

Rights and Wellbeing through Adolescents' Eyes

A New Path to Policy

State Consultation of Adolescents in Karnataka



Submission of Recommendations



Executive Summary

The *Rights and Wellbeing through Adolescents' Eyes — A New Path to Policy* presents collective recommendations from adolescents across Karnataka, developed through extensive pre-consultations through October and November 2025 and a two-day State Consultation on November 19 & 20, 2025 in Bangalore, Karnataka. Over 200 adolescents from nine organisations spanning six districts, contributed through community-based pre-consultations, with 28 peer-nominated representatives from 8 organisations presenting these recommendations at the state level. Adolescents across diverse contexts have voiced clear priorities and solutions to advance their rights, well-being, and inclusion.

Focussing on adolescents with disabilities, they call for equal opportunities for adolescents with disabilities in education, health, and employment, stressing accessible schools, inclusive curricula, safeguards against abuse, and supportive communities that instil confidence rather than pity. Further they call for focus and actioning of government programmes and schemes as well as committed action of all tiers of governments – from local to state - to facilitate and support adolescents with disabilities to access all their entitlements.

On education, skilling, and employability, they highlight poor schooling quality, lack of practical skills and employability-based capacity building as barriers to being safe, protected and productive in the world of work, thus recommending age appropriate and activity-based learning, career guidance, safe environments, and stronger child protection enforcement, alongside free education up to 18 years and early vocational training.

Reproductive rights and health are seen as critical to dignity and equality, with adolescents urging awareness of laws, helpline support, continued education, and peer discussions, while parents, schools, CSOs, and governments must prevent child marriage, support girls' education, improve menstrual health, and provide counselling and legal aid.

Adolescents in Child Care Institutions raise concerns about neglect and inadequate preparation for independent living, calling for nutritious food, education, employability-based skilling, counselling, recreation, integration into mainstream activities, stronger monitoring, and rehabilitation support.

Digital wellbeing is recognised as both an opportunity and a risk, with adolescents recommending responsible use of mobile phones, peer awareness campaigns, and collective action against unsafe practices, while schools, parents, CSOs, and governments must promote digital literacy, healthy habits, safe infrastructure, and regulation of harmful content. Together, these voices underscore the need for systemic reforms and collaborative action across education, health, digital safety, and child protection, with empowerment and inclusion as guiding principles to ensure adolescents shape their futures with dignity, equality, and opportunity.

The design and process strongly reflected the conviction that the adolescents and their collectives were central in this consultation. This design around the five themes reflect adolescents' capacity to articulate their needs and propose solutions across diverse areas of rights and wellbeing.

The recommendations call for collaborative action from all the key players, including children's collectives, parents and communities, schools, CSOs and systemic action and reforms from local to state level governments; thus ensuring that adolescents are empowered, included, and supported in shaping their futures.

INTRODUCTION:

The Concerned for Working Children, Association for Promoting Social Action (APSA), BOSCO, KHPT and the India Literacy Project (ILP), facilitated a two-day residential State Consultation titled “ಹದಿಹರೆಯದವರ ದೃಷ್ಟಿಕೋನದಲ್ಲಿ ಹಕ್ಕು ಮತ್ತು ಯೋಗಕ್ಷೇಮ: ನೀತಿ ರೂಪಿಸಲು ಹೊಸದಾರಿ (Rights and Wellbeing through Adolescents’ Eyes — A New Path to Policy) on November 19 & 20, 2025 in Bangalore, Karnataka. The consultation was co-organised to create a safe and inclusive space where adolescents could come together, engage with one another, and share collective recommendations on their rights and wellbeing. The consultation marked an important first step in building collective pathways for adolescents in Karnataka to meaningfully engage with systems and work towards the realisation of their rights and entitlements. The process focused on recommendations from adolescents aged 14–18 years, supported by adult facilitators. Peer-nominated adolescents from each participating organisation participated along with one adult facilitator, ensuring strong youth leadership with appropriate adult support.

Prior to the State Consultation in Bengaluru, pre-consultations were held with over 200 adolescents across nine organisations in Karnataka, including participants from six districts, namely

Bengaluru	Mysuru	Vijayanagara
Koppal	Udupi,	Yadgir

These discussions formed a strong foundation for the State Consultation, where 28 adolescents from eight organisations presented the views, concerns and recommendations of their peers. This reinforced the need for policies and actions that reflect adolescents’ lived realities and uphold their rights and well-being.

Children's Collective / Sanghatane	Facilitating Organisation
Suraksha CCI	APSA
Nammane CCI	
Hasiru sangha	
Kishori Sangha	Sneha - ILP
Bhima Sangha	The Concerned for Working Children
Makkala Toofan Sangha	
Nammabhoomi SRC	
Sphoorthi	KHPT
Vatsalya Bhavan	BOSCO
Yuvakendra	
Samvada Baduku	Samvada Baduku
Sparsha Trust- Nisarga Grama	Sparsha Trust
Dream School APD	APD

Discussions and recommendations were organised around five key themes, namely:

Theme 1: *Adolescents with Disabilities — Rights and Inclusion*

Theme 2: *Education, Skilling and Employability of Adolescents*

Theme 3: *Reproductive Rights & links to physical & mental health, child marriage, early motherhood, romantic and other relationships*

Theme 4: *Adolescents in Child Care Institutions (CCIs)*

Theme 5: *Adolescents and Digital Wellbeing*

The young people shared several recommendations drawn from good practices that adolescents have already implemented in their own contexts. In a few situations, where they were not able to envision recommendations, they have explained their problems which needed to be addressed.

They clearly identified the actors and duty bearers — including themselves — who need to act, so that these recommendations are implemented, and they directed specific recommendations to each of them, namely:

1. Adolescents & Adolescents' Collectives
2. Parents
3. Communities
4. Schools
5. CSOs
6. Government – policy makers and enforcers from local to state level

Following these, the representatives of CSO present made additional recommendations.

RECOMMENDATIONS

THEME 1: Adolescents with Disabilities- Rights and Inclusion

Adolescents with disabilities¹ have the same rights as others, including education, health, and jobs, but they often face challenges like stigma, inaccessible schools, and poor policy enforcement.

To address these issues and create a supportive environment for Adolescents With Disabilities (AWDs), also referred to as Children with Disabilities (CWDs) or Persons with Disabilities (PWDs), the following recommendations were shared by adolescents, with support from facilitating adults, for consideration by the key players.

¹ Adolescents with disabilities – also referred to Children with disabilities (CWD) or Persons with disabilities (PWD)

<p>Adolescents and Adolescent Collectives</p>	<p>As Adolescent collectives, we should:</p> <ul style="list-style-type: none"> ▪ Visit the homes of Children with Disabilities (CWDs) and motivate them to attend group meeting ▪ Not discriminate CWDs ▪ Encourage CWDs to participate in sports and other activities with ▪ Make sure our meeting venues are suitable for CWDs to participate. ▪ Organise our meetings in their homes if some of them are not able to leave their homes ▪ Convey to the parents of CWDs some of the issues the adolescents face and give them information about how they need to care for and engage with them
<p>Parents</p>	<p>As Parents, you should:</p> <ul style="list-style-type: none"> ▪ Parents should show care, affection, and , not pity; avoid labelling CWD ▪ Parents must instill confidence and encourage their children to reach their potential ▪ Support children’s education, nutrition, health, and emotional wellbeing.
<p>Communities</p>	<ul style="list-style-type: none"> ▪ As Communities, you must, ▪ Not discriminate between “normal” and “disabled” children. ▪ Promote empathy, support, and inclusion in daily activities. ▪ Ensure equal treatment and opportunities for all. ▪ Must work with panchayats to hold awareness sessions during village fairs, festivals, and community meetings. ▪ Parents should show love and care, not pity; avoid labelling children. ▪ Support children’s education, nutrition, health, and emotional wellbeing. ▪ Ensure equal opportunities in village programs and celebrations.
<p>Schools</p>	<p>As Schools, you must</p> <ul style="list-style-type: none"> ▪ Provide transportation facilities for CWDs to attend school. ▪ Ensure the toilets in schools are accessible and inclusive to adolescents living with disabilities. ▪ Appoint special educators and support teachers, and implement home-based teaching where required. ▪ Develop an inclusive, disability-friendly syllabus with engaging activities and lessons. ▪ Provide free textbooks and learning materials to economically disadvantaged students. ▪ Accessible books for blind/low-vision children. ▪ Ensure inclusive classroom seating so they are not relegated to the back. ▪ Encourage adolescents living with disabilities to continue their education, even if parents are reluctant. ▪ Include children living with disabilities under the ambit of the Right to Education (RTE). ▪ Ensure reservations in fee structure and schemes reach them. ▪ Ensure they have appropriate and adequate opportunities for play and recreation. ▪ Encourage participation in games / adapted sports and cultural programs. ▪ Clearly communicate available facilities and services to students and parents. ▪ Appoint therapists and counsellors to provide regular assistance, and not just on occasional contract basis ▪ Ensure complaint mechanisms for sexual abuse are functional. ▪ Conduct self-defence training for girl children with disabilities.

	<ul style="list-style-type: none"> ▪ Promote respectful language and prohibit derogatory terms such as “kunta” or “kivda.” ▪ Address Aadhaar card and documentation issues for students with disabilities.
CSOs	<p>As CSOs, you must:</p> <ul style="list-style-type: none"> ▪ Create inclusive, safe spaces for children to speak freely. ▪ Support strengthening of community centres: libraries, panchayat learning spaces, Arivu Kendras². ▪ Focus on access to therapy, counselling, and support groups. ▪ Provide mobility aids, accessible sanitary pads, hearing aids (customised), etc. ▪ Run awareness programs for parents on parenting without discrimination. ▪ Support adolescents to develop skills: art, craft, vocational training. ▪ Focus on access to therapy, counselling, and support groups. ▪ Provide mobility aids, hearing aids (customised), etc. ▪ Run awareness programs for parents on parenting without discrimination. ▪ Support adolescents to develop skills: art, craft, vocational training. ▪ Raise awareness on menstrual health for girl children living with disabilities. ▪ Urge the government to provide sanitary pads to economically weaker girls living with disabilities. ▪ If adolescents living with disabilities need to come for meetings, then the CSOs have to arrange for vehicles. ▪ With the help of the government, support persons with disabilities (PWDs) to find employment. ▪ In a few schools CWDs- friendly toilets are absent. CSOs should visit such schools and encourage them to build toilets which be used by PWDs. ▪ Advocate for accessible toilets in schools and public spaces for PWDs. ▪ Ensure reserved seats in public buses are provided to PWDs. ▪ Include CWDs in all training programmes. ▪ Organise inclusive programmes and develop inclusive job aids. ▪ Build capacities of CWDs through skill development initiatives. ▪ Raise awareness among parents and communities about facilities and schemes for CWDs. ▪ Conduct surveys to identify the number and types of disabilities (21 categories) in Gram Panchayats to allocate resources effectively. ▪ Ensure proper utilisation of at least 5% of CWD funds. ▪ Monitor that financial assistance meant for CWDs reaches them directly. ▪ Create open platforms to discuss sexual assault and abuse faced by adolescents living with disabilities. ▪ Map CWDs and provide awareness on sex, sexuality, and abuse prevention. ▪ Recognise, organise, and facilitate events on World Disability Day. ▪ Promote non-discrimination and equal treatment of CWDs in all spheres. ▪ Advocate with government for stronger implementation of disability laws.
Government	<p>At the Panchayat Level, you must</p> <ul style="list-style-type: none"> ▪ You must conduct regular awareness sessions on disability during village fairs, festivals, and community meetings ▪ You must include child protection and disability as mandatory agenda items in the Children’s Grama Sabha.

² An **Arivu Kendra** (which translates to "Knowledge Centre" in Kannada/Tamil) is a network of upgraded, technology-enabled public libraries / community resource centres located in village panchayats across rural Karnataka, India.

- You must use the 5% disability fund transparently and ensure it benefits CWDs.
- You must raise disability-related issues with MLAs and MPs when they visit your constituency.
- You must ensure every Gram Panchayat is PWD-friendly and establish Seva Kendras at the GP level.
- You must ensure strong monitoring and accountability within Panchayats for disability-related services.

At the Taluk Government Level

- You must simplify the process of obtaining disability certificates by organising at least three dedicated camps every year.
- You must ensure physiotherapy and exercise equipment are available at PHCs and CHCs at least once a week.
- You must appoint special educators in every block/taluk.
- You must provide accessible school transport for children with disabilities.
- You should ensure at least one residential school per hobli³ for children whose parents are working.
- You must provide vocational training for adolescents with intellectual disabilities.
- You must link trained adolescents to employment through Seva Kendras.
- You must closely monitor taluk offices to ensure schemes and services reach children with disabilities.

At the State Government Level

- You must introduce necessary changes in existing laws to better support adolescents living with disabilities.
- You must introduce more schemes and vocational training programmes for adolescents with disabilities.
- You must ensure all government buildings are fully disabled-friendly, with scientifically designed ramps.
- You must enforce mandatory inclusive education for all children aged 6–18 years.
- You must allow government hospitals to accept bills and prescriptions issued by private clinics for children with disabilities.
- You must remove income ceilings so that all children with disabilities can access schemes and entitlements.
- You must ensure disability pensions, scholarships, and Niramaya insurance reach every eligible household.
- You should ensure the construction of PWD-friendly homes.
- You must put systems in place to collect and distribute sanitary pads to adolescent girls with disabilities.
- You must implement the Udupi model of the 108 disability ambulance in all districts.
- You must increase the number of wheelchair-friendly railway coaches.
- You must enforce strict laws against sexual violence and exploitation of girls with disabilities, including practices such as the devadasi system.
- You must strengthen workplace reservation laws and employment support for persons with disabilities.

³ Hobli - a cluster of adjoining villages administered together for tax and land tenure purposes in the states of Karnataka India.

Theme 2: Education, Skilling, and Employability of Adolescents

Adolescents face significant challenges in accessing quality education, acquiring relevant skills, and transitioning into meaningful employment. Existing education and skilling systems are not aligned with industry needs, leaving young people underprepared to be economically, socially or politically productive citizens economically.

To address these issues and create a supportive environment for adolescents to access their entitlements related to education, skilling and employability, the following recommendations were made by adolescents, with support from facilitating adults, to the relevant key players.

Adolescents & Adolescent Collectives	<p>As adolescents and adolescent groups, we must,</p> <ul style="list-style-type: none"> ▪ Recognise and highlight that education, skills, and employability are essential for children’s overall development. ▪ Recognise and highlight that earning should go beyond academics, with opportunities for extracurricular activities like dance, music, and sports. Adolescents should ▪ Focus on our studies while also nurturing interests such as music, even when opportunities are limited. ▪ If not interested in studies, we could explore options for skilling instead of dropping out. ▪ We must share learning difficulties with teachers so they can support and guide us. ▪ Mobile phones must be used wisely—for learning, not distraction. ▪ Children over 18 should take responsibility for their studies (e.g., part-time work for fees). <p>As Adolescent collectives, we should:</p> <ul style="list-style-type: none"> ▪ Conduct “Home Meets” for children at risk of dropping out and speak to families. ▪ Participate in cultural activities to overcome fear and build self-esteem. ▪ Practice hygiene and clean living spaces to avoid illness. ▪ We can also identify malnourished children and report to school authorities for special food support. ▪ Help fellow students understand subjects; peer learning and revision groups. ▪ Build unity among students to address issues such as unsafe school routes. ▪ Call 1098 for child protection issues (e.g., a child dropping out or in distress). ▪ Understand laws on POCSO and Child Labour and help other children seek support. ▪ Ensure clean toilets, adequate water and safety in schools; raise issues collectively. ▪ Write group letters to principals when issues are ignored. ▪ Participate in Panchayat Child Committees (Kavulu Samithi) every 2 months. ▪ Demand more child participation in urban ward committees when we start functioning. ▪ Highlight and help stop negative practices like child labour, child marriage, illegal betting—examples already achieved by many adolescent groups.- which may help children refocus on education and the skills we want to learn ▪ Request schools for activity-based learning, practical education (e.g., growing plant
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<p>Schools</p>	<p>As Schools, you should</p> <ul style="list-style-type: none"> ▪ Provide extracurricular activities and opportunities to learn practical skills that support future employability. ▪ Ensure access to computers and actively encourage their use for learning. ▪ Provide clean toilets, safe drinking water, secure premises, and nutritious midday meals. ▪ Ensure midday meals are provided in all schools, including private schools where fees are collected for this purpose. ▪ Prevent phone-based and excessive homework that forces families to purchase smartphones. ▪ Introduce English-medium education in government schools to reduce the shift to private schools. ▪ Ensure teachers arrive on time, teach effectively, and motivate students rather than discouraging them when they struggle. ▪ Focus education not only on academics but also on personality development and life skills. ▪ Allow students to pursue subjects they are passionate about, regardless of perceived difficulty. ▪ Promote group learning and collective guidance to strengthen understanding and performance. ▪ Encourage activity-based learning to make education engaging and relevant. ▪ Identify each child's talents and provide appropriate training and support. ▪ Completely stop fear-based teaching, corporal punishment, and targeting of children who speak up. ▪ Ensure teachers explain concepts clearly instead of merely reading from textbooks. ▪ Ensure equal opportunities for girls and boys, including equal financial investment, and remove gender-based division of tasks and discrimination. ▪ Provide evening or flexible schooling options for working adolescents (14–15+ age group). ▪ Maintain updated records of migrant children and actively follow up on dropouts. ▪ Avoid removing failed students solely to maintain 100% results. ▪ Do not promote students who have not attended classes, as this affects overall learning quality. ▪ Maintain open communication with parents and actively involve them in their children's education. ▪ Create awareness among parents and communities about the importance of education and nutrition. ▪ Provide career guidance and counselling for both students and parents. ▪ Ensure counsellors support children who fail or struggle academically. ▪ Conduct home visits for children who are at risk of dropping out or have already dropped out. ▪ Ensure School Development and Monitoring Committees (SDMCs) function transparently and without excessive politicisation. ▪ Allow and encourage collaboration with CSOs for academic support, and reconsider existing restrictions.
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<p>Parents</p>	<p>As Parents , you should,</p> <ul style="list-style-type: none"> ▪ Support and encourage your children’s participation in extracurricular activities. ▪ Allow your children to choose courses, colleges, and careers based on their interests. ▪ Let your children pursue their dreams instead of imposing your own preferences. ▪ Avoid comparing children, as comparisons harm self-esteem and mental health. ▪ Communicate openly within the family to resolve issues and create a supportive environment. ▪ Listen to your children and trust their decisions to build healthy parent–child relationships. ▪ Ensure girls have equal access to education and are not forced to stop studying after 7th or 10th standard. ▪ Give girls equal opportunities to pursue higher education and careers of their choice, without restricting them to traditional roles or early marriage. ▪ Remove differences between boys and girls in household responsibilities and access to opportunities. ▪ Believe in your children’s dreams and goals, and communicate openly about them. ▪ Stay aware of what your children are studying and remain engaged in their academic progress. ▪ Be patient and supportive when your children score low marks, helping them improve instead of criticising them. ▪ Attend parent–teacher meetings and stay informed about your children’s classes and subjects. ▪ Attend career guidance sessions whenever available and ensure your children also attend, so they can make informed choices. ▪ Spend quality time with your children every day to build strong bonds and address concerns early. ▪ Encourage strong, supportive relationships among siblings and cousins. ▪ Understand and value the importance of education to strengthen your commitment to your children’s learning.
<p>Communities</p>	<p>As Communities, you should</p> <ul style="list-style-type: none"> ▪ Create awareness on mandatory education (ages 6–14) through street plays, campaigns, and community initiatives. ▪ Promote the equal value of education for both girls and boys. ▪ Prevent gossip or stigma that causes parents to withdraw girls from school. ▪ Support families struggling with children’s education instead of judging them. ▪ Monitor schools and learning spaces to ensure Clean toilets, water, safe premises, nutritious midday meals. ▪ Ensure cleanliness, proper toilets, reliable water supply, and safe routes to school. ▪ Provide safe community spaces where children can play, learn, and grow. ▪ Report child protection concerns and support children found working, migrating, or in distress. ▪ Participate in awareness sessions on children’s rights, including food, shelter, protection, and development. ▪ Emphasis the importance of education through awareness activities such as fairs and community events.

<p>CSOs</p>	<p>As CSOs, you must advocate with the Government and relevant departments to</p> <ul style="list-style-type: none"> ▪ Improve the quality of government schools so children are not compelled to join costly private schools. ▪ Fill vacant teacher posts and avoid outsourcing to unqualified staff. ▪ Stop closing government schools without providing suitable alternatives. ▪ Extend free and mandatory education up to 18 years of age. ▪ Ensure sufficient teachers for all sections. ▪ Allow CSOs and CSR initiatives to provide supplementary teaching support without restrictions. ▪ Introduce job-related skills from 6th standard as outlined in the National Education Policy. ▪ Start evening high schools for working adolescents. ▪ Maintain accurate records of migrant children and follow up on absentees. ▪ Address child labour by allowing flexible schooling options while working toward full education. ▪ Strengthen enforcement of POCSO, the Child Labour Act, and child help services. <p>Support the government to</p> <ul style="list-style-type: none"> ▪ Provide accessible local skills training, especially for girls who cannot travel far. ▪ Offer short-term vocational courses at taluk-level residential centres. ▪ Include practical subjects such as agriculture, computer education, embroidery, tailoring, and painting. ▪ Provide low-interest loans for education and skill training. ▪ Ensure safe, girl-friendly schooling environments. ▪ Offer free computer education for economically disadvantaged students. ▪ Provide nutritious, warm meals, especially for malnourished children. ▪ Provide equipment and trained coaches for sports such as chess, karate, volleyball, and throwball. ▪ Ensure community playgrounds with safe and adequate facilities.
<p>Government</p>	<p>As Governments, you should</p> <ul style="list-style-type: none"> ▪ Improve the quality of government schools so children are not compelled to join costly private schools. ▪ Fill vacant teacher posts and avoid outsourcing to unqualified staff. ▪ Stop closing government schools without providing suitable alternatives. ▪ Extend free and mandatory education up to 18 years of age. ▪ Ensure sufficient teachers for English-medium sections. ▪ Allow CSOs and CSR initiatives to provide supplementary teaching support without restrictions. ▪ Introduce job-related skills from 6th standard as outlined in the National Education Policy. ▪ Start evening high schools for working adolescents. ▪ Provide accessible local skills training, especially for girls who cannot travel far. ▪ Offer short-term vocational courses at taluk-level residential centres. ▪ Include practical subjects such as agriculture, computer education, embroidery, tailoring, and painting. ▪ Provide low-interest loans for education and skill training. ▪ Ensure safe, girl-friendly schooling environments. ▪ Offer free computer education for economically disadvantaged students.

	<ul style="list-style-type: none"> ▪ Provide nutritious, warm meals, especially for malnourished children. ▪ Maintain accurate records of migrant children and follow up on absentees. ▪ Address child labour by allowing flexible schooling options while working toward full education. ▪ Strengthen enforcement of POCSO, the Child Labour Act, and child help services. ▪ Provide equipment and trained coaches for sports such as chess, karate, volleyball, and throwball. ▪ Ensure community playgrounds with safe and adequate facilities. ▪ The education system needs reform to align studies with real-life applications. ▪ The government should pay special attention to the education of migrant children
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Theme 3: Reproductive Rights and links to Physical & Mental health, Child marriage, early motherhood

Reproductive rights are a fundamental part of human dignity, ensuring that every person has the freedom to make decisions about their own body and sexual health. These rights include access to information, education, health services, and the ability to make choices free from discrimination or coercion, supporting gender equality and basic human rights.

To create a supportive environment for adolescents to access their reproductive rights and entitlements, the following recommendations were made by adolescents, with support from facilitating adults, to the relevant key players.

<p>Adolescents and Adolescent Collectives</p>	<p>As adolescents and adolescent collectives, we must</p> <ul style="list-style-type: none"> ▪ Be aware of important laws such as the POCSO Act and laws that prohibit child marriage. ▪ Seek immediate help if anyone is being forced into marriage by calling Child Helpline 1098 or approaching a trusted adult or organisation. ▪ Discuss alternatives and seek support from children’s groups, teachers, or CSOs if early marriage is being considered due to loans or financial stress. ▪ Continue our education, as it helps us secure employment and independence, especially during difficult situations such as separation or loss of a partner. ▪ Share personal concerns and challenges with friends and members of children’s or adolescent groups instead of facing them alone. ▪ Hold regular weekly meetings in adolescent groups to discuss problems and collectively find solutions. ▪ Guide peers positively if someone is moving in a harmful direction, and inform parents or responsible adults when necessary. ▪ Take care of our physical and mental well-being by participating in sports, cultural activities, and creative spaces. ▪ Learn accurate information about puberty, hygiene, and health, and ensure that both girls and boys understand the physical and emotional changes during adolescence.
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<p>Schools</p>	<p>As Schools, you must</p> <ul style="list-style-type: none"> ▪ Track attendance closely; if a girl is absent for an extended period, teachers should investigate and visit the home. ▪ Provide education on puberty, menstruation, and reproductive health. ▪ Conduct regular health check-ups for all children. ▪ Establish safe spaces in schools, such as SoS booths, for children to share concerns. ▪ Train teachers to respond appropriately and sensitively to children's questions. ▪ Supply nutritious food through school programs to support overall health and development.
<p>CSOs</p>	<p>As CSOs, you must</p> <ul style="list-style-type: none"> ▪ Conduct regular awareness sessions on child marriage, reproductive rights, puberty, hygiene, gender equality, and nutrition. ▪ Support poor families financially to prevent early marriage of children. ▪ Strengthen networks such as Bhima Sangha and Spoorthi Sangha. ▪ Provide safe spaces where children can openly share concerns. ▪ Offer life-skills education and training, especially for girls. ▪ Restart activities and address the needs of mentally disabled children. ▪ Monitor and ensure proper implementation of government budgets like the Lingadharita budget. ▪ Advocate for better quality sanitary pads and improved menstrual health access. ▪ Encourage schools, teachers and facilitators to deliver sexual-health education. ▪ Collaborate with CSOs to support mental health initiatives. ▪ Organize IGCD and NGCD programmes for child development. ▪ Promote creative initiatives such as Mahite for tappana kalpaney to engage children meaningfully. ▪ Openly acknowledge and address the increasing cases of sexual abuse of boys, and ensure this issue is discussed without stigma or silence ▪ Support training of children and adolescents on how to recognise abuse and safely report it through proper channels
<p>Parents</p>	<p>As Parents, you must,</p> <ul style="list-style-type: none"> ▪ Understand the consequences of child marriage and actively work to prevent it. ▪ Ensure your children are not married before the age of 18. ▪ Understand the importance of nutritious food and provide it consistently. ▪ Avoid harmful practices that restrict children's growth and development. ▪ Ensure girls are fully supported to complete their education. ▪ Strengthen open and respectful communication between fathers and daughters. ▪ Encourage your children's participation in group meetings and school activities. ▪ Challenge harmful superstitions around menstruation that negatively affect girls emotionally and socially. ▪ Teach children about safe and unsafe touch to protect their well-being. ▪ Acknowledge and openly address sexual abuse of boys, ensuring the issue is discussed without stigma or silence. ▪ Support training for children and adolescents on recognising abuse and reporting it safely through appropriate channels.

<p>Communities</p>	<p>As Communities you must ensure that,</p> <ul style="list-style-type: none"> ▪ Community Sanghas should focus on supporting adolescents rather than political activities. ▪ Communities and leaders must openly discuss adolescent issues, including gender equality, nutrition, and the effects of child marriage. ▪ Promote and strengthen safety measures such as the Hoysala App and SoS booths (safety islands). ▪ Support community collectives working to end child labour and child marriage. ▪ Provide safe environments where children can freely discuss sensitive topics. ▪ Reduce stigma around reproductive health by encouraging open and respectful conversations in the community. ▪ Openly acknowledge and address the increasing cases of sexual abuse of boys, and ensure this issue is discussed without stigma or silence ▪ Support training of children and adolescents on how to recognise abuse and safely report it through proper channels
<p>Government</p>	<p>As Government, you must</p> <ul style="list-style-type: none"> ▪ Strengthen efforts to stop child marriage in both rural and urban areas. Use social media and community platforms to raise awareness and report cases. ▪ Create accessible mechanisms for reporting, such as videos or mobile recordings. ▪ For completed child marriages, provide counselling, continued education, and legal options for separation or annulment. ▪ Make district-level committees more active and accountable in addressing child marriage. ▪ Organise village-level camps on reproductive health <ul style="list-style-type: none"> ▪ Provide guidance to young mothers. ▪ Improve the quality of government-distributed sanitary pads and ensure local availability of cloth pads, menstrual cups, and affordable reusable options. ▪ Train teachers to handle sensitive topics and ensure schools have safe discussion spaces for children. ▪ Conduct awareness programs on national and international girl child days. ▪ Ensure mother budgets reach intended beneficiaries. ▪ Improve accessibility and affordability of menstrual health products, with Jan Aushadhi outlets selling good-quality pads at lower prices. ▪ Consider one day of menstrual leave for girls in schools and colleges. ▪ Spread awareness on preconception nutrition and reproductive rights, including through village-level camps. ▪ Address gaps in POCSO implementation, especially regarding consensual relationships between minors. ▪ Explore judicial settlement options in cases involving older adolescents. ▪ Openly acknowledge and address the increasing cases of sexual abuse of boys, and ensure this issue is discussed without stigma or silence ▪ Set up mechanisms to monitor and prevent cases of abuse in remand homes and child care institutions ▪ Set up mechanisms to train children and adolescents on how to recognise abuse and safely report it through proper channels

Theme 4: Adolescents in Child Care Institutions (CCIs)

Children’s Care Institutions (CCIs) provide full-time residential care, education, and emotional support for children who may lack parental care due to poverty, orphanhood, or family challenges.

To create a supportive environment for adolescents to in CCIs to access their rights and entitlements, the following recommendations were made by adolescents, with support from facilitating adults, to the relevant key players.

Adolescents and Adolescent Collectives	<p>As Adolescents and adolescent groups we must,</p> <ul style="list-style-type: none"> ▪ Include new children in friend groups to create an inclusive environment. ▪ Treat each other with respect and avoid caste-based discrimination. ▪ Participate actively in activities and use opportunities responsibly. ▪ Form committees to involve children in decisions, such as parent visit timings. ▪ Promote pride in CCIs and share our positive experiences.
Schools	<p>As Schools you must</p> <ul style="list-style-type: none"> ▪ Ensure equal treatment for all children, whether hostel residents, day scholars, CCI, or non-CCI students. ▪ Teachers should avoid partiality, discrimination, or comparisons, focusing instead on the child’s potential and future rather than their background. ▪ Teachers must be friendly, supportive, and sensitive to children’s needs. ▪ Provide assistance in correcting documentation issues (e.g., spelling errors) and relax documentation requirements for CCI children. ▪ Schools should address admission challenges due to missing documents and inform the government when necessary. ▪ Strengthen communication and collaboration between schools and CCI staff. ▪ Offer opportunities for extracurricular activities, including sports, cultural events, and other skill-based programs. ▪ Children who demonstrate talent in any area should be encouraged and given opportunities to grow. ▪ Teacher training should include sensitisation to issues faced by CCI children and other vulnerable groups. ▪ Provide scholarships, life skills education, and leadership training to support children’s holistic development.
Parents	<ul style="list-style-type: none"> ▪ Maintain continuous communication to strengthen parent–child bonding. ▪ Provide encouragement, guidance, and emotional support, not just focus on academics during visits. ▪ Do not abandon or forget children placed in CCIs; take responsibility, especially if we are seriously ill. ▪ Parents should counsel children when CCIs raise concerns and avoid partiality between children at home and those in CCIs. ▪ In cases of abuse, parents may not be suitable caretakers, and alternative care should be considered. ▪ Second marriages often disturb children; seek counselling support if necessary. ▪ Try to see if foster care with another facilitative family member is possible , keeping CCIs as a last resort. ▪ Implement ₹4000 sponsorship support for families to prevent unnecessary institutionalisation.

<p>Communities</p>	<ul style="list-style-type: none"> ▪ Treat children returning from CCIs equally, without discrimination or differentiation. ▪ Encourage them by providing opportunities for education, activities, and personal growth. ▪ Ensure we feel included and accepted within the community. ▪ Support and protect families whose children return from CCIs. ▪ Provide social support and acceptance to help reintegration. ▪ Do not stigmatize or brand CCI children; promote positive attitudes. ▪ The community should actively protect these children and offer financial assistance for education, especially for girls.
<p>CSOs & CCI</p>	<p>As CCI staff, you must</p> <ul style="list-style-type: none"> ▪ Provide us sufficient nutritious food instead of rationed portions. ▪ Strengthen education by ensuring proper documents, trained teachers, and structured planning. ▪ Improve staff behavior so children feel comfortable sharing problems. ▪ Upgrade infrastructure and report issues to authorities. ▪ Offer skill and value education training to support personal growth. ▪ Ensure availability of counsellors and proper medical care. ▪ Introduce a suggestion box for children to freely express concerns. ▪ Balance rules and discipline with children's freedom. ▪ Provide hostels promptly and improve the physical environment in CCIs. ▪ Strengthen counselling services to support children's emotional well-being. <p>As other CSOs should</p> <ul style="list-style-type: none"> ▪ Support vulnerable children and adolescents and their families to explore community based alternatives such as foster care before choosing CCIs ▪ If the children have to be in CCIs support monitoring needs ▪ Support children (in the communities and in CCIs) and families to access psycho-social and counselling support ▪ Provide scholarships, life skills education, and leadership training to support children's holistic development ▪ Wherever needed, support parents and families to stay in touch with the children ▪ Support families and communities to access benefits and entitlements from the government and other sources. ▪ Support CCI staff capacity building
<p>Government</p>	<p>As Governments, you should</p> <ul style="list-style-type: none"> ▪ Increase the number of aftercare homes for boys and girls (18+ youth). ▪ Improve infrastructure and facilities in CCIs (rooms, amenities, safety). ▪ Ensure CCIs are located within children's communities whenever possible. ▪ Promote foster care, keeping CCIs as a last resort. ▪ Implement ₹4000 sponsorship support for families to prevent unnecessary institutionalisation. ▪ Explore reintegration systems for children from other states to return to their home-state CCIs. ▪ Provide job-oriented skill training, life skills, and competitive exam preparation for adolescents. ▪ Reduce academic cut-offs for higher education for CCI youth. ▪ Ensure continuation of education after leaving CCIs. ▪ Offer financial support (books, stationery, scholarships, sponsorship funds).

	<ul style="list-style-type: none"> ▪ Increase government grants for CCIs and ensure timely implementation of sponsorship schemes. ▪ Support adolescents in sports and extracurricular activities. ▪ Strengthen child protection laws and ensure proper implementation (especially for girls' safety). ▪ Build capacity of CCI staff for better child care and protection. ▪ Ensure children's participation in Child Committees, Management Committees, and Inspection Committees. ▪ Include adolescents in inspection committees and decision-making processes. ▪ Government officials and DC-level administrators should visit CCIs regularly (e.g., every 3 months). ▪ Officials should engage in open conversations with children and listen to their concerns. ▪ Add CCI sensitivity modules in B.Ed programs and teacher refresher trainings. ▪ Train teachers practically to work with CCI children. ▪ Government should take steps to reduce the number of children entering CCIs by strengthening facilities at their place of origin. ▪ - Ensure laws supporting family-based care are properly implemented to prevent children from returning to CCIs unnecessarily.
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Theme 5: Adolescents and Digital Wellbeing

Digital wellbeing for adolescents has become increasingly important in today's world, where young people rely heavily on mobile phones, search engines like Google, social media platforms, and online entertainment. While these digital tools offer opportunities for learning, connection, and recreation, their excessive or unsafe use can negatively affect physical health, emotional balance, and social relationships. Promoting healthy online habits, encouraging balanced screen time, and ensuring safe digital practices are therefore essential to support adolescents in navigating the digital environment responsibly and safeguarding their overall wellbeing.

<p>Adolescents and Adolescent Collectives</p>	<p>As adolescents and adolescent groups, we must</p> <ul style="list-style-type: none"> ▪ Set a daily screen-time limit. ▪ Practice digital detox by spending time outdoors, playing sports, doing art, or engaging with family and friends. ▪ Avoid screens at least one hour before sleep. ▪ Do not use phones in the dark. ▪ Take regular breaks from devices to protect health. ▪ Avoid using the phone while it is charging. ▪ Learn and share knowledge about digital safety and literacy. ▪ Understand both the positive and negative aspects of the internet. ▪ Do not share personal details, OTPs, or passwords online or on social media. ▪ Use strong passwords, change them regularly, and enable two-step verification. ▪ Avoid making friends with strangers online or responding to suspicious comments. ▪ Do not pick calls from unknown numbers or forward unverified messages. ▪ Check app permissions and privacy policies before downloading. ▪ Do not allow anyone to take photos without consent.
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	<ul style="list-style-type: none"> ▪ Avoid inappropriate or harmful online content such as pornographic, abusive, violent content ▪ Avoid picking calls from unknown numbers; never forward unverified messages. ▪ Avoid downloading apps without checking permissions and privacy policy. ▪ Add two-step verification to protect accounts. ▪ Do not set passwords that have personal information. ▪ Protect phone numbers and personal data from misuse. ▪ If trolled or harassed, talk to someone you trust and report the issue. ▪ Call the cyber helpline 1930 for harassment, trolling, or financial fraud. ▪ If a phone is provided for study, do not break trust by using it for other things. ▪ Engage more in community activities, group discussions, and awareness sessions. ▪ Open up to teachers/elders about any digital issues. ▪ Beware of online shopping sites storing phone numbers—risk of data misuse. ▪ Avoid talking loudly on the phone in public spaces to prevent data leaks. ▪ Use phones provided for study responsibly. ▪ Encourage peers to stay safe online and offline. ▪ Participate in community activities, awareness sessions, and group discussions on digital wellbeing. ▪ Share digital issues with teachers or elders. ▪ Use emergency features like long-press emergency call or safety pin apps.
Parents	<p>As parents, you must,</p> <ul style="list-style-type: none"> ▪ Limit personal mobile use, as children learn by observing adults. ▪ Avoid using phones or TV when children are studying. ▪ Do not use phones to pacify children or provide them during meals. ▪ Maintain open communication about children’s online activities. ▪ Identify apps or games children may be addicted to and set practical time limits. ▪ Monitor usage if children use a parent’s phone for homework. ▪ Seek counselling through the Tele-Manas helpline 14416 if signs of addiction or distress appear. ▪ Encourage children to join housework, outdoor play, and family conversations. ▪ Share childhood stories to reduce dependency on screens. ▪ Ensure equal access to digital resources for both boys and girls without bias. ▪ Follow age restrictions for apps and avoid public Wi-Fi. ▪ Use family safety features alongside trust-based conversations. ▪ Promote offline learning for skills like dance or music instead of relying solely on online tutorials. ▪ Avoid purchasing excessive digital or gaming devices.
Communities	<p>As communities, we must</p> <ul style="list-style-type: none"> ▪ Report harmful online behaviour or misuse to the police or cyber cell. ▪ Reduce sound pollution during community events. ▪ Organise cyber security awareness workshops for parents and children. ▪ Promote storytelling, share childhood experiences, celebrate festivals, and encourage community bonding. ▪ Increase safe play spaces for children. ▪ Promote greenery and environment-friendly practices.

	<ul style="list-style-type: none"> ▪ Ensure equal access to digital information for all genders, focusing on positive use rather than addiction. ▪ Communities should immediately report harmful or inappropriate online content, such as nude images, to the authorities. ▪ Avoid playing loud music during festivals or community events to reduce noise pollution. ▪ Increase safe and accessible play spaces for children in cities where housing or open areas are limited. ▪ Ensure teachers consistently conduct classes and fulfill their responsibilities. ▪ Improve internet connectivity in rural areas to make online learning accessible. ▪ Encourage students to complete homework independently instead of copying, to develop critical thinking. ▪ Recognize the importance of AI and digital technology in education and daily life. ▪ Explore ways to harness AI and digital tools for positive, constructive, and safe usage.
Schools	<p>As schools you must</p> <ul style="list-style-type: none"> ▪ Assign external teachers or officers at least twice a week to teach safe internet use, cyber hygiene, and social media wellbeing. ▪ Involve the Police Cyber Cell to conduct regular awareness sessions. ▪ Reduce homework that requires mobile phone use; encourage assignments to be completed in class. ▪ Do not allow students to bring phones to school, except for those traveling from afar, and restrict usage during class. ▪ Teachers should avoid using phones during free hours and instead engage in conversations with students. ▪ Introduce digital-free days at school to promote offline activities. ▪ Designate mobile-free zones such as libraries, canteens, and classrooms. ▪ Reduce reliance on online classes, especially in rural areas with poor network connectivity. ▪ Conduct repeated awareness programs on cyberbullying prevention, fake certificates/education apps, and the mental health impacts of digital addiction. ▪ Strengthen coordination between schools and CCIs/hostels for effective student monitoring and support.
CSOs	<p>As CSOs, you must</p> <ul style="list-style-type: none"> ▪ Broadcast safety information through awareness campaigns. ▪ Use real-life incidents to educate children about online risks. ▪ Strengthen rural community centres such as libraries, Arivu Kendras, and panchayat spaces. ▪ Identify talent online and connect children to opportunities. ▪ Provide both individual and group counselling for children and adolescents. ▪ Advocate for stronger cyber laws to protect children from online harm. ▪ Teach adolescents how to respond to digital abuse, scams, and cyberbullying. ▪ Create awareness about the ill effects of excessive mobile usage during parent meetings. ▪ Recognise and reward talented individuals, including those overcoming challenges (e.g., a visually challenged girl). ▪ Work with the government to strengthen laws against cyberbullying.

Government	<p>As Governments, you must</p> <ul style="list-style-type: none"> ▪ Include digital wellbeing and cyber safety in the school curriculum. ▪ Provide education and create a syllabus on safe digital habits. ▪ Improve digital literacy in colleges. ▪ Enforce age-appropriate filters for online content. ▪ Strengthen cyber laws and ensure faster action against cyberbullying, fraud, and misuse. ▪ Amend IT laws to include child- and women-specific cyber protection. ▪ Ensure computers and digital literacy teachers are available in all rural schools. ▪ Provide regular training for teachers on digital safety. ▪ Spread awareness through panchayats about the cyber cell and make adolescent girls aware of the CEN wing. ▪ Ban morphing websites, photo-editing misuse apps, and unsafe or unnecessary apps from app stores. ▪ Ban online gambling and real-money gaming. ▪ Monitor online exams and scams more strictly. ▪ Address delays in catching culprits with stronger enforcement laws. ▪ Strengthen preventive laws against dark web activities such as drug trade and trafficking. ▪ Support international cooperation to curb dark web crimes.
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Conclusion

This consultation reaffirms the importance of creating safe, respectful, and meaningful spaces where adolescents from across Karnataka can share their lived experiences and put forward recommendations on their rights and wellbeing. By focussing on Key players, including adolescents themselves, their own collectives and peers, parents and communities, schools, CSOs, government agencies, and policymakers, it strengthens collective understanding and shared responsibility. The recommendations emerging from this process reflect adolescents’ aspirations to realise their rights and entitlements in inclusive and practical ways. We look forward to continued collaboration to ensure that adolescent voices are heard, valued, and translated into action.