faith-based organisations still practice social hierarchy and don't believe in equality.	Young People from Tamil Nadu

		<p>The National Curriculum Framework for Schools 2005 emphasises that schools must implement pedagogical practices that foster critical awareness and openness to engage with different communities to share ideas and exchange curricular decisions.</p> <p>In line with this diversity (in belief, thought, action and innovation) must not only be encouraged, but must become the base to designing and implementing curriculum and pedagogical processes.</p> <p>It is the responsibility of educational organisations and mechanisms to promote and protect diversity in all its progressive forms.</p>	CSO
7.8	Provide the youth with safe spaces, knowledge and support services	<p>Young people raised a question ‘why to have the grievance redressal mechanism at the national level?’ All such initiatives should be at the block and district level. The initiative of ‘Youth helpline’ is much appreciated by young people but how that will foster a well-balanced environment for the youth to prosper has to be clearly defined in this document.</p>	Young People from Tamil Nadu
7.9	Safe spaces for young people	<p>The idea of ‘safe spaces’ for young people is very welcome. There needs to be a ‘Youth Resource Centre’ (with facilities for counselling) at every block in the district and at each zone in the city corporation. This should include career guidance, paralegal training, free access to a wide range of information, digital skill development etc. Many of the participants critiqued that ‘safe space’ sounds so limiting; This is supposed to be a place that empowers young people to move further to reach greater heights. Young people also emphasised that sports talents in young people belonging to socially excluded communities should be nurtured with opportunities.</p>	Young People from Tamil Nadu
7.10	Identifiable space with a recognisable logo, symbol or name	<p>A recognizable logo/symbol/name is fine and at the same time it shouldn’t become another socially excluded space like the existing identities of ‘colony’ in a village or ‘slum’ in the urban location. If the idea given for 7.9 is implemented this</p>	Young People from Tamil Nadu

		space can gain a positive identity.	
7.11	Services at safe spaces	Conviction rate of cases filed under the SC/ST (Prevention of Atrocities) Act remains poor for many decades. In such a situation, how far registering complaints at this newly proposed place would help in attaining justice? This policy failed to acknowledge issues like 'honour killing' practiced by caste groups. Additional counselling centres in schools after hours is a welcome proposal but it has to be expanded to colleges and other government structures so that access will be accelerated.	Young People from Tamil Nadu
7.12	Operationalising One stop crisis centres	This is appreciated but increase in fund allocation can be openly stated in the policy. A time frame has to be mentioned in the policy.	Young People from Tamil Nadu
7.13	Raise youth awareness regarding rights and initiatives related to legal aid	The idea of legal literacy clubs in every high school is much appreciated. It is proposed to expand the same to colleges too.	Young People from Tamil Nadu
7.14	Strengthen legal services	An awareness drive is fine, but 'Right to Information Act' cannot be a scheme as mentioned in the policy. It is proposed that the names of any schemes initiated by the union government are only in English and an equivalent translation in the regional language of a particular state can be used in states. This would ensure identifying the schemes with the needs and avoid alienation. Having the names of schemes in regional languages will enable the youth to feel comfortable, more secure and make use of the schemes with ownership. If what is stated in 7.1 – diversity of the country – is mentioned with true spirit then this is very much possible.	CSO
7.15	Making public information on legal and justice support services	This is much appreciated	Young People from Tamil

			Nadu
7.16	Prevent and address cybercrimes that disproportionately affect youth	This is accepted with a proposal to regulate violent pornographic websites, violence prone games and other harmful websites through a more stringent law. Rehabilitation of persons affected by cybercrimes is a welcome plan but more emphasis is needed on the prevention side so that young people from marginalized communities don't become victims of circumstances. The adequate allocation of funds and periodical fund flow for the rehabilitation of victims has to be ensured.	Young People from Tamil Nadu
7.17	Digital literacy	Including digital literacy in school curricula is a much appreciable idea which has to be implemented immediately.	Young People from Tamil Nadu
7.18	Reporting of cyber crimes	Though this idea looks good, young people raised their concerns over two major points. It is pointed out that the objective of the 'private sector' is only profit. In such a case, how can they partner in a project? Secondly, the proposal to create 'online volunteers' looks very tricky and unacceptable. In the present context it is evident that sexual offenders include those people who engage with children by providing services. It is hard to identify abusers and in many cases they are caught only at a later stage of abuse. If this is the situation of 'service providers' in physical presence, creating online volunteers will throw young people in undisclosed vulnerability and risky environments.	Young People from Tamil Nadu
7.19	Counselling services to address the cybercrime menace	This is a welcome idea but involvement of the private sector needs caution. Emphasis on training and child protection and youth friendly counselling is critical.	Young People from Tamil Nadu

7.20	Gram Nyayalays	<p>This is totally unacceptable in the context of the deep-rooted caste system practiced in India. This idea is nothing but reinventing the ‘kangaroo courts’ that are still practiced in many parts of the country. Any awakened person would know how caste hierarchy is imposed in India. In many villages the dominant castes have power over everything and the kangaroo courts are not an exception. Their arbitrary judgements are beyond the legal justice system and human rights standards. In many cases sexual violence on women from socially excluded communities are just taken lightly when the abuser is from a dominant community. Love affairs between two different communities and that too if the man is from an oppressed community is forbidden in these courts.</p> <p>The reality in many villages is that a person facing a caste discrimination or exploitation cannot easily file a complaint under The SC/ST (Prevention of Atrocities) Act. In such a situation how far, it is going to be possible for the victims to resolve legal issues against a dominant caste person who may sit in the Nyayalaya or his relative may be the chief of this Nyayalaya.</p> <p>Just for the sake of reducing the caseload of lower and higher courts, justice for common people cannot be denied. In any disputes only the law of the land – the constitution of India and other laws enacted in the parliament should be implemented.</p> <p>The idea of ‘Gram Nyayalayas’ is totally unacceptable and has to be removed.</p>	Young People from Tamil Nadu
7.21	Judicial fellowships and internships	<p>This is a good idea to incentivise the law students to provide legal aid in future. But current law students cannot provide legal aid as they may not know all laws fully in theory and practice.</p>	Young People from Tamil Nadu

7.22	Tele law and Nyaya bandhu	Even the free legal aid provided at district courts is not free in its true sense. In such situations, how far volunteer advocates will help marginalised groups is a big question. In the background of digital literacy rates, app-based schemes may not be of great help to uneducated youth. Instead, advocates should be appointed in the 'Youth Resource Centre' which can be easily accessed by young people.	Young People from Tamil Nadu
7.23	Judicial reform strategy to reduce case pendency	This is highly appreciated and is the need of the hour. But the State human rights commission also should be provided with adequate resources and staff.	Young People from Tamil Nadu
7.23, 7.25 and 7.26	Ensure effective implementation of Juvenile Justice Act and rehabilitation of delinquent youth	Remove the term 'delinquent youth' which reinforces the idea that youth from marginalised communities are delinquents. This criminal impression which is imposed already on marginalised communities is reinforced again with prejudice. The Juvenile Justice (Care and Protection of Children) Act used terms like 'Child in conflict with law' which has to be used and the term 'delinquent youth' should be removed. Children getting into drug abuse and drug peddling are a concern raised by young people. This draft policy didn't focus on this element. Adolescent children should be provided with information on the ill-effects of drug abuse.	Young People from Tamil Nadu
7.24	Addressing vacancies in CWCs and JJBs	This has to be implemented with due attention	Young People from Tamil Nadu
7.28 & 7.29	Protect the most vulnerable from exploitation Set up MIS and databases	This point is welcomed by the young people, but they pointed out that the tribal groups are thrown into vulnerability because of non-implementation of schemes/projects with due diligence. Though there are schools established in tribal areas they are inadequate and inaccessible in some places. There should be efforts to establish schools in every tribal hamlet or in the closest vicinity so that	Young People from Tamil Nadu

		children can access school easily. The standards at the residential schools for tribal children to be upgraded with adequate financial resources.	
7.30	Flexibility to states to identify beneficiaries	This is a welcome idea that state specific plans will be made with participation of local youth groups. To achieve this young people from disadvantaged groups should be enabled to exercise their right to participation with knowledge, skill and needed attitude. Capacity building of young people and unionising them will yield results. Some existing empowered youth groups associated with voluntary organisations can be engaged in this process. Peer to peer will work well for realising this goal.	Young People from Tamil Nadu
7.31	Protection measures for vulnerable youth	Youth lacking capacity to cope with disasters, accidents, pandemic and other shocks have to be addressed by the union government in partnership with the state governments. In this draft policy in many areas the union government just encourages the state government. The union government just 'encouraging state governments' will not yield any results. There should be delegation of power and authority, joint efforts and dissemination of resources has to be ensured by the union government.	Young People from Tamil Nadu
7.32	Social assistance programmes for the poorest	Here again it states that 'state governments are encouraged'. There should be a detailed plan to provide social assistance programmes to protect the poorest from risk. The union government and the state government should device mechanisms for effective monitoring of social assistance programmes. Sincere efforts should be made by the governments to remove people from caste tagged occupations such as 'sanitary work' with alternative job opportunities. Young people should be empowered with academic and skill development opportunities to break the	Young People from Tamil Nadu

vicious cycle of caste tagged occupations.

MONITORING AND EVALUATION AND THE PATH FORWARD

9.1	Simultaneous coordinated action from GO-NGO	<p>This needs to be done with youth as key stakeholders and drivers of the process.</p> <p>An elaborate framework for Youth participation and some examples of good practices in Youth engagement in Governance are highlighted in Part B :Youth Participation_Mandate_Process_Structures</p>	CSO
9.4	Execution of the recommendations of NYP 2021 requires concerted actions from the central government, state governments and mobilisation of various cross-sectoral stakeholders such as CSOs, VIOs, academic institutions, private sector entities, and others	<p>What role can be played by each of these entities and the mechanism for the same needs to be identified and clarified</p> <p>We strongly advocate for the setting up of a Youth Commission as an independent autonomous Commission that advices, monitors, examines and intervenes in implementation of Youth responsive and youth friendly policy and programming as also protection of young people's rights. The Kerala Youth Commission set up through the Kerala state youth commission Act 2014 can be a potential Model for the same. This can serve as the Grievance redressal mechanism mentioned at various places in the Draft Policy.</p> <p>Further, there needs to be immense clarity about the role MOYAS shall be playing in executing the policy and keeping concerns of diverse young people from across the country foregrounded in the policy and programming of various central and state governments and ministries. It is unfortunate that inspite ofthe hyped discussion about substantial youth population, MOYAS has not seen any significant increase in Budget overlays over the years. This needs to be rectified.</p> <p>Further when most of the key outcome areas of the proposed youth policy are</p>	CSO

		<p>held with other Ministries the role of MOYAS needs to be clearly outlined to be one leadership in calling various departments to the convergence table. Leading the capacity building of relevant departments/ stakeholders/ functionaries on the youth demographic, their diversity, their needs, their challenges and strengthen a youth responsive perspective. MOYAS can partner closely with the department of statistics and bring out desegregated data on youth sub populations periodically to aid decentralised and contextual planning. This desegregated data can also help monitor progress on key indices.</p> <p>MOYAS can set up and lead a culture of youth consultative processes – be it for policy discussions, design of new programmes, design of various new services being proposed. Youth consultative processes that reach diverse youth, capture their concerns sharply and tap into their ideas for solutions can contribute richly to the setting up of some of the proposed initiatives.</p> <p>MOYAS can encourage the creation of state level Youth Policies and encourage context responsiveness through the same. Through demonstration of some cutting edge strategies through NYKS and NSS MOYAS can highlight important indicators and pathways of change that are then taken up by other ministries also.</p>	
9.12	Allocation of budget for youth agenda	The Ministry of Women and Child Development is another important stakeholder.	CSO
9.19	MOYAS as driver of NYP proposals	It is desirable that a platform for sharing updates and implementation frameworks be shared with the general public so that youth can participate in the same.	CSO

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Background:

Youth and adolescent participation in governance: Policy commitments that uphold participation of young people (explicitly and/or implicitly):

Foundational Sources for Principles of Participation: Global

- A. Universal Declaration of Human Rights, 1948 (UDHR)
- B. UN Convention on the Rights of the Child, 1989
- C. General Comments of the Committee on the Rights of the Child:
 - General Comment 12 on Article 12 of the UNCRC: emphasises the right of the child to be heard.
 - General Comment 5 (2003): provides for measures of implementation of the Convention on the Rights of the Child and states the importance of governments developing direct relationships with children, rather than relationships mediated through NGOs or human rights institutions.
 - General comment 20 (2016): calls on States parties to ensure that adolescents are involved in the development, implementation and monitoring of all relevant legislation, policies, services and programmes affecting their lives, including at the local level.
- D. UN Convention on the Rights of Persons with Disabilities, 2006 (CRPD)
- E. UN Convention on the Elimination of All Forms of Discrimination against Women, 1979 (CEDAW)
- F. International Covenant on Civil and Political Rights (ICCPR)
- G. International Covenant on Economic and Social Rights (ICESR)
- H. UN Sustainable Development Goals 2015 (UN SDGs)

Foundational Sources for Principles of Participation: National

- A. National Child Policy, 2013: recognises children’s right to meaningful participation and their right to express their views in matters affecting them
- B. National Youth Policy, 2014: Its vision is to empower youth to achieve their full economic and social potential.

The relevance

In India young people make up 34 percent of the population and development issues disproportionately affect this group. Therefore, they are important stakeholders in planning processes and should be included in every stage.

- Young people have a right to participate in all matters that affect their lives – as upheld by the global and national commitments referred to above
- They are their own first line of defence
- Young people can improve policy processes by bringing to it their knowledge, experience and commitment
- They are gravely affected by development issues such as distress migration, unemployment, gender-based discrimination etc. They have an important role in sharing their on-the-ground experiences to inform policy
- Only young people themselves can express and convey the ever-changing nuances of the issues that face them in their everyday lives.
- Consulting young people on policies that affect them will result in their long-term commitment to development processes.
- Engaging young people in post-conflict countries in policy making can be important to minimise youth engagement in civil unrest.
- Young people can provide a link to local communities and the socially excluded.
- They are the cutting edge of bringing about generational changes
- A practical experience of participatory democracy is essential to nurture the ‘new citizen’
- India’s children and youth need to be nurtured within the framework of constitutional obligations and other content essential for a secular national identity

In connection with the National Youth Policy Draft: 2021

We are glad to note that the youth policy expresses commitment to provide opportunities for youth to engage with issues of governance and politics as citizens.

We welcome the references to:

- A.enhance participation of young people in local governance and decision-making with a special focus on young women, disadvantaged communities and from tribal-dominated areas and LWE districts.

B.Participation of all of the above in grama sabhas.

C.National youth parliaments conducted at the block-, district, state and national-levels with a

D.permanent secretariat to provide administrative and research support to the national youth parliaments.

E.Youth parliament sessions which will ‘simulate’ actual parliamentary proceedings.

F.Strengthening of the National Youth Advisory Council (NYAC) to factor youth inputs in an inclusive manner into central policy and decision-making with sufficient funding.

G.Regular consultative meetings to be held by the state and district-level youth councils to gather inputs from young people.

H.Participation of young people to take part in social audit of key, targeted schemes. In addition, a youth connect programme to be launched with inter-ministerial collaboration to socialise audit reports and public expenditure records to enable them to engage with government performance data.

Our concerns
Children’s grama sabhas and youth grama sabhas are not mandated in all states yet
Mock youth parliaments have very limited potential to influence any policy matters as the state or national levels
The ‘youth parliament’ term is used both for ‘mock’ events as well as real consultative processes – this leads to confusion and ambiguity.
Current policy dialogue, consultation and formulations often take place in very formal

environments only, excluding diversity.
There are no well defined bottom up participation structures from the smallest jurisdictions up to the national level through which representatives of young people can participate backed by the mandate of their constituencies
The final stages of decision-making may only be made by a few very senior colleagues behind closed doors.
By employing an arbitrary and opaque selection process for youth 'representation' duty bearers can create situations where participation is only tokenistic. Such tokenistic participation does great disservice to the cause of democratic youth participation. Such consultations remain the biggest barrier to meaningful participation of young people.
Youth and civil society consultations are often artificially separated from each other.
One-off interactions, which do not sustain the culture and processes of meaningful participation. This prevents young people feeling ownership of and connection with the policies and programmes
Lack of follow-up by decision makers
Conflict with organisational culture and procedures
Creation of youth policies that are disconnected from what other related policies, budgets and political champions.
Lack of spaces where issues of the marginalised are prioritised and where dissenting voices are provided due weight when arriving at decisions.

Way forward: Recommendations

Principles

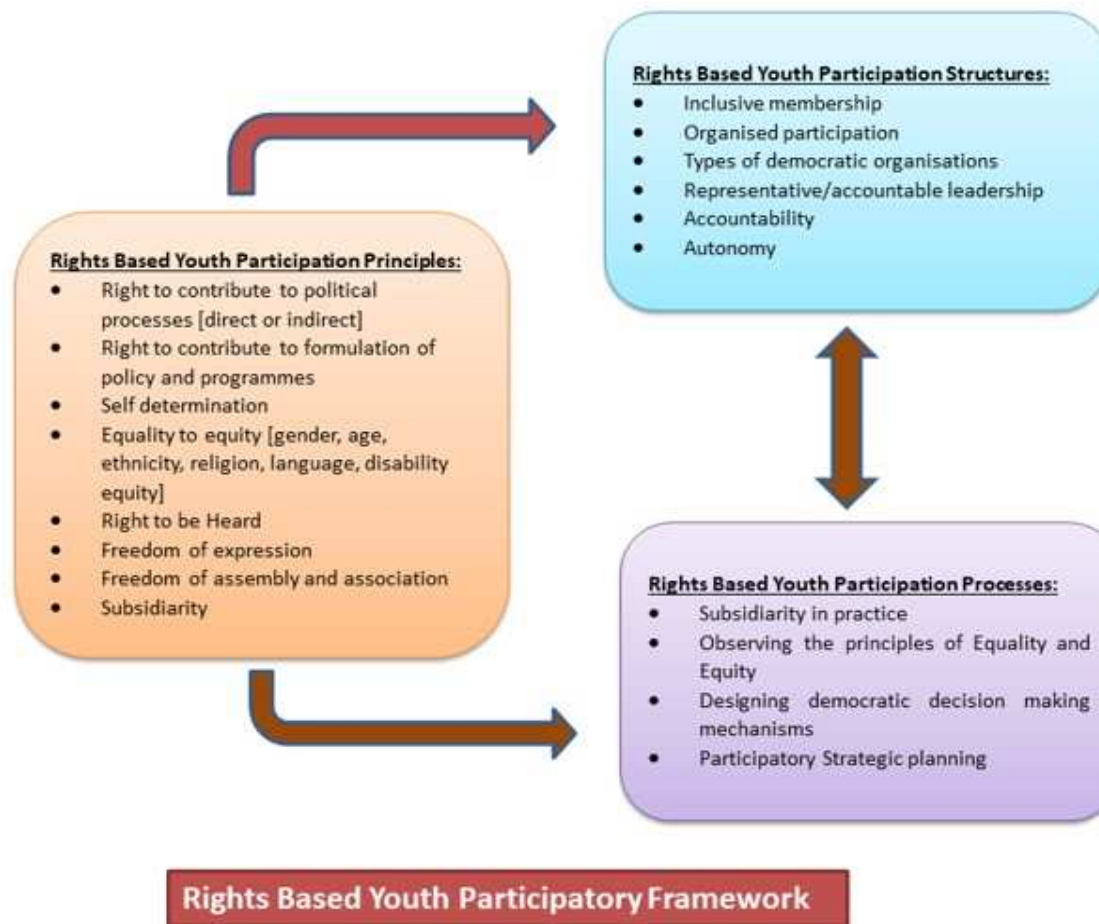
Rights Based Youth Participation Principles.

Here are the principles of Rights Based Youth Participation articulated by International Conventions and national commitments:

1. Political participation [direct or indirect]
2. Participation in Governance [formulation of policy and programmes]
3. Self determination
4. Equality to equity [gender, age, ethnicity, religion, language, disability equity]
5. Right to be Heard
6. Freedom of expression
7. Freedom of assembly and association
8. Subsidiarity

A Rights Based Youth Participatory Framework is based on a set of principles which in turn are reflected in structures and processes. The inter-relationship is illustrated below. This framework was developed by *Nandana Reddy, Julian Kramer and Kavita Ratna*, first published in the Inception Paper, Youth Participation in the Commonwealth¹², 2018

¹²Inception Paper, Youth Participation in the Commonwealth, Nandana Reddy, Julian Kramer and Kavita Ratna, Commonwealth, 2018



Rights Based Youth Participation Structures (Excerpted from the Inception Paper, Youth Participation in the Commonwealth¹³)

For young people and participate in decision making processes as individuals or as representatives of a group. If they are representing any group, then they need to have an active membership base, well defined coverage and clearly articulated mechanisms for accountability to its members.

If they represent a youth network, the member organisations need to represent and be accountable to all the individual members who form their base.

In a consultative process it is very important to ensure that young people who take part represent the interests of different categories of young people, including those with special interests and those belonging to marginalised groups.

Any forum that works as an apex body or is a network of apex bodies will need to consider the following:

- a) Inclusive membership
- b) Organised participation
- c) Types of democratic youth organisations
- d) Representative/accountable leadership
- e) Accountability
- f) Autonomy

- a) Inclusive Membership.

¹³Inception Paper, Youth Participation in the Commonwealth, Nandana Reddy, Julian Kramer and Kavita Ratna, Commonwealth, 2018

Apex bodies, federations and networks that wish to advocate as representatives of **all** young people at a national or regional level must be inclusive and have membership base/s that include/s young people from different interest groups, with multiple identities such as being of different ages, genders; belonging to communities that are economically or politically marginalised; or having different degrees of disabilities. These organisations should have systems that not only allow for but actually ensure that the concerns of all their sub-groups are voiced and given due weightage and priority in advocacy initiatives.

Youth groups that have a sub-national, and/or local jurisdiction; or a specific thematic focus, may have a narrower focus in terms of the constituent group they represent or the geographical area they cover. For instance, they could be a group that works exclusively with youth with disabilities.

b) Organised Participation.

Collective action provides strength, leverage and resource mobilisation. The power of the collective is the most potent tool for the realisation of one's rights and increases the prospect of being heard. This is true for all groups and more so for young people, especially the very young. The power of the 'collective' provides advantage, empowers them to define, claim and realise their rights and compels the duty bearers to listen

c) Types of Democratic Youth Organisations.

There are various types of youth organisations. They can be distinguished by their structure and composition. There are youth organisations that are for, by and of youth; organisations that are led by youth and working for other young people or even working for or with mixed communities. There could be organisations that are youth and adult partnerships; bodies that are initiated by adults and involving young people; and adult led associations working for the welfare of, or who advocate on behalf of, young people. These organisations could be unions, societies, NGOs, business enterprises or even government bodies. They could be involved in initiatives of advocacy and/or activism; campaigns, self-help groups, research and communication or supporting digital platforms. However, for young people to gain the most traction and leverage to transform established power relations they need to build rights based organisations that subscribe to an ideological framework that is democratic, just and non-violent. Organisations that are bottom-up, membership based, and subscribe to democratic systems of administration are the most strategic and beneficial for facilitating the political participation of young people as well as for bringing about sustained systemic change.

d) Representative/accountable leadership.

There is a significant difference between a 'representative' of the people and a 'leader' of people. Youth organisations and Networks need leaders who understand that they are chosen/elected/selected or appointed as representatives to act on behalf of and in the best interests of their constituency. Accountability is a key attribute of such a representative. A democratically elected

‘representative’ has the mandate of the constituency to negotiate and leverage spaces to the benefit of all, whereas an ‘individual’ represents no one but her/himself.

Accountability.

Mechanisms and channels that communicate prioritised issues affecting the lives of young people from the local up to the regional and global levels are imperative. Just as important, are mechanisms of accountability which ensure that the apex council of representatives reports back to all levels, giving their constituency the ability to assess whether their views have been given due weightage and their mandate has been adequately acted on.

Autonomy.

Autonomy is the capacity and freedom to make an informed, uncoerced decision. Autonomous organisations or institutions are independent or self-governing. Democratic representation and accountability to the electorate qualifies autonomy. Autonomy devoid of accountability paves the way for authoritarianism.

The ASPIRE framework: to examine the quality and level of youth participation in governance.

This framework has been developed by *Kavita Ratna, Dunu Roy and Urmila Pullat* for the ;ClaimingCitizenship: Case Studies of Adolescents Participating in Governance in South Asia¹⁴, published by the Concerned for Working Children (CWC) and UNICEF Regional Office of South Asia (ROSA)

This framework helps to evaluate how any project has supported capacities and enhances the confidence of adolescents to engage with decision-makers. As also the degree of their autonomy in expressing opinions and taking action.

It helps gauge what role the state has played to integrate and sustain adolescent and youth participation and ensure that decisions are made at the lowest level possible i.e., subsidiarity in decision making.

It also helps to note how adolescents negotiate with decision-makers, how their meaningful participation is enabled and to what extent adolescents from the most marginalized communities are involved. It also helps us review the scope of decision making and the extent to which the decisions were influenced by adolescents and youth.

Agency: Young people’s agency enhanced to ensure their role as leaders, co-creators and influencers; their capacities to participate strengthened; providing services, policy & information to aid their meaningful participation; ensuring agency and protagonism of excluded groups in decision making

State: The State and duty-bearers have mandated commitments and/or systematic processes and mechanisms for the participation of adolescents in all programme and policy matters affecting them

¹⁴ Claiming Citizenship: Case Studies of Adolescents Participating in Governance in South Asia, Kavita Ratna, Dunu Roy and Urmila Pullat. The Concerned for Working Children and UNICEF (Regional Office of South Asia) publication, 2022

Participation: Young people's agency and state commitments bring rights holders and duty bearers together for collaborative, supported adolescent and youth leadership, and young people's opinions and aspirations are considered seriously, and youth dissent is acknowledged and constructively addressed.

Inclusion: All young people, particularly the most marginalised are prioritised in participatory processes.

Resolution: Resolutions/decisions are informed by young people's aspirations and opinions as relevant and appropriate.

Recommendations:

Mandate

- A. Children's participation in State governance enables them to exercise their Right to Self-Determination, to hold State accountable and to 'learn' through 'experiencing' democratic governance
- B. All duty bearers are responsible to ensure that children's rights are not violated and are first and foremost accountable to their primary constituency, the children. This means that the State and Civil Society should be transparent in all their dealings and open to scrutiny. Child rights friendly forums and spaces where children can hold them accountable without any fear of negative repercussions need to be established.
- C. Young people can be successfully involved in executive decisions, e.g., budgeting, programme design and management, that go far beyond consultation.¹⁵
- D. The ability of young people to influence policy and decisions also relies on the existence of channels, procedures and enabling partnerships with supporting organisations to communicate their views and perspectives to decision makers in a meaningful way.
- E. This requires access to decision makers as well as the opportunity to receive and provide inputs at relevant junctures in the policy making process. Advocacy strategies and tools need to be designed suitably for the intended arena of participation. These need to be interwoven into the strategic planning processes and appropriate resources have to be set aside. These include capacity building, information management support and technical assistance which may be needed to cover a region or an entire country.
- F. Elected representatives of youth organisations and their accountability mechanisms must be responsive to these concerns. In this way individual voices will not be drowned out through the wielding of power without checks and balances within the hierarchy of the structure. The principles of Subsidiarity also need to be practiced in decision making processes. Decisions that can be and are required to be taken at the lowest level, closest to the constituents, should be made there.

¹⁵Youth Participation in Development A Guide for Development Agencies and Policy Makers, DFID-CSO Youth Working Group, 2010

- G. All these concerns are relevant to duty bearers - be they facilitating organisations, governmental bodies or any other stakeholders engaged with youth. The processes and mechanisms they engage in to facilitate youth empowerment, consult them, collaborate with them or enable them to lead from the helm have to be democratic. They must ensure transparency, affirmative action, equity, non-violence and accountability. They have to uphold the principle of subsidiarity and provide safe spaces for expression of dissent.
- H. Most importantly, the duty bearers must recognise their own accountability to their youth constituency they serve. This requires that they are transparent and democratic in their own functioning and open to scrutiny by their constituency.
- I. Decision making processes within a youth organisation have to take into account the heterogeneity of its members and their areas of concern as well as their varying capacities to be heard. There is an erroneous belief that decision-making through a majority vote automatically allows the interest of constituencies to be addressed. Invariably, this excludes the concerns of the voiceless, the weak and the minorities.

Process

- A. First of all, young people require an understanding of how formal decision-making spaces work in order to ensure their informed participation. They need to acquire the skills and knowledge required for negotiation, collective bargaining and information management. The building of their capacity, providing them with material support and ensuring their protection, especially of the very young, is the responsibility and obligation of duty bearers who are responsible for their facilitation.
- B. Young people need to be skilled, experienced communicators in order to engage with older decision-makers in government and communities.¹⁶
- C. Rights based ‘empowerment’ requires young persons to have strength through the power of a constituent base (a collective, union, movement etc.); access to information (information management skills and the ownership of information); and access to and the use of human, financial and material resources (skills through capacity building, platforms for inclusive participation and enabling organisations/institutions).¹⁷
- D. Not every youth consultation needs to be highly informal and interactive. Exclusiveness: make sure you are not focusing only on involving the youth ‘superstars’ who have already become a part of the system.
- E. Participants should always be informed as to why and how any of their input may be used.

¹⁶Youth Participation in Development A Guide for Development Agencies and Policy Makers, DFID–CSO Youth Working Group, 2010

¹⁷Inception Paper, Youth Participation in the Commonwealth, Nandana Reddy, Julian Kramer and Kavita Ratna, Commonwealth, 2018

- F. It may be appropriate to incorporate youth participation into existing consultative mechanisms (as long as they provide a youth friendly space).
- G. Though widespread, the assumption that the privileged will take care of the concerns of the underprivileged is erroneous as a general rule. Though idealistic privileged youth can be significant supporters and partners of the underprivileged, it is of paramount importance that the marginalised and underprivileged groups themselves are empowered and supported to represent themselves. Only by doing so is it possible to ensure that their cause can be presented authentically, and that relevant and sustainable solutions can be found to address their concerns.
- H. Facilitating organisations have a responsibility and a very important role to empower youth to identify the most appropriate arena of decision making to address their concerns and to make optimum use of that space. Adequate resources need to be made available for building their capacities and assisting them to access and manage relevant information. Young people also need the knowledge to harness technology for effective communications, especially when a large number of members are involved.
- I. Making a distinction between authentic representation and a tokenistic one requires a compliance with the principles of participation.
- J. Duty bearers also need to be accountable and transparent in their functioning and provide clarity to the young people regarding their jurisdiction, mandate, accountability mechanisms and most of all their limitations and constraints. This will ensure that the expectations of the youth are realistic and enable them to design viable and sustainable advocacy strategies. Duty bearers may also partner with youth organisations in their advocacy to increase the impact and get the attention of duty bearers.
- K. Youth groups may also require assistance to strengthen their membership base and prevent and pre-empt conflicts or crises that may arise in the course of their advocacy.
- L. In situations where youth advocacy may invoke negative repercussions, the facilitating organisations have a responsibility to protect young people, especially the very young from any backlash. In order to address all these needs, supporting organisations need to develop their own capacities and plan in tandem with the youth groups they facilitate.

Structures

- A. Governance, voice Youth structures and leaderships can benefit from cross-party or non-party support. and accountability However, too much isolation from mainstream political discourse (or government initiatives) can reduce their impact.¹⁸

¹⁸Youth Participation in Development A Guide for Development Agencies and Policy Makers, DFID–CSO Youth Working Group, 2010

- B. Given the freedom, support and the right environment, young people can be enabled to forge needs-based and rights-based alliances and build independent movements. Such movements act as ‘watchdogs’ for decision makers and ensure that the citizens of today have a say in shaping their present and their future.
- C. Youth are highly heterogeneous. This heterogeneity needs to be mirrored in action. First of all, enabling the participation of the most marginalised requires special attention, facilitation and mechanisms. Secondly, the concerns of young people of different sex, race, class, economic, social, gender, caste, ability/disability, social stability/instability groups need to be reflected at the various tiers of governance and not diluted in the final collation.
- D. Relatively small groups can sometimes exert immense political leverage. A strong organisational base can provide young people with the necessary leverage to influence power centres and shape policies and programmes to respond to their needs and aspirations. Mandate provides leverage. Even more so, if the constituency has a critical size and represents its membership fairly.
- E. If such youth structures are not functioning or do not exist the onus is on the state to ensure that the smallest and most marginalised voices from the village to the centre are heard. As we have a federal structure that devolves powers to local bodies, that could be a starting point for that state to be both ‘inclusive’ and ‘representative’ by creating formal platforms for young people to advocate for their concerns and participate in governance.
- F. Duty bearers have the obligation and responsibility to create safe, non-judgemental, equitable spaces for youth to express their views, concerns and also dissent. It is very important for them to ensure that they do not compromise the autonomy of the youth organisations in the process. These forums or platforms must be designed to be inclusive and ensure that the most vulnerable are heard.
- G. Equity is making sure that all young people, especially the disadvantaged, have what they need to participate in an active and informed manner. In order to achieve this, Acts or policies of affirmative action such as inverse proportionate reservations for the marginalised or reservations for the minorities may be required.
- H. Consensus as a principle is laudable, but the method of arriving at a consensus needs to be rights based and democratic. Instead of a majority vote, a **Priority Ranking**¹⁹ methodology needs to be adopted. The urgency, backwardness of the constituency, SMART⁵⁸, reach and impact are criteria that should be used to shortlist and prioritise concerns. Such a tool would ensure that the issues of the most vulnerable are included and raised in all appropriate forums with adequate information to make a strong case in their defence.

Good practices:

Here we provide links to some outstanding models of adolescent and youth participation in India for reference, replication and inspiration:

¹⁹ The Concerned for Working Children, Bhima Sangha’s Priority Ranking Matrix: <http://www.concernedforworkingchildren.org/>⁵⁸ SMART is an acronym to guide objective/goal setting. The letters stand for **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imebound.

Safe City Initiative in Bhopal, MADHYA PRADESH: Documented in 'Claiming Citizenship: Claiming Case Studies of Adolescents Participating in Governance in South Asia'²⁰ (<https://www.unicef.org/rosa/media/18696/file/Claiming%20Citizenship.pdf>)

- By design energising urban local governance
- Engagement with highly vulnerable children – such as children from denotified communities, socially and economically poorest communities in urban setting
- Capacity building of government officials on adolescent participation
- Adolescent-led protection assessments/audits
- Crucial role played by CSOs, Anganwadi workers and other Front-Line Workers
- Mechanisms to link children to local governments through community-based adolescent groups and child protection committees – with effective information management
- Creating platforms for young people to directly communicate with decision makers from local to state level – violence reduced, roads built, identity papers received...
- Facilitating convergence between multiple departments – including DWCD, Police and Revenue
- Has increasingly gained political support and likely to expand to many other cities

Child Friendly Local Governance and Planning, MAHARASHTRA: Documented in 'Claiming Citizenship: Claiming Case Studies of Adolescents Participating in Governance in South Asia'²¹ (<https://www.unicef.org/rosa/media/18696/file/Claiming%20Citizenship.pdf>)

- Supported by Constitutional provisions & Maharashtra's State Child Policy
- Harmonised with rural decentralised governance and bottom-up planning
- Builds on history of children's participation in communities supported by CSOs through programmes such as Deepshika
- Multiple capacity enhancement programmes for adolescents contributing to their agency and empowerment
- Mechanisms to link children to local governments through community-based children's groups (Bal Sabhas) and their representatives (Bal Panchayats)
- Mandated Bal Sabhas
- Budget allocation ear-marked at the state level for issues related to children and women – a shift from an infrastructure focus to a child rights focus
- State's capacity building programme joining hands in multiple-tier training & mainstreaming for creation of child friendly panchayats

Children's Grama Sabhas, KARNATAKA: (<http://www.concernedforworkingchildren.org/empowering-children/childrens-citizenship/>)

²⁰ Claiming Citizenship: Case Studies of Adolescents Participating in Governance in South Asia, Kavita Ratna, Dunu Roy and Urmila Pullat. The Concerned for Working Children and UNICEF (Regional Office of South Asia) publication, 2022

²¹ Claiming Citizenship: Case Studies of Adolescents Participating in Governance in South Asia, Kavita Ratna, Dunu Roy and Urmila Pullat. The Concerned for Working Children and UNICEF (Regional Office of South Asia) publication, 2022

- Upholds the citizenship of children and modelled on the adult Gram Sabhas which are the only spaces for direct democratic participation of citizens in India
- In 2006, the Government of Karnataka implemented it in all the Panchayats of the State through a government circular
- In 2016 Children's Grama sabhas were mandated in the The Karnataka Gram Swaraj And Panchayat Raj Act, 1993. This covers 5963 panchayats presently
- Local governments have to report to children about the actions taken regarding their demands – and the status of Children's Rights
- Enable children to hold the local government accountable – as its citizens, create a forum to redress their concerns and ensure the inclusion of the concerns of marginalised, differently-abled and girl children
- Provides space for participation based on democratic principles and in partnership with their local government
- GPs have gained tremendous insights from the recommendations of children – which has resulted in child rights friendly plans
- Children have been an inspiration for adults, especially women to participate in their own grama sabhas
- Has led to a paradigm shift in the way adults view children – as citizens

Awareness about and access to government schemes/entitlement integrated in youth empowerment programmes, UTTAR PRADESH (www.milaanfoundation.org)

- Conducted by Uttar Pradesh Coalition to Empower Adolescent Girls, a coalition of CSOs working with and for adolescent girls
- Supported by government officials from relevant departments, creating pathways for young people's easy access to programmes
- Commenced with a pilot where 221 Girl Leaders were trained to create awareness about and access to RKSK & MKSY schemes of the UP State Government
- 21 coalition members in 20 districts of Uttar Pradesh facilitated by the Girl Leaders
- Initiative integrated into prevalent programmes in the districts
- 2150 adolescent girls reached through community-based capacity-building processes
- Initiative led by CSOs: Milaan Foundation and supported by Girls Not Brides (GNB)

Regular Dialogues between Elected Women representatives and Adolescent Girls' Groups for responsive governance :

(illustrated in this essay <https://thehungerprojectindia.exposure.co/electedtolead-part-vii>)

- Since 2015 , CSO The Hunger project (THP) has engaged with over 4000 AGs in states of Rajasthan(Sirohi, Sahada) , Bihar(Muzzafarpur, Rohtas and Jamui) and Karnataka(north- Bidar).
- Leveraged the role of Elected Women Representatives as public office holders and duty bearers to identify, prioritize and address the root causes of ECM, within the local governance framework.
- Adolescent Girls(AG) groups conscientized on their rights.
- Regular Interface/ dialogues between EWRs and AGs in every Gram panchayat.
- A range of Issues with specific problems and solutions raised and discussed (health/ mobility/ education/ safety)
- EWRs have taken steps taken to ensure safe mobility of girls attending schools.
- In Karnataka- older adolescents attending CRPC (Child Rights Protection Committee) meetings mandated as per Karnataka GP Act, haverepresented issues pertaining to their education.
- Inspired by the EWRs as role models, when elections were announced eligible Young women from the groups, came forward to contest local GP elections (7 girls got elected as ward members in the Rajasthan GPs elections 2020).

The Balika Panchayat Pilot initiative (<https://setuabhiyan.org/study-and-research/>)

(<https://drive.google.com/file/d/1vv5rBGEMDertg7iQA3ZiteTH0m1SOvLr/view>)

- SETU Abhiyan along with the Women and Child Development Department of the Gujarat Government, along with the “Beti Bachao, Beti Padhao” program, In 2021, organized the process of electing “Balika Panchayats” in 4 panchayats [Kukma, Kunariya (Bhuj Block), Maska (Mandvi Block) and MotaAngiya (Nakhatrana)] across the district of Kutch as a pilot program.
- This pilot’s aim was to familiarize adolescent girls and young women with the local governance systems and to cultivate grassroots democratic practice among them along with creating a platform for girls to voice their issues and they be communicated to the Gram panchayat.
- The model is a full simulation of the Gram panchayat elections wherein all girls between 11 to 21 years in the Gram panchayat are the electorate, candidates can be between 11- 21 years too. Through a village Girls Sabha all members are informed about the process and nominations are invited, candidates offer candidature and undertake campaigning, girls come forward to elect through secret ballot, votes are counted and the elected members announced. The term of the Balika Panchayat is for 2 years and it receives training on various schemes and GP procedures and interacts regularly with girl members of the Balika Sabha to identify key issues and follow them up with various departments and functionaries.
- There is a proposal for a small, untied fund to be also earmarked for spending per recommendation of the Balika panchayat.
- The process helps girls break patriarchal and caste restrictions, experience public life, collectively discuss their issues, prioritise issues and take up with various administrative functionaries.

The 'Kamar Kathi Model' for Girls' engagement with Local administration and governance

[\(https://vishakhawe.org/crw_causes/kamar-kathi-dar-se-himmat-ki-or-be-prepared-from-fear-to-courage/\)](https://vishakhawe.org/crw_causes/kamar-kathi-dar-se-himmat-ki-or-be-prepared-from-fear-to-courage/)

- Implemented by Vishakha, in 8 Gram Panchayats of Salumbar&Jhallara Blocks in Udaipur district, Rajasthan since 2016 as a hyper local model to enhance safety for girls. Collaborations with the Department of Police, PRI institutions were mobilised.
- Model works through a multi-layered, multilevel 8 step process to empower adolescent girls and young women from marginalized communities to see themselves as rights bearers and citizens.
- Focus is on deepening awareness about patriarchal control over women's bodies and empowering oneself to overcome 'fear and shame' associations that allow violence against women and girls.
- Model further highlights the role of the state in supporting girls to challenge violence and discrimination through proactive actions for protection, effective law and order, enabling infrastructure and social investments.
- Facilitates girls to collect data through processes like safety audits, identify problems, discuss solutions and posit demands through a Panchayat Prastav and undertake follow up(eg Police station meetings)
- Dialogues of girls with local community, various stakeholders, functionaries in administrative and governance roles.(Gram panchayat, panchayat samiti) facilitate their ease and consistent engagement in the public sphere, emerge as a voice, understand mechanisms and seek accountability .

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PART C - YOUTH CONSULTATIONS ON THE DRAFT NATIONAL YOUTH POLICY (NYP)

National Youth Policy (Nyp) Draft 2021

Chapter 7: Social Justice - Critique, Feedback and Suggestions

Facilitated by Sakthi – Vidiyal, Madurai, Tamilnadu, as part of the process led by the Young Voices National Movement

The Consultations:

Sakthi – Vidiyal organized two consultations in this regard and enabled youth to access the draft National Youth Policy and share their opinion, feedback and suggestions. Dr.C.JimJesudoss, Executive Director, Sakthi – Vidiyal, translated Chapter 7 into Tamil and anchored the two consultations organized on the 2nd of July, 2022.

1.Youth consultation at Sakthi – Vidiyal

Sakthi – Vidiyal organized a half-day physical consultative meet with young people from the following three stakeholder groups. Since the age of youth is defined as any person between the age of 15 and 29, children also came into the purview of ‘youth’ according to the NYP.

a) Children from Vidiyal Child Rights Movement (VCRM) (Age 15 – 17)

Child representatives from VCRM participated at par with the other two stakeholder groups and brought in several valuable feedbacks and suggestions throughout the consultation.

b) Youth from Muhangal (Faces) Forum (Volunteers serving at Vidiyal formed a forum called Muhangal) (Age 18 – 22)

Young people pursuing college education who serve as volunteers at Sakthi - Vidiyal participated and shared their concerns over the NYP.

c) Young people working at Sakthi – Vidiyal (Age 25 – 29)

Our staff working under multiple projects including Childline, Reception Home under JJ Act, Programme for Street and Working Children, Digital media communication participated and contributed a lot.

The Process:Dr.C.JimJesudoss, briefed the participants about the importance of the consultation which was followed by a detailed presentation of Chapter 7 in Tamil. The participants were enabled to look at certain words, texts, schemes and projections and were asked to take notes whenever needed. After that they were divided into nine groups including four groups of VCRM, three groups of Muhangal and two groups of staff members. All the teams were given copies of the translated document and were asked to discuss each point and then to write their feedback and suggestions in a chart.

2. State Level Youth Consultation with young people associated with voluntary organisations across Tamilnadu

Sakthi – Vidiyal organized a virtual consultative meet with young people from 20 voluntary organizations across Tamilnadu at the Google Meet platform between 3.00 am and 5.00 pm. We could capture the views and concerns shared by young people from diversified backgrounds.

The Process:Dr.C.JimJesudoss briefed about the importance of the youth consultation and presented the NYP Chapter 7 in Tamil. Though this document was sent to the participating organizations earlier, presenting it afresh helped them to understand the document better. After that each organization was asked to share their feedback and suggestions within 3 minutes. The participants at the state level consultation had both children and young adults. Everyone showed lots of interest and sincerely contributed to the process.

In both the consultations young people raised a question “why there were not any consultations happened in the country while drafting the NYP?” Another question they raised was “why did it take so long to place this document for public view and why only limited time is given to give feedback?”

Consolidation of feedback and suggestions compiled in both the consolidation

The entire policy should focus on ‘right to equity’ which will ensure social justice. Just having a section on ‘social justice’ is so limiting.

7.2 A long list of social protection schemes implemented by GOI is mentioned here. The government should take efforts to measure the effective implementation of these schemes by studying whether all children reach all milestone examinations such as 8th, 10th and 12th standards. Do those who reach 12th standard go to college or technical education? If the gaps are identified then a scientifically designed programme has to be implemented.

7.3 While appreciating these efforts young people asserted that many of these initiatives haven't reached grassroots. The legal literacy clubs are a good idea which has to be implemented and people from socially excluded communities should be made aware of their rights according to the Constitution of India. They suggested that the government through functional participatory mechanisms should make sure that any initiative for the welfare, development and protection of marginalized people should be implemented with prudence.

7.4 It is pointed out that 7.3 contradicts 7.4

Areas of action for social justice

EMPOWER AND SAFEGUARD THE YOUTH

Build a value based social fabric to reduce acts of discrimination and violence

7.5 Including 'Human Rights Education' is much appreciated by young people and at the same time they pointed out the contradictions in the draft policy. For instance the same government imposes the 'New Education Policy' which is indirectly imposing 'caste tagged occupations' through imposing trades at younger classes.

7.6 It is pointed out that 'changing the mindset, practice and behaviour' sounds so simple and easily achievable. Anyone who knows India's social fabric would know that how hard it is to change even one person's mindset. This ideal stated here needs to be carefully analysed and a detailed plan of action with effective systems and strategies is needed in this regard. It is suggested to include 'values of social inclusion' in the school curriculum for long term impact in changing the mindset of young people.

7.7 Many young people raised the question 'why to include faith-based organizations in this process' when they are the ones creating hurdles in achieving social inclusion. For instance, many of the so-called faith-based organizations still practice social hierarchy and don't believe in equality.

7.8 Young people raised a question ‘why to have the grievance redressal mechanism at the national level?’ All such initiatives should be at the block and district level. The initiative of ‘Youth helpline’ is much appreciated by young people but how that will foster a well-balanced environment for the youth to prosper has to be clearly defined in this document.

Provide the youth with safe spaces, knowledge and support services

7.9 While welcoming this idea of providing ‘safe spaces’ for young people, many of them pointed out that it cannot be mere a ‘safe space’. Instead at every block in the district and at each zone in city corporation a ‘Youth Resource Centre’ can be initiated with facilities for counselling, career guidance, para-legal training, free access to wide range of information, digital skill development etc. Many of the participants critiqued that ‘safe space’ sounds so limiting and looks like a hide out for young people from socially excluded communities while encountering trouble. This is supposed to be a place that empowers young people to move further to reach greater heights. Young people also emphasised that sports talents in young people belonging to socially excluded communities should be nurtured with opportunities.

7.10 The idea of a recognizable logo, symbol or name is fine and at the same time it shouldn’t become another socially excluded space like the existing identities of ‘colony’ in a village or ‘slum’ in the urban location. If the idea given for 7.9 is implemented this space can gain a positive identity.

7.11 Young people pointed out that the conviction rate of cases filed under The SC/ST (Prevention of Atrocities) Act remains poor for many decades. In such situation how far registering complaints at this newly proposed place would help in attaining justice? This policy failed to acknowledge issues like ‘honour killing’ practiced by caste groups.

Additional counselling centres in schools after hours is a welcome proposal but it has to be expanded to colleges and other government structures so that access will be accelerated.

7.12 This is appreciated but increase in fund allocation can be openly stated in the policy. A time frame has to be mentioned in the policy.

Raise youth awareness regarding rights and initiatives related to legal aid

A major feedback given by young people is that the importance of state government in the policy is minimal and insignificant. In a country like India, state governments do have equal stake.

7.13 The idea of legal literacy club in every high school is much appreciated. It is proposed to expand the same to colleges too.

7.14 The idea of conducting an awareness drive is fine, but 'Right to Information Act' cannot be a scheme as mentioned in the policy. It is proposed that the names of any schemes initiated by the union government are only in English and an equivalent translation in the regional language of a particular state can be used in states. This would ensure identifying the schemes with the needs and avoid alienation. Having the names of schemes in regional languages will enable the youth to feel comfortable, more secured and make use of the schemes with ownership. If what is stated in 7.1 – diversity of the country – is mentioned with true spirit then this is very much possible.

7.15 This is much appreciated

Prevent and address cybercrimes that disproportionately affect youth

7.16 This is accepted with a proposal to block pornographic websites, violence prone games and other harmful websites through a more stringent law. Rehabilitation of persons affected by cybercrimes is a welcome plan but more emphasis is needed on the prevention side so that young people from marginalized communities don't become victims of circumstances. The adequate allocation of funds and periodical fund flow for the rehabilitation of victims has to be ensured.

7.17 Including digital literacy in school curricula is a much appreciable idea which has to be implemented immediately.

7.18 Though this idea looks good, young people raised their concerns over two major points. It is pointed out that the objective of 'private sector' is only profit. In such a case how can they partner in a project. Secondly, the proposal to create 'online volunteers' looks very tricky and unacceptable. In the present context it is evident that sexual offenders include those people who engage with children by providing services. It is hard to identify abusers and in many cases they are caught only at a later stage of abuse. If this is the situation of 'service providers' in physical presence, creating online volunteers will throw young people in undisclosed vulnerability and risky environment.

7.19 This is a welcome idea but involvement of private sector needs caution.

ENABLE FASTER DELIVERY OF JUSTICE AND STRENGTHEN JUVENILE REHABILITATION

Enable faster delivery of justice for the youth by strengthening the legal system

7.20 This is totally unacceptable in the context of deep rooted caste system practiced in India. This idea is nothing but reinventing the 'kangaroo courts' that are still practiced in many parts of the country. Any awakened person would know how caste hierarchy is

imposed in India. In many villages the dominant castes have power over everything and the kangaroo courts are not an exception. Their arbitrary judgements are beyond legal justice system and human rights standards. In many cases sexual violence on women from socially excluded communities are just taken lightly when the abuser is from a dominant community. Love affairs between two different communities and that too if the man is from an oppressed community is forbidden in these courts.

The reality in many villages is that a person facing a caste discrimination or exploitation cannot easily file a complaint under The SC/ST (Prevention of Atrocities) Act. In such situation how far it is going to be possible for the victims to resolve legal issue against a dominant caste person who may sit in the Nyayalaya or his relative may be the chief of this Nyayalaya.

Just for the sake of reducing the case load of lower and higher court, justice for common people cannot be denied. In any disputes only the law of the land – the constitution of India and other laws enacted in the parliament should be implemented.

The idea of 'Gram Nyayalayas' is totally unacceptable and has to be removed.

7.21 This is a good idea to incentivise the law students to provide legal aid in future. But current law students cannot provide legal aid as they may not know all laws fully in theory and practice.

7.22 Even the free legal aid provided at district courts is not free in its true sense. In such situation how far volunteer advocates will help marginalized groups is a big question. In the background of digital literacy rates, app-based schemes may not be of great help to uneducated youth. Instead advocates should be appointed in the 'Youth Resource Centre' which can be easily accessed by young people.

7.23 This is highly appreciated and is the need of the hour. But state human rights commission also should be provided with adequate resources and staff.

Ensure effective implementation of Juvenile Justice Act and rehabilitation of delinquent youth

Young people participated in both the consultations condemned the usage of the term 'delinquent youth' which reinforces the idea that youth from marginalized communities are delinquents. This criminal impression which is imposed already on marginalized communities is reinforced again with prejudice. The Juvenile Justice (Care and Protection of Children) Act used terms like 'Child in conflict with law' which has to be used and the term 'delinquent youth' should be removed.

Children getting into drug abuse and drug peddling are a concern raised by young people. This draft policy didn't focus on this element. Adolescent children should be provided with information on the ill-effects of drug abuse.

7.24 This has to be implemented with due attention

7.25 Remove the term 'delinquent youth'.

7.26 Remove the term 'delinquent youth'.

SOCIAL JUSTICE FOR MARGINALIZED AND VULNERABLE YOUTHS

Enhance and review all social protection schemes for inclusive impact

Young people observed that privatisation of education has stolen their 'right to education' and right to social security such as 'reservation' which is a constitutional right. Opportunities to study in government run higher education institutions should be increased. Education up to graduation should be made free for young people from marginalised communities. The existing scholarship programmes should reach young people with dignity. Right now, they are humiliated before other students. Young people aspiring to join civil service should be encouraged with well-equipped coaching facilities.

2.27 As said earlier schemes should be named in English and translated into regional languages.

7.28 This point is welcomed by the young people, but they pointed out that the tribal groups are thrown into vulnerability because of non-implementation of schemes and project with due diligence. Though there are schools established in tribal areas they are inadequate and inaccessible in some places. There should be efforts to establish schools in every tribal hamlet or in the closest vicinity so that children can access school easily. The standards at the residential schools for tribal children has to be upgraded with adequate financial resources.

7.29 This is much appreciated by the young people

7.30 This is a welcome idea that state specific plans will be made with participation of local youth groups. To achieve this young people from disadvantaged groups should be enabled to exercise their right to participation with knowledge, skill and needed attitude. Capacity building of young people and unionising them will yield results. Some existing empowered youth groups associated with voluntary organizations can be engaged in this process. Peer to peer will work well for realising this goal.

7.31 Youth lacking capacity to cope with disasters, accidents, pandemic and other shocks have to be addressed by the union government in partnership with the state governments. In this draft policy in many areas the union government just encourages the state government. The union government just 'encouraging state governments' will not yield any results. There should be delegation of power and authority, joint efforts and dissemination of resources has to be ensured by the union government.

7.32 Here again it states that 'state governments are encouraged'. There should be a detailed plan to provide social assistance programmes to protect the poorest from risk. The union government and the state government should device mechanisms for

effective monitoring of social assistance programmes. Sincere efforts should be made by the governments to remove people from caste tagged occupations such as 'sanitary work' with alternative job opportunities. Young people should be empowered with academic and skill development opportunities to break the vicious cycle of caste tagged occupations.

YOUTH CONSULTATION ON NATIONAL YOUTH POLICY

Organised at SAKTHI – VIDİYAL, Madurai.

Date: 02.06.2022

Venue: Vidiyal Campus, Madurai

List of participants

S.No	Name	Age	Representing Forum
1	P.Kabilan	16	Vidiyal Child Rights Movement
2	V.Santhiya	15	Vidiyal Child Rights Movement
3	K.Nanthineeswari	15	Vidiyal Child Rights Movement
4	P.Nivetha	15	Vidiyal Child Rights Movement
5	M.Jeyasri	17	Vidiyal Child Rights Movement
6	Mathavan	15	Vidiyal Child Rights Movement
7	G.SenthilMurugan	17	Vidiyal Child Rights Movement
8	M.Yogesh	14	Vidiyal Child Rights Movement
9	P.Madhan	16	Vidiyal Child Rights Movement
10	G.Suryaprakash	17	Vidiyal Child Rights Movement
11	S.Ayyansonai	16	Vidiyal Child Rights Movement
12	K.Jananthanan	15	Vidiyal Child Rights Movement
13	P.Anusuya	16	Vidiyal Child Rights Movement
14	G.Dhilip Kumar	15	Vidiyal Child Rights Movement
15	S.Surebiya	15	Vidiyal Child Rights Movement
16	K.Priya	15	Vidiyal Child Rights Movement
17	S.Atheeswaran	15	Vidiyal Child Rights Movement
18	M.Nishanth	17	Vidiyal Child Rights Movement
19	A.Hari Prasanth	18	Vidiyal Child Rights Movement
20	M.Chellapandi	16	Vidiyal Child Rights Movement

21	A.Karthick	18	Vidiyal Child Rights Movement
22	P.Mahalakshmi	15	Vidiyal Child Rights Movement
23	P.Malarvizhi	18	Vidiyal Child Rights Movement
24	S.Meenakshi	14	Vidiyal Child Rights Movement
25	P.Aarthi	18	Vidiyal Child Rights Movement
26	P.Marimuthu	15	Vidiyal Child Rights Movement
27	M.Senthilmurugan	17	Vidiyal Child Rights Movement
28	P.Durgasakthi	16	Vidiyal Child Rights Movement
29	P.Jeeva	17	Vidiyal Child Rights Movement
30	B.Umar Faruk	16	Vidiyal Child Rights Movement
31	M.PandiSelvi	17	Vidiyal Child Rights Movement
32	M.Umadevi	15	Vidiyal Child Rights Movement
33	A.Dhanalakshmi	15	Vidiyal Child Rights Movement
34	G.Abi Sakthi	16	Vidiyal Child Rights Movement
35	M.MahindraPandi	15	Vidiyal Child Rights Movement
36	G.SuriyaMoorthi	15	Vidiyal Child Rights Movement
37	M.Arunmuthu	15	Vidiyal Child Rights Movement
38	A.Boopathi	21	Muhangal
39	A.Chitra Devi	20	Muhangal
40	G.Muthulakshmi	19	Muhangal
41	S.Sophiya	19	Muhangal
42	S.Pandiselvi	19	Muhangal
43	M.Ramakrishnan	20	Muhangal
44	A.Pandimeena	20	Muhangal
45	C.Sneha	20	Muhangal
45	G.Parvathy	22	Muhangal
47	P.Nandheeswari	22	Muhangal
48	S.Vigneshwaran	21	Muhangal
49	M.Rohith Shakthi	19	Muhangal
50	R.Tamil Selvan	20	Muhangal

51	S.Thamarai Kannan	19	Muhangal
52	R.Sasikala	22	Muhangal
53	V.Suriyanarayanan	22	Muhangal
54	S.Latha	22	Muhangal
55	M.Dhanalakshmi	19	Muhangal
56	C.Priya	21	Muhangal
57	P.Baskar	25	Staff – Childline
58	M.Anbu	26	Staff – Child development
59	P.Selvakumar	27	Staff – Child development
60	J.AngelineDevapriya	25	Staff – Participation for Protection
61	M.MariaVinoliya	23	Staff – Child Protection
62	R.Deepak Gokul kingsly	26	Staff – Child development
63	S.Preethi	28	Staff -Childline
64	J.James	29	Staff – Childline
65	S.Keerthana	24	Staff - Childline
66	S.Kowsalya	24	Staff – Child Protection

STATE LEVEL YOUTH CONSULTATION ON NATIONAL YOUTH POLICY

Organized By: SAKTHI – VIDYAL, Madurai.

Date: 02.06.2022 Virtual Platform: Google Meet List of organizations participated

S.No	Name of the Organization	District	Participant Name
1	Thozhamai	Chennai	Moksha Ms. Amsaveni Ms. Anusha Gandhi
2	Arunodhya Centre for Street And Working Children	Chennai	R.Balaji Monal Sakthi

3	Sakthi – Vidiyal - Madurai	Madurai	J.James Selvakumar
4	Vidiyal Child Rights Movement	Madurai	P.Anusuya M.Arunmuthu
5	Integrated Rural Community Development Society (IRCDS)	Thiruvallur	Thabithal V.Chandrasekar K.Suganya
6	People’s Action for Development	Thoothukudi	M. Mukuraj S.Alagukannan
7	Arogya Agam	Theni	Sathyavani Subalakshmi
8	Centre for Social Education and Development (CSED)	Tirupur	D.Dharani Chinrasu
9	Mahalir Sakthi	Madurai	Rajasri Ashik
10	Centre for Child Rights and Development (CCRD)	Chengalpattu	Karthick
11	Social Need Education and Human Awareness (SNEHA)	Nagapattinam	Srimathi N,Preaveen
12	Manitham Trust	Dindigul	Jaffar siddiq Basheer Ahmed
13	Centre for Education Development Action and Research (CEDAR)	Thoothukudi	Gayathri Kanniraj
14	Association for Community Development Services (ACDS)	Chengalpattu	K.V.Gunasundari Arun Anandh Sowntheryan Praveen
15	Resource Centre for Participatory Rural Development Studies (RCPDS)	Virudhunagar	M.Sadhuragri Panchavarnam

16	Gandhigram Rural Institute	Dindigul	Punniyan Seetha
17	Dawn Institute of Rural Development	Vilupuram	Deepika
18	AHM Trust	Theni	Yuvaraj John Prabhu
19	Law Trust	Nagapattinam	Annalakshmi + 44 Young people from 4 villages
20	Manitham Trust	Sivagangai	Arul
21	Social Awareness Society for Youths (SASY)	Vilupuram	A.Selvakumar V.Gowthami C.Sanjith

Documentation Support:Mr.M.Anbu, Student Counsellor, Sakthi – Vidiyal

Ms.P.Nandheeswari, Head Volunteer, Muhangal

Ms.J.AngelineDevapriya, Project Director, Sakthi – Vidiyal

Coordination:Mr.D.Arockiam, Director, Child Development, Sakthi - Vidiyal

Facilitation, Translation and Compilation:Dr.C.JimJesudoss, Executive Director

Youth Consultations on the draft National Youth Policy 2021

BHIMA SANGHA & MAKKALA SANGHA, Karnataka

Bhima Sangha is a union of, by, and for working children and adolescents in Karnataka. Being the first working children's union in Asia, Bhima Sangha advocates for the rights of working children and works to improve the quality of life of their communities; it is active from field level to policy and systemic advocacy.

Makkala Sangha is a collective of children and adolescents from some of the most vulnerable communities. These Makkala Sanghas are located in Udupi and Vijayanagara districts of Karnataka.

The Bhima Sangha and The Makkala Sangha partners with The Concerned For Working Children (CWC), a non-profit, non-governmental organisation focused on Child Rights, Child Participation and Rights of Marginalised Communities.

The consultation process:

Bhima Sangha has partnered with CWC to facilitate children and young people to exercise their right to participation on all policy and implementation mandates that impact their lives. In keeping with this, consultations were held with Bhima Sangha Members in Vijayanagara and Udupi districts of Karnataka on the Draft National Youth Policy. The scope of the National Youth Policy and its potential impact was briefed to young people prior to the discussions with them. Children and young people have been consistently raising issues related to Education, Work and Livelihood, Vocational Training, Health and Protection at several platforms at the local, district, state, national and international levels. Members of Bhima Sangha and Makkala Sangha from Vijayanagar and Udupi districts, Karnataka, have reiterated these concerns yet again through their submission towards the draft National Youth Policy. The entire process was facilitated by the Concerned for Working Children, India.

Education:

- Extra classes should be conducted at school
- Good quality education available in private educational institutions must also be available in Govt. schools and colleges
- Higher education must be made accessible to children of all communities
- The goal of education is to uplift and help children who are scoring below average marks
- Importance must be given to life skills education and experiential education
- It is essential to ensure access to education to children from marginalised communities
- It is important to combine play with learning and we must have access to sports and other equipments.
- Children from socio-economically marginalised families must be provided notebooks, stationery, uniforms, transportation arrangements, hostel facilities where needed and cycles to enable uninterrupted access to education
- Scholarships must be available during the beginning of the academic year and not later. Loans must also be provided by the Govt. for pursuing higher education
- The midday meals available in schools must provide food that is locally consumed by children. For example, red rice is consumed in the coastal Karnataka
- The library at the panchayat must be well developed and pure drinking water facility to be made available to children coming to the library
- Along with education in schools, awareness must be made available, especially to girls regarding child marriage and its ill effects on young girls
- Vocational training must be made available in schools like tailoring, mobile repair, computer applications, agriculture and electrical courses
- Free coaching must be provided in Govt. run colleges to appear for competitive examinations
- Campus recruitment facilities must be made available in Govt. run colleges too
- Counselling must be made available to young people who are pursuing both education and employment

Employment:

- The no. of days of work under the MGNREGA programme is only 100 per family. The wages provided under the programme is not sufficient to lead a livelihood amidst the rising costs today. Sometimes wages get delayed and it is very difficult to live on in such times. Therefore timely payment of wages has to be ensured
- The MGNREGA programme should provide food and transportation costs to workers
- The workers employed under this scheme are mostly from socio-economically marginalised communities. If timely employment and wages are provided to the workers, their socio economic situation and living conditions will be enhanced
- Work commensurate to the level of experience with adequate payment must be available locally
- Daily wages paid to the workers should not be less than Rs. 500/-
- Vocational and skills based training should be made available locally
- Workers should not be made to work beyond the designated time. Leisure time must be provided to the workers. Food and refreshments must be provided to the workers
- The number of days of employment under MGNREGA scheme must be increase to 150 days. Through its effective implementation, migration of the vulnerable and marginalised communities can be prevented

Health:

- Timely medical and health check-ups must be organized locally
- Health Card must be provided to those eligible and all the information to access the benefits of the card must be made accessible to those holding the card
- Sub-Primary Health Centre must be open all round the clock and must cater to those facing medical ailments
- The standards of treatment provided in Govt. hospitals must be brought up to the level of that provided in private hospitals
- Funds have to be released in line with the various demands that have been raised during the gram sabhas for young people, women, children and SC ST communities and the situations existing on ground
- Working children must get access to training for self employment and nutritious food package

Social Justice:

- The Govt. has set out to increase the age of marriage of young girls from 18 to 21 years. It must ensure the effective implementation of the present rule of no child marriage below 18 so that young girls do not get married earlier
- During COVID – 19 due to lack of employment opportunities, many families have incurred loans to sustain their livelihoods. Presently, though there are employment opportunities, the wages that are being given is between Rs. 200 – Rs. 250 per day which is not sufficient, considering the increase in the prices of various crops and commodities. Wages must therefore be commensurate to compensate the living costs
- Differently-abled young people must get access to scholarships to continue education, free transportation and appropriate job opportunities with the required facilities

List of Youth involved in the discussion:

Sl. No	Name	Age	Nature of Work/ Level of Education	Panchayat	Taluk	District
1	Abhishek	17		Kandavara	Kundapur	Udupi
2	Manoj	15		Kandavara	Kundapur	Udupi
3	Karthik	15		Kandavara	Kundapur	Udupi
4	Sujay	15		Kandavara	Kundapur	Udupi
5	Akash	15		Kandavara	Kundapur	Udupi
6	Ashreeth	15		Kandavara	Kundapur	Udupi
7	Sathwik	15		Kandavara	Kundapur	Udupi
8	Sanidhya	15		Kandavara	Kundapur	Udupi
9	Hanish	14		Kandavara	Kundapur	Udupi
10	Moksha	13		Kandavara	Kundapur	Udupi
11	Manish	12		Kandavara	Kundapur	Udupi
12	Sushritha	12		Kandavara	Kundapur	Udupi
13	Mohith	10		Kandavara	Kundapur	Udupi

14	Amit	10		Kandavara	Kundapur	Udupi
15	Naveen	17	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
16	Koteppa	17	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
17	Lakkamma	17	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
18	Dharmaraj	17	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
19	Kaalesh	15	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
20	Mouna	19	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
21	Haalesh	21	Agricultural Labourer	Hagaranur	Huvinahadagali	Vijayanagar
22	Yashika	17	Graduation			
23	Ashreetha	16	2 nd PUC			
24	Supreetha	17	2 nd PUC			
25	Manyata	16	1 st PUC			
26	Shravya	12	Class 7			
27	Dhruthi	11	Class 5			
28	Prathika	11	Class 5			
29	Dhanvitha	10	Class 4			
30	Pranav	11	Class 5			

Youth policy Focused Group Discussion points from Shaishav, Gujarat

Section	Area of work or Text as quoted	Recommendation	Source (Young People*/ CSO members/ Both)
3.2	Education	<ul style="list-style-type: none"> ● Life skills education according to age teens – attraction ● Quality education from Anganwadi to primary school... strong base ... accessible everywhere ● Govt teacher’s children should study in Govt schools only, so the quality of education improves and increase the involvement of the community. ● Common schooling for everyone... will improve the quality ● No pressure for exams: Pressure to fail: Pressure from parents and teachers ● If someone gets good marks, teachers take credits but do not take credit for poor marks ● Learn with concept clarity, not rote learning ● Free education for All ● Music, Singing, Art, Drama, etc. subjects should have equal weightage like other subjects. The person should be able to earn from these skills and subjects also. ● More trained teaching staff should be there in schools and colleges. They should have knowledge (Practical as well as theory) of specialized subjects. Or there is time to time trainings’ to update themselves. ● Accessibility to higher education especially colleges should be increased. Residential and other supportive facilities are easily 	Young People

		<p>companies. The process of recruitment should be transparent and online.</p> <ul style="list-style-type: none"> ● Youth should have the confidence to work independently or start their own enterprise after completing their degree programs. ● They should have practical knowledge and awareness of changing trends and updated technology in their respective fields. ● Out side of communities has access to learn traditional skills and treads. ● Government should have permanent recruitment from time to time. 	
Health, Fitness, and Sports		<ul style="list-style-type: none"> ● At the Panchayat level government GYM, a swimming pool ● Ground, coach, sports equipment according to age, ● Functioning PHC, with doctors and staff, enough equipment, medicines: 24*7, ambulance, medical camp, free health camp, proper training for staff ● Nutritious food is available for all, especially for girls in their younger age. ● Organic food should be in priority in government schemes like mid-day meals etc. ● Acces of Pure and clean air and drinking water for all. ● Strict monitoring of health care systems at every level. ● Recruitment of young as well as experienced and skilled staff at all levels. ● Exercises and Yoga should be part of Education. 	Young People

		<ul style="list-style-type: none"> ● The public distribution system should be strengthened and quality should be ensured. ● Pharmaceutical and pathology facilities should be provided by the government. ● Health care education should be part of schools and colleges. ● A supplementary nutrition program should be started area and community-specific with the use of their local food. ● Community audit of health care system at different levels and committees formed. ● Strict regulation in online games ● Mental health awareness programs should be in focus on community levels. ● Proper mental health care facilities and mental health experts should be there at the community levels. 	
Leadership skills and Holistic Development		<ul style="list-style-type: none"> ● Mentoring and proper guidance facilities should be available and acceptable to youth. ● Leadership camp, Life skill camp, Exposer visits, Field experience etc. should be part of the education process for holistic development. ● Self Defence training for women and girls and gender sensitization workshop for youth and especially for Boys. ● Internship and apprenticeship opportunities are available in every domain ● Tickets etc. concession for young students who are traveling for their study purpose. ● Youth should have opportunities to participate in the 	Young People

		<p>democratic process at the panchayat level to the corporation level in Urban areas.(Not only on Election Day)</p> <ul style="list-style-type: none"> ● Participation of young people encourages by elected members as well as community leaders. ● Various activities and Exposer should be part of the educational process which helps young people to develop their leadership skills and should have the opportunity to practice it freely. 	
Social Justice		<ul style="list-style-type: none"> ● Equal opportunities for education ● Equal access to public infrastructure (for disabled people) ● Bank at the Panchayat level ● Youth collectives are encouraged at all levels and young people should have the opportunity to do constructive work at different levels. ● Special schemes for NT-DNT communities, persons with disabilities, and other marginalized-vulnerable communities. Public facilities should be more accessible to them and officials should be much more sensitive while dealing with them ● Government should focus on awareness programs for new schemes. It should be available in local languages. 	Young People
Structures for Youth		<ul style="list-style-type: none"> ● Youth collectives at every level from village to state ● Youth friends/ mentors for guidance ● The down-to-top approach in policy-making for youth. ● More than 2% of the social sector comes from CSR. It helps the social sector to develop and increase the reach of beneficiaries. 	Young People

		<ul style="list-style-type: none"> Regular interaction with local leaders and related members. 	
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List of participants

Shaishav, Aaranyak Project, Dediypada, Narmada			
No.	Name	Age	Representing Forum
1.	RexanaVasava	21	Intern
2.	PrabhavatiVasava	21	Intern
3.	KrutikaVasava	26	Staff
4.	JigishaVasava	25	Staff
5.	Sneha Vasava	25	Staff
6.	MihitVasava	26	Staff

7.	Ajay Vasava	26	Staff
8.	Chetan Vasava	25	Staff
9.	SnehalVasava	26	Staff
10.	Priyanka Vasava	25	Staff
11.	Manisha Vasava	25	Staff
12.	HetalVasava	26	Staff
13.	SaraswatiVasava	24	Staff
14.	Nita Vasava	28	Staff
15.	Bibha Sinha	24	Program Coordinator
16.	IshaSheth	24	Program Coordinator
17.	Juvan Singh	25	Staff

Shaishav, Balsena& Childline, Bhavanagar.

Sr.No	Name	Age	Representing Forum
1	Kalpeshbhai	29	Youth Collective 'Tarunsena' Member
2	Vinodbhai	28	Staff – Balsena
3	Meetrajbhai	21	Staff – Childline
4	Dharmeshbhai	23	Staff – Childline
5	Khushiben	24	Staff – Balsena
6	Rinkalben	26	Staff – Balsena
7	Shivaniben	25	Staff – Balsena
8	Reenaben	28	Staff – Balsena
9	Jasminiben	23	Staff – Childline

10	Bansiben	25	Staff – Childline
11	Mansiben	25	Staff – Childline
12	Daxaben	28	Staff – Balsena
13	Daxaben	21	Intern
14	Janviben	21	Intern
15	Chandrikaben	22	Intern
16	Renukaben	22	Intern
17	Rajaniben	21	Intern
18	Anitaben	22	Intern

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PART D

1. YOUTH CONSULTATIONS ON THE NATIONAL YOUTH POLICY

List of Participants

The youth consultations on the Draft National Youth Policy were held with 207 youth (adolescents and young people) from 14 states of India, namely Assam, Bihar, Delhi (NCT), Gujarat, Haryana, Jharkhand, Karnataka, Kerala, Maharashtra, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal.

The profile includes youth accessing formal and informal education, working adolescent and young people, the NEET category of youth, youth from socio-economic, gender and other marginalised communities.

The youth were facilitated by facilitating CSOs in the states.

List of Youth Participants

S.No	Name	Age	Representing Forum
1	P.Kabilan	16	Vidiyal Child Rights Movement, Tamil Nadu
2	V.Santhiya	15	Vidiyal Child Rights Movement, Tamil Nadu
3	K.Nanthineeswari	15	Vidiyal Child Rights Movement, Tamil Nadu
4	P.Nivetha	15	Vidiyal Child Rights Movement, Tamil Nadu
5	M.Jeyasri	17	Vidiyal Child Rights Movement, Tamil Nadu

6	Mathavan	15	Vidiyal Child Rights Movement, Tamil Nadu
7	G.SenthilMurugan	17	Vidiyal Child Rights Movement, Tamil Nadu
8	M.Yogesh	14	Vidiyal Child Rights Movement, Tamil Nadu
9	P.Madhan	16	Vidiyal Child Rights Movement, Tamil Nadu
10	G.Suryaprakash	17	Vidiyal Child Rights Movement, Tamil Nadu
11	S.Ayyansonai	16	Vidiyal Child Rights Movement, Tamil Nadu
12	K.Jananathanan	15	Vidiyal Child Rights Movement, Tamil Nadu
13	P.Anusuya	16	Vidiyal Child Rights Movement, Tamil Nadu

14	G.Dhilip Kumar	15	Vidiyal Child Rights Movement, Tamil Nadu
15	S.Surebiya	15	Vidiyal Child Rights Movement, Tamil Nadu
16	K.Priya	15	Vidiyal Child Rights Movement, Tamil Nadu
17	S.Atheeswaran	15	Vidiyal Child Rights Movement, Tamil Nadu
18	M.Nishanth	17	Vidiyal Child Rights Movement, Tamil Nadu
19	A.Hari Prasanth	18	Vidiyal Child Rights Movement, Tamil Nadu
20	M.Chellapandi	16	Vidiyal Child Rights Movement, Tamil Nadu
21	A.Karthick	18	Vidiyal Child Rights Movement, Tamil Nadu

22	P.Mahalakshmi	15	Vidiyal Child Rights Movement, Tamil Nadu
23	P.Malarvizhi	18	Vidiyal Child Rights Movement, Tamil Nadu
24	S.Meenakshi	14	Vidiyal Child Rights Movement, Tamil Nadu
25	P.Arathi	18	Vidiyal Child Rights Movement, Tamil Nadu
26	P.Marimuthu	15	Vidiyal Child Rights Movement, Tamil Nadu
27	M.Senthilmurugan	17	Vidiyal Child Rights Movement, Tamil Nadu
28	P.Durgasakthi	16	Vidiyal Child Rights Movement, Tamil Nadu
29	P.Jeeva	17	Vidiyal Child Rights Movement, Tamil Nadu

30	B.Umar Faruk	16	Vidiyal Child Rights Movement, Tamil Nadu
31	M.PandiSelvi	17	Vidiyal Child Rights Movement, Tamil Nadu
32	M.Umadevi	15	Vidiyal Child Rights Movement, Tamil Nadu
33	A.Dhanalakshmi	15	Vidiyal Child Rights Movement, Tamil Nadu
34	G.Abi Sakthi	16	Vidiyal Child Rights Movement, Tamil Nadu
35	M.MahindraPandi	15	Vidiyal Child Rights Movement, Tamil Nadu
36	G.SuriyaMoorthi	15	Vidiyal Child Rights Movement, Tamil Nadu
37	M.Arunmuthu	15	Vidiyal Child Rights Movement, Tamil Nadu

38	A.Boopathi	21	Muhangal, Tamil Nadu
39	A.Chitra Devi	20	Muhangal, Tamil Nadu
40	G.Muthulakshmi	19	Muhangal, Tamil Nadu
41	S.Sophiya	19	Muhangal, Tamil Nadu
42	S.Pandiselvi	19	Muhangal, Tamil Nadu
43	M.Ramakrishnan	20	Muhangal, Tamil Nadu
44	A.Pandimeena	20	Muhangal, Tamil Nadu
45	C.Sneha	20	Muhangal, Tamil Nadu
45	G.Parvathy	22	Muhangal, Tamil Nadu
47	P.Nandheeswari	22	Muhangal, Tamil Nadu
48	S.Vigneshwaran	21	Muhangal, Tamil Nadu
49	M.Rohith Shakthi	19	Muhangal, Tamil Nadu

50	R.Tamil Selvan	20	Muhangal, Tamil Nadu
51	S.Thamarai Kannan	19	Muhangal, Tamil Nadu
52	R.Sasikala	22	Muhangal, Tamil Nadu
53	V.Suriyanarayanan	22	Muhangal, Tamil Nadu
54	S.Latha	22	Muhangal, Tamil Nadu
55	M.Dhanalakshmi	19	Muhangal, Tamil Nadu
56	C.Priya	21	Muhangal, Tamil Nadu
57	P.Baskar	25	Staff – Childline, Tamil Nadu
58	M.Anbu	26	Staff – Child development, Tamil Nadu
59	P.Selvakumar	27	Staff – Child development, Tamil Nadu
60	J.AngelineDevapriya	25	Staff – Participation for Protection, Tamil Nadu

61	M.MariaVinoliya	23	Staff – Child Protection, Tamil Nadu
62	R.Deepak Gokul kingsly	26	Staff – Child development, Tamil Nadu
63	S.Preethi	28	Staff -Childline, Tamil Nadu
64	J.James	29	Staff – Childline, Tamil Nadu
65	S.Keerthana	24	Staff – Childline, Tamil Nadu
66	S.Kowsalya	24	Staff – Child Protection, Tamil Nadu
67	Abhishek	17	Bhima Sangha, Karnataka
68	Manoj	15	Bhima Sangha, Karnataka
69	Karthik	15	Bhima Sangha, Karnataka
70	Sujay	15	Bhima Sangha, Karnataka
71	Akash	15	Bhima Sangha, Karnataka

72	Ashreeth	15	Bhima Sangha, Karnataka
73	Sathwik	15	Bhima Sangha, Karnataka
74	Sanidhya	15	Bhima Sangha, Karnataka
75	Hanish	14	Bhima Sangha, Karnataka
76	Moksha	13	Bhima Sangha, Karnataka
77	Manish	12	Bhima Sangha, Karnataka
78	Sushritha	12	Bhima Sangha, Karnataka
79	Mohith	10	Bhima Sangha, Karnataka
80	Amit	10	Bhima Sangha, Karnataka
81	Naveen	17	Bhima Sangha, Karnataka
82	Koteppa	17	Bhima Sangha, Karnataka
83	Lakkamma	17	Bhima Sangha, Karnataka

84	Dharmaraj	17	Bhima Sangha, Karnataka
85	Kaalesh	15	Bhima Sangha, Karnataka
86	Mouna	19	Bhima Sangha, Karnataka
87	Haalesh	21	Bhima Sangha, Karnataka
88	Yashika	17	Bhima Sangha, Karnataka
87	Ashreetha	16	Bhima Sangha, Karnataka
90	Supreetha	17	Bhima Sangha, Karnataka
91	Manyata	16	Bhima Sangha, Karnataka
92	Shravya	12	Bhima Sangha, Karnataka
93	Dhruthi	11	Bhima Sangha, Karnataka
94	Prathika	11	Bhima Sangha, Karnataka
95	Dhanvitha	10	Bhima Sangha, Karnataka

96	Pranav	11	Bhima Sangha, Karnataka
97	RexanaVasava	21	Shaishav, Aaranyak Project, Gujarat
98	PrabhavatiVasava	21	Shaishav, Aaranyak Project, Gujarat
99	KrutikaVasava	26	Shaishav, Aaranyak Project, Gujarat
100	JigishaVasava	25	Shaishav, Aaranyak Project, Gujarat
101	Sneha Vasava	25	Shaishav, Aaranyak Project, Gujarat
102	MihitVasava	26	Shaishav, Aaranyak Project, Gujarat
103	Ajay Vasava	26	Shaishav, Aaranyak Project, Gujarat
104	Chetan Vasava	25	Shaishav, Aaranyak Project, Gujarat
105	SnehaVasava	26	Shaishav, Aaranyak Project, Gujarat
106	Priyanka Vasava	25	Shaishav, Aaranyak Project, Gujarat
107	Manisha Vasava	25	Shaishav, Aaranyak Project, Gujarat

108	HetalVasava	26	Shaishav, Aaranyak Project, Gujarat
109	SaraswatiVasava	24	Shaishav, Aaranyak Project, Gujarat
110	Nita Vasava	28	Shaishav, Aaranyak Project, Gujarat
111	Bibha Sinha	24	Shaishav, Aaranyak Project, Gujarat
112	IshaSheth	24	Shaishav, Aaranyak Project, Gujarat
113	Juvan Singh	25	Shaishav, Aaranyak Project, Gujarat
114	Kalpeshbhai	29	Youth Collective 'Tarunsena', Gujarat
115	Vinodbhai	28	Staff – Balsena, Gujarat
116	Meetrajbhai	21	Staff – Childline, Gujarat
117	Dharmeshbhai	23	Staff – Childline, Gujarat
118	Khushiben	24	Staff – Balsena, Gujarat
119	Rinkalben	26	Staff – Balsena, Gujarat

120	Shivaniben	25	Staff – Balsena, Gujarat
121	Reenaben	28	Staff – Balsena, Gujarat
122	Jasminiben	23	Staff – Childline, Gujarat
123	Bansiben	25	Staff – Childline, Gujarat
124	Mansiben	25	Staff – Childline, Gujarat
125	Daxaben	28	Staff – Balsena, Gujarat
126	Daxaben	21	Intern, Gujarat
127	Janviben	21	Intern, Gujarat
128	Chandrikaben	22	Intern, Gujarat
129	Renukaben	22	Intern, Gujarat
130	Rajaniben	21	Intern, Gujarat
131	Anitaben	22	Intern, Gujarat

132	Deepshika	14	TYPF, Delhi
133	Saloni	17	TYPF, Delhi
134	Hema	13	TYPF, Delhi
135	Bhawna	16	TYPF, Delhi
136	Sonali	16	TYPF, Delhi
137	Preetijha	17	TYPF, Delhi
138	Soni	15	TYPF, Delhi
139	Sanjana	14	TYPF, Delhi
140	Deepti	17	TYPF, Delhi
141	Surbhi	17	TYPF, Delhi
142	Kanishka	13	TYPF, Delhi
143	Anjali	17	TYPF, Delhi

144	Neha	18	TYPF, Delhi
145	Anshika	18	TYPF, Delhi
146	Anuradha	15	TYPF, Delhi
147	Divya Kumari	20	Prerana Bharati, Jharkhand
148	SahinParween	20	Prerani Bharati, Jharkhand
149	Geetanjali Kumari	19	JABALA, Jharkhand
150	Rinki Kumari	20	JABALA, Jharkhand
151	Puja Ray	20	JABALA, Jharkhand
152	Roshni Kumari Vishwakarma	21	Feminist Approach to Technology, Jharkhand
153	ShamaParween	19	Ashray, Jharkhand
154	Priyanka Kumari	16	SrijanMahila Vikas Manch, Jharkhand
155	Puja Kumari	19	Jharkhand Gramin Vikas Trust, Jharkhand

156	SumbulMahjabi	18	Jharkhand Gramin Vikas Trust, Jharkhand
157	Nupur Kumari	18	Feminist Approach to Technology, Jharkhand
158	Khushi Gupta	20	Feminist Approach To Technology, Jharkhand
159	Anita Soren	21	Ayo Aidari Trust, Jharkhand
160	Sanjana Kumari	20	SrijanMahila Vikas Manch, Jharkhand
161	Mayawati Kumari	19	SrijanMahila Vikas Manch, Jharkhand
162	Vaibhav Gaur	20	TYPF, Uttar Pradesh
163	Kavya Menon	35	STEPS network, Kerala
164	Suhail	25	STEPS network, Karnataka
165	Thripli	26	STEPS network, Nagaland
166	Krishanu	22	STEPS network, Delhi
167	Tanaya Das	22	Volunteer at organizations, student, Bihar

168	Ajay Sharma	25	STEPS network, Rajasthan
169	Pranesh	21	STEPS Network, Karnataka
170	Sourav Saktel	21	West Bengal
171	RaginiBordoloi	22	My Vagina, My Rights; STEPS network, Assam
172	Suraj Kumar Sharma	21	Restless Development, Jhpiego and USAID Momentum, Delhi
173	Suman	23	Restless Development, Jhpiego and USAID Momentum, Delhi
174	Kunal	22	Restless Development, Jhpiego and USAID Momentum, Delhi
175	Pooja	20	Restless Development, Jhpiego and USAID Momentum, Delhi
176	Vivek Kumar	21	Restless Development, Jhpiego and USAID Momentum, Delhi
177	Nigam	18	Restless Development, Jhpiego and USAID Momentum, Delhi
178	Divya	23	Restless Development, Jhpiego and USAID Momentum, Delhi

179	Yogita	21	Restless Development, Jhpiego and USAID Momentum, Delhi
180	Ankita	23	Restless Development, Jhpiego and USAID Momentum, Delhi
181	Piyush Sanwaria (He/Him or She/Her)	18	Restless Development, Jhpiego and USAID Momentum, Delhi
182	Chandni	21	Restless Development, Jhpiego and USAID Momentum, Delhi
183	Roshni	27	Restless Development, Jhpiego and USAID Momentum, Delhi
184	Roz Saini	20	Restless Development, Jhpiego and USAID Momentum, Delhi
185	Muskan	20	Restless Development, Jhpiego and USAID Momentum, Delhi
186	Harsh	20	Restless Development, Jhpiego and USAID Momentum, Delhi
187	Abhisek	18	Restless Development, Jhpiego and USAID Momentum, Delhi
188	Aarchi	21	Restless Development, Jhpiego and USAID Momentum, Delhi

189	Durga	29	Restless Development Jhpiego and USAID Momentum, Delhi
190	Rekha	22	Restless Development Jhpiego and USAID Momentum, Delhi
191	Sekulu	23	STEPS network, Nagaland
192	Vineet Prakash	23	STEPS network, Bihar
193	Shukti	19	STEPS network, Karnataka
194	Ritesh	24	STEPS network, Bihar
195	Sanjina Gupta	31	STEPS network, West Bengal
196	Ajay Sharma	25	STEPS network, Rajasthan
197	Sazzad Ansari	24	STEPS network, Jharkhand
198	Sahana Afreen	26	STEPS network, Delhi
199	Dr. Santhosh Kumar	31	STEPS network, Tamil Nadu
200	AshmiSalvin	20	STEPS network, Kerala

201	Sruthy J.	19	STEPS network, Kerala
202	Rishabh Kumar Jaiswal	24	STEPS network, Uttar Pradesh
203	Amos	21	STEPS network, Kerala
204	PrernaLaddha	25	STEPS network, Maharashtra
205	Aditya Gautam	26	STEPS network, Rajasthan
206	Jivitesh Gupta	12	STEPS network, Haryana
207	Bhaumika Gupta	17	STEPS network, Haryana

2. Youth Consultations on the National Youth Policy : List of Facilitating CSOs and Networks

S.No	Name of the Facilitating CSO	State
1	Thozhamai	Tamil Nadu
2	Arunodhya Centre for Street And Working Children	Tamil Nadu

3	Sakthi – Vidiyal - Madurai	Tamil Nadu
4	Vidiyal Child Rights Movement	Tamil Nadu
5	Integrated Rural Community Development Society (IRCDS)	Tamil Nadu
6	People’s Action for Development	Tamil Nadu
7	Arogya Agam	Tamil Nadu
8	Centre for Social Education and Development (CSED)	Tamil Nadu
9	Mahalir Sakthi	Tamil Nadu
10	Centre for Child Rights and Development (CCRD)	Tamil Nadu
11	Social Need Education and Human Awareness (SNEHA)	Tamil Nadu
12	Manitham Trust	Tamil Nadu

13	Centre for Education Development Action and Research (CEDAR)	Tamil Nadu
14	Association for Community Development Services (ACDS)	Tamil Nadu
15	Resource Centre for Participatory Rural Development Studies (RCPDS)	Tamil Nadu
16	Gandhigram Rural Institute	Tamil Nadu
17	Dawn Institute of Rural Development	Tamil Nadu
18	AHM Trust	Tamil Nadu
19	Law Trust	Tamil Nadu
20	Manitham Trust	Tamil Nadu
21	Social Awareness Society for Youths (SASY)	Tamil Nadu
22	The Concerned For Working Children, Udupi (CWC)	Karnataka

23	Shaishav, Aaranyak Project	Gujarat
24	Shaishav, Bhavnagar	Gujarat
25	Childline, Bhavnagar	Gujarat
26	The YP Foundation (TYPF)	Delhi
27	Stepping Towards Enhancing Policy Structures (STEPS) Network	Operates in 25 states/UTs
28	Restless Development	Delhi
29	Jhpiego	Delhi
30	USAID Momentum	Delhi

3. List of Endorsing CSOs and Networks

S. No.	Names of Endorsing CSO / Network
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1	Aaina
2	Association for Advocacy and Legal Initiatives (AALI)
3	Abhivyakti Media for Development Nashik
4	ActionAid Association
5	Agrini
6	Alfa Education Society
7	Alwar Mewat Institute of Education and Development (AMIED)
8	Anchal
9	AnhadPravah

10	Arogya Agam
11	Association for Promoting Social Action (APSA)
12	Association for Social and Human Awareness (ASHA)
13	AWARD
14	Badlao Foundation
15	Bihar Ambedkar Student Forum
16	Bangalore Rural Educational and Development Society (BREADS)
17	Breakthrough
18	Bihar Pradesh Yuva Parishad (BPYP)

19	Child Development Foundation (CDF)
20	Chayya
21	Centre for Social Education and Development (CSED)
22	Child In Need Institute (CINI)
23	Children Believe
24	CHITHRA Don Bosco, Chitradurga
25	Child Rights Trust (CRT)
26	Centre for Youth and Social Development (CYSD)
27	Diksha Foundation

28	Don Bosco Makkalalaya, Mysuru
29	Don Bosco Yadgir
30	Don Bosco, Devadurga
31	BOSCO Bangalore
32	DBCLM Davangere-(Don Bosco Child Labour Mission)
33	Don Bosco Hospet
34	Don Bosco Bidar
35	Don Bosco Pyar Kalaburagi
36	Don Bosco Yuvakara Grama, Ramanagara

37	Finding Foundation
38	Fofid Foundation
39	Foster Care Society Udaipur
40	Girls Not Brides
41	Good Foundation
42	Gramya
43	Himanshu Gupta, Child Rights Defender
44	International Centre for Research on Women (ICRW)
45	IGS, Tejaswini Project

46	Integrated Rural Community Development Society (IRCDS)
47	Jago Foundation
48	Jan Sarokar
49	Multi Art Association / MAA Foundation (MAA)
50	Mahila Jan Adhikar Samiti (MJAS)
51	Mahila Mukti Sansthan (MMS)
52	Mamta Sanstha
53	Milaan Foundation
54	National Alliance of Women's Organisations Odisha (NAWO)

55	NavacharSansthan
56	Nirantar
57	Parivar Vikas
58	Patang
59	People for Change
60	People's Action for Development (PAD)
61	Pragati Juvak Sangha (PJS)
62	Pravah
63	Pravah Jaipur Initiative

64	Rajsamand Jan Vikas Sansthan
65	Restless Development
66	Rubaroo
67	Rupayani
68	SadbhavanaTrust
69	Sakar
70	Sathee
71	Sahyogini
72	Sakthi – Vidiyal

73	Seva Bharti
74	Shabnam Aziz (Child Rights Activist)
75	Shaishav
76	Shiv Shiksha Samiti Ranoli (SSSR)
77	SinduartolaGramodayaVikasVidyalaya (SGVV)
78	ShramjiviMahila Samity (SMS)
79	Sri Nrusingha Dev Anchalika Yuba Parisada (SNDAYP)
80	Srijan Foundation
81	Society for People's Education and Development (SPEECH)

82	Srijan Foundation
83	Synergy Sansthan
84	The Concerned for Working Children (CWC)
85	The YP Foundation
86	The Hunger Project (THP)
87	Uttari Rajasthan Cooperative Milk Union Ltd (URMUL)
88	VikalpSansthan (Bihar)
89	VikalpSansthan (Rajasthan)
90	Vikash Sadan

91	Viraj
92	Vishakha
93	Yeh Ek Soch Foundation
94	Youth Council for Development Alternatives (YCDA)
95	Youth Ki Awaaz
96	Youth Service Centre (YSC)
97	HUMSAFAR, Support Centre For Women, Youth and Queer, Lucknow
98	Sadbhavna Trust,
99	SahiyarStreeSangathan

100	Awaaz- e – Niswan
101	Nishtha
102	MahilaSarvangeen Utkarsh Mandal
103	Jharkhand Gramin Vikas Trust
104	Prerna Bharti
105	Jharkhand Vikas Parishad
106	DivyaMukand
107	Shipra Jha
108	Rama Vedula

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