

# SOLUTIONS FOR YOUNG PEOPLE OF INDIA

Study examining solutions around life skills, employment opportunities  
and empowerment for young people in India

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Rishi Aurobindo Colony, Kolkata, West Bengal, India, January 2011. © UNICEF/UNI106627/Crouch

## About Sattva:

This report was produced in collaboration with Sattva. Sattva is a social impact strategy consulting and implementation firm. Sattva works closely at the intersection of business and impact, with multiple stakeholders including non-profits, social enterprises, corporations and the social investing ecosystem.

Sattva works on the ground in India, Africa and South Asia and engages with leading organisations across the globe through services in strategic advisory, realising operational outcomes, CSR, knowledge, assessments, and co-creation of sustainable models. Sattva works to realise inclusive development goals across themes in emerging markets including education, skill development and livelihoods, healthcare and sanitation, digital and financial inclusion, energy access and environment, among others. Sattva has offices in Bangalore, Mumbai and Delhi.



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# **SOLUTIONS FOR YOUNG PEOPLE OF INDIA**

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# Abbreviations

|       |   |
|-------|---|
| AEP   | Adolescence Education Program                           |
| CSR   | Corporate Social Responsibility                         |
| CYC   | ComMunity- The Youth Collective                         |
| DaD   | Dream a Dream   |
| DFC   | Design For Change                                       |
| DNEP  | Draft National Education Policy                         |
| GenU  | Generation Unlimited                                    |
| GER   | Gross Enrolment Rate                                    |
| GoI   | Government of India                                     |
| HHH   | Head Held High  |
| ICO   | India Country Office                                    |
| IGNOU | Indira Gandhi National Open University                  |
| LAHI  | Lend A Hand India                                       |
| LFPR  | Labour Force Participation Rate                         |
| LFPS  | Labour Force Participation Survey                       |
| LMIS  | Labour Market Information System                        |
| MHRD  | Ministry of Human Resource Development                  |
| MoLE  | Ministry of Labour and Employment                       |
| MoYAS | Ministry of Youth Affairs and Sports                    |
| MSDE  | Ministry of Skill Development and Entrepreneurship      |
| MSJE  | Ministry of Social Justice and Empowerment              |
| MWCD  | Ministry of Women and Child Development                 |
| NCERT | National Council of Education Research and Training     |
| NCF   | National Curriculum Framework                           |
| NCS   | National Career Services                                |
| NGO   | Non-Governmental Organisation                           |
| NICS  | National Institute for Career Service                   |
| NIOS  | National Institute of Open Schooling                    |
| NPYAD | National Programme for Youth and Adolescent Development |
| NSQF  | National Skills Qualification Framework                 |
| NSS   | National Service Scheme                                 |
| NYKS  | Nehru Yuva Kendra Sangathan                             |
| NYLP  | National Young Leaders Programme                        |
| OOSC  | Out of School Children                                  |
| OOSG  | Out of School Girls                                     |

|        |   |
|--------|---|
| PMKVY  | Pradhan Mantri Kaushal Vikas Yojana                                 |
| PPP    | Public Private Partnerships   |
| PSU    | Public Sector Unit  |
| PWD    | Public Works Department   |
| PwD    | People with Disability  |
| RPL    | Recognition of Prior Learning                                       |
| RSOC   | Rapid Survey on Children  |
| RYSK   | Rashtriya Yuva Sashaktikaran Karyakram                              |
| SAG    | Scheme for Adolescent Girls Skills Assessment Matrix for Vocational |
| SAMVAY | Advancement of Youth  |
| SDG    | Sustainable Development Goals                                       |
| STP    | Skill Training Providers  |
| SSA    | Samagra Siksha Abhiyan  |
| UN     | United Nations  |
| UNCRC  | United Nations Convention on the Rights of the Child                |
| UNICEF | United Nations Children's Fund                                      |
| WASH   | Water, Sanitation, and hygiene                                      |
| WHO    | World Health Organisation   |
| Y4J    | Youth4Jobs  |
| YKA    | Youth Ki Awaaz  |

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# Terminology

This report has evaluated landscapes across five sectors - **Life Skills, Flexible Learning, Career Guidance, Skill Development and Placement**, and **Engagement of Young People**. However, there is a complex landscape of activities and associated terminology, which is not used consistently across all actors or countries. For consistency, the following terms and associated definitions are used in this document:

## 1. YOUNG PEOPLE:

According to UNICEF definition, the section of population spanning the age-group of 10-24 years are referred to as 'Young People'. It includes both the overlapping terms of 'Adolescents' and 'Youth' that represent the age-groups of 10-19 and 15-24 years, respectively.



10-24 years

## 2. YOUTH:

According to the National Youth Policy 2014 (NYP-2014) and hence, Government of India, the term 'Youth' refers to the section of the population spanning the age-group of 15-29 years. In this report, the term youth has been used to refer to the age-group 15-29 years when discussing policies designed by the government, as the target beneficiary's age-group is based on the NYP-2014 age-group.<sup>1</sup>

➤ When discussing participation in the job market, the report uses the term 'youth' as job-market indicators are only captured for the age of 15-59 in India.<sup>2</sup>

➤ Similarly, across the implementation organisations cases studies, the term 'youth' or 'young people' is used in line with the organisations target demograph/ beneficiary.



15-29 years

## 3. LIFE SKILLS:

A mix of ability, attitudes and socio-emotional competencies that enables individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change.<sup>3</sup>



## 4. FLEXIBLE LEARNING:

Learning solutions that allow for flexibility in time, distance, pace, content, and entry requirements for students who have either never enrolled in elementary education or dropped-out of school.<sup>4,5</sup>



## 5. CAREER GUIDANCE:

A comprehensive, right-based development approach, designed to assist individuals in making and implementing informed educational and occupational choices, that in turn lead to their social, financial, and emotional well-being.<sup>6</sup>





## 6. SKILL DEVELOPMENT AND PLACEMENTS:

A life-cycle approach to Skill Development and Placement that:

- Ensures that the job skills imparted to trainees are both marketable and aligned with the aspirations of young people. This report will use the terms skilling and skill development to refer to skill development for jobs.
- Enables placement and post-placement tracking to support handling of on-the-job uncertainties for a specific period.<sup>7,8</sup>



## 7. ENGAGEMENT OF YOUNG PEOPLE:

Right based inclusion of young people in the areas affecting their lives and their communities through mechanisms that enable their participation in decision-making, dialogue with policymakers, and co-creation of solutions.<sup>9</sup>

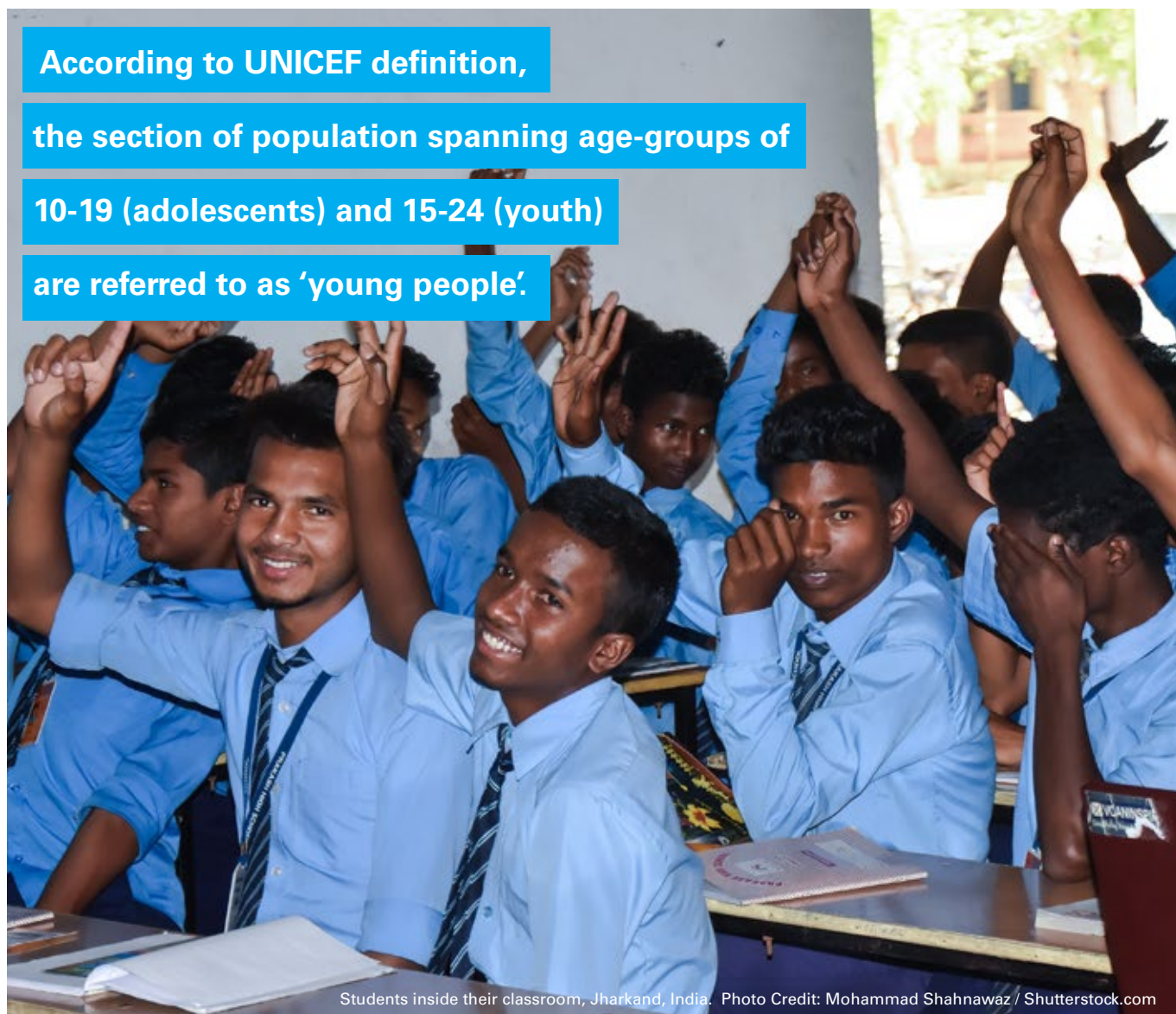


According to UNICEF definition,

the section of population spanning age-groups of

10-19 (adolescents) and 15-24 (youth)

are referred to as 'young people'.



Students inside their classroom, Jharkand, India. Photo Credit: Mohammad Shah Nawaz / Shutterstock.com



# Executive Summary



Group of students at Kanyakumari, Tamil Nadu, India. Photo Credit: ImagesofIndia / Shutterstock.com

**UNICEF** initiated the global Generation Unlimited (GenU) partnership in 2018 to meet the urgent needs of expanding education, skill development, entrepreneurship, employment, and engagement opportunities for young people (10-24 years) across the world. Within the overall Sustainable Development Goals framework, and the new UN Youth Policy 2030, GenU provides a universal agenda – all countries can and must do more to holistically support the aspirations of young people.

In this context, GenU was launched in India, as YuWaah, in 1st November 2019 the presence of Smt. Smriti Irani, Hon'ble Minister of Women and Child Development, where, Ministry of Youth Affairs and Sports, Ministry of Skill Development and Entrepreneurship and NITI Ayog also extended their and invaluable support.<sup>10,11</sup>

**YuWaah** is a multi-stakeholder alliance that works together with a wider range of partners – including Central and State Governments, Private Sector companies, industry associations, UN agencies, Civil society organisations and of course young people (10-24 years). Amongst them, UNICEF finds itself playing a catalytic role to build and strengthen the YuWaah partnership which is driven by the mission to truly empower young people, connect them to their aspirational socio-economic opportunities, and engage them as active changemakers. YuWaah focuses on the issues of entrepreneurship, employment, skills for life and

livelihood, and engagement of young people by building ecosystems to co-create solutions with young people and support them with financial and/or other resources.<sup>12</sup>

Yuwaah, with support from UNICEF, has mapped and analysed the work of organisations focusing on the areas of **Flexible Learning, Life Skills, Career Guidance, Skill Development and Placements, and Engagement of Young People** in India. This report summarises the main findings from the analysis – first, it methodically appraises these themes to identify white spaces and map innovative solutions. It then moves on to offering recommendations that leverage best practices from successful innovations across the five ecosystems. Specifically, the report recommends potential areas of work and the possible roles that government, private sector, and non-government actors can play in each of the five ecosystems.

The report adopted a mixed-methods research approach wherein secondary research was conducted to identify the organisations, map solutions and classify actors working across the five areas. This was followed by primary research which comprised of open-ended interviews with the identified organisations. Data from the two exercises was analysed to identify intervention models that are broken down across the five areas to reveal best practices and identify both barriers and enablers.



## 01. Flexible Learning

India is home to **20% of the global population of young people— people** aged between 10-24 years – making it the youngest nation in the world.<sup>13</sup> In absolute numbers, this demographic cross-section consists of about **364 million individuals**, claiming 30% of the national population share.<sup>14</sup> In the past decade, there has been a rich discourse around India's demographic potential. This demographic dividend is not India's destiny but rather a demographic phenomenon that the country must take advantage of by making timely and strategic investments in the young people.<sup>15</sup>

Flexible learning, is an umbrella term for a variety of alternative educational interventions aimed at reaching the most marginalised, out-of-school children (OOSC). Young people who face barriers to learning or whose education had been interrupted may benefit from alternative pathways of learning to complete their studies or learn new skills with a possibility to attend courses on a part-time basis. Systems that lack flexibility, make it difficult for young people to make transitions from one learning pathway to another.<sup>16</sup>

India has a large cohort of OOSCs, the exact number

of which is debated. The Ministry of Human Resource Development (MHRD) has estimated that there are about 6 million OOSCs in India while the National Sample Survey (NSS) estimates them to be over 20 million children.<sup>17,18</sup> Key impediments in reaching out-of-school girls and boys through Flexible Learning include the absence of an effective system that tracks OOSCs – this exacerbates the existing structural issue wherein a large population of such children seasonally migrate with their parents. These parents find it challenging to keep their children enrolled in school, resulting in their poor school retention. Further, this study finds that the absence of focused investments in training and equipping teachers for dealing with the varied educational backgrounds of the enrolled students as a key challenge in embedding flexible learning in the Indian education system.

For organisations offering flexible learning solutions, the placement of innovative use of technology, community-centric engagement models and capacity building (aided by knowledge management) at the centre of the implementation strategy has been key to sustainability.

### KEY RECOMMENDATIONS

01.

Develop a systematic approach to identify and track OOSC

02.

Improve the availability, quality, and scope of courses offered

03.

Provide long term funding

04.

Engage systematically across stakeholders to bring out unexplored synergies

05.

Develop contextualised course content in local languages



## 02. Life Skills

Research highlights the crucial need for 21st century skills and Life Skills to negotiate the transition from school to the world of work, as

adolescents become young people.<sup>19,20</sup> Life Skills ensure life readiness, over and above job-readiness, by empowering individuals with

non-cognitive skills.<sup>21</sup> The Indian policy vision for life skills stems from the lens of its potential impact on India's new economy and its growth— that is, imparting job skills to young people to enable the country to benefit from its potential demographic dividend. **Largely, after careful analysis of the policy landscape of Life Skills in India it can be said that there is a greater emphasis on making a person employable than life ready.**

This report finds that key impediments in integrating Life Skills across formal and non-formal mediums of education are rooted in social norms that perpetuate the relative unimportance of life skills as a form of skillset. This is further exasperated by the lack of clarity on the concept of 21st-century skills, including Life Skills, coupled with an overall lack of synergy in the ecosystem.<sup>22</sup>

UNICEF's Comprehensive Framework on Life Skills (2019) has contextualised ten core Life Skills for India, in partnership with 35 civil society organisations, academia and government. There has been progress on leveraging government, corporates, and the implementing organisations, (both non-governmental organisations (NGOs) and for-profit social enterprises), to collaborate and co-create transformative solutions under the purview of this framework.

Unique intervention models that aim to impart life skills have emerged across India. Based on the analysis of this report, the implementing agencies executing these interventions place innovation and ecosystem engagement, apart from the internal and external capacity building, at the centre of the programme strategy.

## KEY RECOMMENDATIONS

01.

Adoption of the comprehensive national Life Skills framework developed with UNICEF's support that captures India's contextual realities

02.

Work towards shifting social norms around Life Skills - possibly by, inverting the beneficiary lens wherein parents and teachers are also recognised as beneficiaries of Life Skills training

03.

Integration of Life Skills in the school curriculum across grades

04.

Support implementing organisations to approach Life Skills from a holistic lens

05.

Train teachers in a wide spectrum of modules for age-appropriate Life Skills



## 03. Career Guidance

**Career Guidance aims to guide young people to plan and make decisions about their learning and work.** Career guidance makes information about the labour market and educational opportunities more accessible by organising and making them available when and where young people need them.<sup>23</sup>

Although career guidance has not been at the forefront of government initiatives, **the government has undertaken multiple initiatives to propel career guidance, the most important being National Career Services.** Key gaps in career guidance are systemic in nature and can be distilled to a shortage

of quality counsellors, insufficient contextualisation of available choices, inadequate options catering to people in rural areas, and unwillingness, and often inability, to pay for career guidance services.

Further, there is a need to focus on the provision of psychometric test or other assessment tests that help the young people understand their purpose, passion, and strengths to provide a strong foundation for making career and life choices. Of the intervention reviewed, the focus is largely on, Career Guidance for higher education, future employability, immediate employability, and overall ecosystem awareness.

## KEY RECOMMENDATIONS

01.

Nurture the growth of the sector through focused funding

02.

Introduce Career Guidance support in secondary school to ensure aspirational alignment with the job-market

03.

Strengthen monitoring and evaluation frameworks to ensure quality

04.

Invest in developing a pool of qualified career counsellors that strengthen the foundation of the ecosystem as a whole



## 04. Skill Development and Placements

Education systems, both formal and informal, should lay the foundation for young people to become employable and skilling systems must be able to rely and build on this foundation instead of trying to compensate for it - to enable employment-ready workforce in the future, young people need to be equipped with necessary job skills and education.<sup>24</sup>

The job skilling ecosystem is anchored by the Ministry of Skilling Development and Entrepreneurship (MSDE), is seeing positive reforms and policy interventions which are

reinvigorating and re-energising the country's workforce as they are designed to make systematic investments in the job skill development of young people.

Through the analysis, key gaps that emerged include the limited quality of skill training, disproportionate focus on entry level jobs in formal service sector only, lack of innovation in course selection, limited focus on soft skills, inadequate post-placement support, difficulties in post-placement tracking, and unsatisfactory funding mandates.

## KEY RECOMMENDATIONS

01.

Improve linking of skill development with education

02.

Invest in new industry-relevant skill development

03.

Improve flexibility in funding of post-placement initiatives

04.

Invest in matching demand (industry need) and supply (aptitude and interest)

05.

Strengthen existing initiatives such on nation-wide skilling standards

06.

Engage the industry ecosystem to develop market-relevant courses



## 05. Engagement of Young People

Young people have few opportunities to influence decision-making even as they impact on their present and future access to health, education, and protection. Although, the National Youth Policy

(2014) reiterates the commitment to the all-round development of the youth, there is a need to increase the institutional and overall civic engagement of Indian youth.<sup>25</sup>

The engagement of young people in India falls under the purview of the Ministry of Youth Affairs and Sports (MoYAS), specifically overseen by the Department of Youth Affairs within the Ministry. **The key gaps that have emerged from the analysis of the ecosystem are the limited institutional focus on the engagement of young people, overall programmatic misalignment with aspirations of the young people, inadequate impact assessment of current engagement models, and insufficient advocacy around the need to capture the opinions of the young people in policy making.**

In the interventions reviewed, the engagement of young people **focuses on amplifying government initiatives through community-centric approaches, such as providing volunteering opportunities, facilitating young people by travel-based mentorship, and partnering with government for improved service delivery.** Additionally, innovative use of social media and technology for engagement and systematic investments in capacity building emerged as leading solutions for the increasing the engagement of young people.

| KEY RECOMMENDATIONS  |  |  |
|--|--|--|
| 01.<br>Increase institutional fund allocation and industry funding | 02.<br>Invest in developing a standard statistical framework for impact evaluation around the emerging engagement models | 03.<br>Increase internships/ volunteering opportunities for young people |

Working on all these areas in tandem with a systems approach is essential to enable young people in becoming the decision-makers of future India. By streamlining intervention models, sharpening delivery to the targeted beneficiary, and leveraging knowledge around best practices - YuWaah’s vision of enabling 300 million young people by creating space for developing their leadership, facilitating 200 million young people to gain relevant skills for productive lives and the future of work, and building pathways to aspirational socio-economic opportunities for an additional 100 million can be achieved.<sup>26</sup>



## About the study



Young participants at the National conclave on catalytic partnerships, India, October 2018. © UNICEF/UN0239852/Hajra

UNICEF initiated the global GenU partnership in 2018 to meet the urgent needs of expanding education, skill development and employment opportunities for young people across the world.

Within the overall Sustainable Development Goals framework, and the new UN Youth Policy 2030, GenU provides a universal agenda – all countries

can and must do more to support the education, skills, and empowerment of young people. In this context, GenU India –YuWaah – was launched in 2019. UNICEF India country office (ICO) has, for over 70 years, championed the rights of India's children from their conception through adolescence. UNICEF ICO has been mandated to house the YuWaah secretariat.

With the vision to enable India's young people, connect them to aspirational socio-economic opportunities, and engage them as active change makers, **the programme will focus on three strategic priorities:**

**01.**

**Build pathways to aspirational socio-economic opportunities for 100 million young people in 10 years**

**02.**

**Facilitate 200 million young people to gain relevant skills for productive lives and the future of work**

**03.**

**Partner with 300 million young people as change makers and create space for developing their leadership**



Each of the above priority has a set of focus areas which have been classified under 3 pillars and the associated five areas.<sup>29</sup>

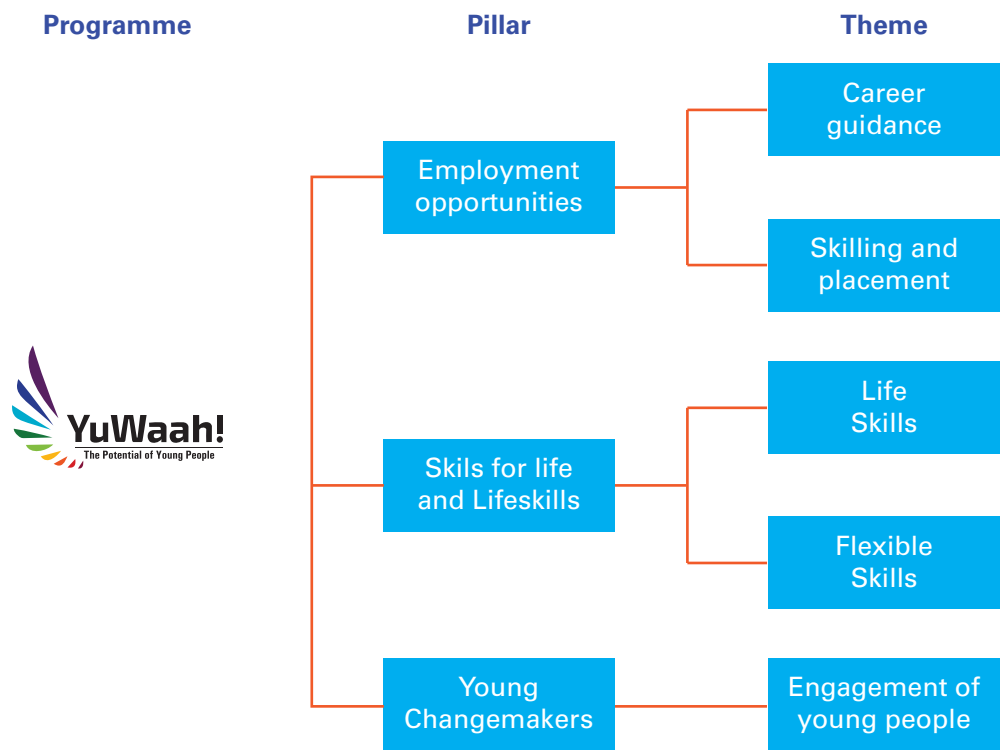


Figure 1: Three Pillars and Five Focus Areas of YuWaah

YuWaah is unique in its commitment to identify high-impact, scalable initiatives and enable their roll-out at scale by brokering investments and shared value partnerships. It also focuses on detecting white- spaces and fostering breakthrough innovation by co-creating solutions with young people to ensure that they are the drivers and agents of social change.<sup>30</sup>

This report will recommend the potential areas of work and the possible roles that government, private sector, and non-government actors can play under the five broad themes, of **Flexible Learning, Life Skills, Career Guidance, Skill Development and Placements, and Engagement of Young People**.

It will critically appraise these themes to identify white-spaces and map out innovative solutions. Ultimately, the report will offer recommendations

that leverages best practices from successful programmes in serviced and non-serviced areas.To aid the holistic development of this report, an interactive **online database** has been created that profiles organisations that participated in the study. The dashboard uniquely maps intervention models, geographical focus, target communities, unique approaches, and challenges.

Under YuWaah, another initiative - **‘Call to Solutions’**- was launched to find innovative solutions for the education, skilling, and engagement challenges faced by young people in India.The objective of this initiative is to explore innovative market-based and civil society solutions that will solve the challenges faced by the young people in India.<sup>31</sup> Insights from this initiative have served as an input to this report and have contributed to the overall recommendations.

With the vision to enable India's young people, connect them to aspirational socio-economic opportunities, and engage them as active change makers, Yuwaah will focus on three strategic priorities:

Aspirational socio-economic opportunities for

100  
million young people

Relevant skills for productive lives of

200  
million young people

Create space for developing leadership for

300  
million young people

50%

of India's population is under 25 years of age



20%

of the global population of young people are from India



30%

of these youth are not in education, employment or training



6-20  
million

estimated number of out-of-school children (OOSC) in India



Young people are a powerful force of change towards building a prosperous and stable future for themselves, their communities, and their countries.



## GenU provides a universal agenda

All countries can and must do more to holistically support the aspirations of young people.

## Yuwaah is the India chapter of GenU

and is commitment to fostering breakthrough innovation by co-creating solutions with young people to ensure that they are the drivers and agents of social change.



# Introduction



Members of the Red Ribbon Club program, Datala Village, Chandrapur District, Maharashtra, India, January 2011. © UNICEF/UNI106569/Crouch

India is home to **20% of the global population of young people** – people aged between 10-24 years – making it the youngest nation in the world.<sup>32</sup> In absolute numbers, this demographic cross-section consists of about **364 million individuals**, claiming 30% of the national population share.<sup>33</sup>

In the past decade, there has been a rich discourse around India's demographic potential and the possible economic boost that can be leveraged by a rise in the working-age population (15-59 years) and the consequent drop in the dependency ratio. This demographic dividend is not India's destiny but rather a demographic phenomenon that the country must take advantage of by making timely and strategic investments in the young people.<sup>34</sup>

Given the right investments and opportunities, the working-age population will be left with more disposable income, which can in turn spur greater consumption, production, and investment – ultimately accelerating growth and shared wealth. Young people are a powerful force of change towards building a prosperous and stable future for themselves, their communities, and their countries.

Such transformation requires investment in essential services including education, health, and protection, in addition to addressing obstacles to civic engagement and the transition to employment.<sup>35</sup>

Using this background, this section will briefly introduce the five areas of Flexible Learning, Life Skills, Career Guidance, Skill Development and Placements, and Engagement of Young People. under YuWaah to understand their overall relevance in the Indian context and scope the larger gaps within them.

**India must take advantage of its demography by making timely and strategic investments in its young people.**



## Flexible Learning

Flexible education systems enable learners to move within and across education, training, and employment. It implies that young people can modify their learning pathways, as needed, to suit their interests and abilities. Flexibility in the delivery and timing of learning opportunities means that young people with other demands on their time can, despite that demand, continue to work on their chosen qualification or can return to learning if they have dropped out.

**Young people who face barriers to learning or whose education had been interrupted may benefit from an extended period to complete their studies, a possibility to attend courses on a part-time basis, or an alternative learning method.**

On the other hand, in systems that lack flexibility, it is difficult for young people to make transitions from one learning pathway to another. They may be restricted to their original choice even if they have realised that the choice is not right for them.<sup>36</sup>

While the exact number of Out of School Children (OOSC) in India remains debatable, the National Sample Survey (NSS) education round revealed that the figure stands at around 20 million children.<sup>37</sup> **The Ministry of Human Resource Development (MHRD) has estimated about 6 million OOSC's in India.** Further, while the Gross Enrolment Rate (GER) for the year 2016-17 at the primary education level stood at 93.5%,<sup>38</sup> it declined rapidly at the higher education level to a low of 51.3%.<sup>39</sup>

For this reason, it is necessary to provide education not only through formal delivery systems but also through flexible non-formal means. Furthermore, economic loss of OOSC in India represents a major failure – an underinvestment in human capital that results in significant income gaps, moreover, access to education is a fundamental right of children in the country. Thus, enrolling OOSC would generate returns that could surpass the budgetary spending and annual aid to basic education.<sup>40</sup>

Poor enrolment could be the result of a lack of interest in education, unsuitable school timings or language of institutions, inadequate teacher quality and numbers, non-availability of female teacher, non-availability of girls' toilet, financial constraints



Students at their school, Alangaon, Maharashtra, India.  
Photo Credit: CRS PHOTO / Shutterstock.com

of students, and engagement in domestic activities specifically for girls.<sup>41</sup>

**Irrespective of the reason for low enrolment, it is pertinent for the country to empower these children, especially girls, by providing them with avenues that gradually and flexibly mainstream them back into formal education or improve their economic opportunities through flexible learning, life skills and training in market relevant skills.**



## Life Skills

Life Skills have been defined as a set of universally applicable and contextual abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change".<sup>42</sup> According to the UNICEF framework, there are four dimensions of skills: Empowerment, Citizenship skills, Learning skills and Skills for Employability.





Empowerment



Citizenship



Learning



Employability

Four dimensions of skills according to the UNICEF framework

There are a cluster of 10 total core skills separated into each of these 4 dimensions and all dimensions are interdependent and overlap one another. The 10 core skills are:

|                          |                      |                        |                    |                        |
|--------------------------|----------------------|------------------------|--------------------|------------------------|
| 01.<br>Self-Awareness    | 02.<br>Communication | 03.<br>Resilience      | 04.<br>Empathy     | 05.<br>Participation   |
| 06.<br>Critical thinking | 07.<br>Creativity    | 08.<br>Problem Solving | 09.<br>Negotiation | 10.<br>Decision-making |

Research has highlighted the crucial need for the acquisition of Life Skills to negotiate the challenges of adolescence growth spurt, which, directly or indirectly impacts persistence in school, academic performance, mental and physical health, and financial stability.<sup>43,44</sup>

Building socio-emotional competencies not only improves academic achievement and educational attainment but has demonstrated strong correlations with personal satisfaction and growth, citizenship, and reduced risky behaviors like violence and drug use.<sup>45, 46, 47, 48, 49</sup> Thus, the uptake of Life Skills is a strong determinant of an individual's future, and their capacity to lead a responsible and productive life in society.<sup>50</sup>

In India, a recent study has highlighted that almost 58% employers compromise on qualifications when hiring talent and only 40% of industry executives think their new employees have requisite job skills. Moreover, the nature of demand for job skills has itself undergone a change with greater emphasis on non-cognitive skills.<sup>51</sup> The Indian policy vision for life skills stems from the lens of its potential impact on India's new economy and its growth– that is, imparting job skills to young people to enable the country to benefit from its

potential demographic dividend. **Largely, there is greater emphasis on making a person employable than life ready.**<sup>52</sup>

**However, emerging literature in the area has been focusing on poor Life Skills from a deprivation/ poverty lens– linked to the issues of developmental delays owing to adversity.** It is well established in the literature that poverty induced deprivation causes critical delays in development. Such deprivations are widespread in India– for instance, 39% of children between the age of 0-59 months are stunted and another 29% are underweight.<sup>53</sup> The delays caused by these deprivations include poorer cognitive abilities, poor information processing, emotion regulation difficulties, neuropsychological difficulties, and behavioural problems such as self-harm and social withdrawal, amongst others.<sup>54</sup> Life Skills capture the wide array of non- cognitive abilities that are closely linked to a child's development both physical and cognitive. Hence, it is essential to integrate Life Skills across grades along with a focus on training teachers on a wide-spectrum of age-appropriate life skills, based on the comprehensive Life Skills framework that is contextualised for India and is cognisant of the quantum of deprivation that Indian children have to navigate.<sup>55</sup>



## Career Guidance

Career Guidance helps people to reflect on their ambitions, interests, qualifications, and abilities. **Comprehensive Career Guidance tries to teach people to plan and make decisions about work and learning.** Career Guidance makes information about the labour market and educational opportunities more accessible by ensuring it is organised, systemised, and available when and where people need it– while also ensuring that the information is reasonably tailored to individual needs.<sup>66</sup>

Evaluation studies show that Career Guidance can increase job exploration and information search activities. **For such reasons, labour economists and labour market policy makers have long recognised that Career Guidance can help improve labour market efficiency.**<sup>57, 58, 59, 60, 61</sup> This recognition largely rests upon the value of information in improving labour market transparency and flexibility.

It also rests upon higher allocative efficiency as the result of a better match between individual talents and qualifications on the one hand and the skills and qualifications demanded by employers on the other. In principle, Career Guidance can assist in reducing unemployment– by helping to reduce the incidence of voluntary employment terminations, reduce periods of job search (thus reducing frictional



Child Resource Centre at slums of Shivaji Nagar, Mumbai, Maharashtra, India, May 2018. © UNICEF/UN0210155/Singh

unemployment), or encourage those made redundant to improve their qualifications or to seek new types of work in different regions (thus addressing structural unemployment).<sup>62</sup>

**According to the India Skills Report, 85% of young people in the country in higher education level feel unequipped to take decisions regarding their future career paths.**<sup>63</sup> What makes matters more complicated is the fact that 93% of schools are aware of only seven career options while there are over 250 possible career choices available in India today.<sup>64</sup> This shows that there is a clear gap in the availability of professional guidance for young people making career decisions.



## Skill Development and Placement

It is crucial to equip students with relevant skills that enable them to easily navigate the job market. It is evident that education systems, both formal and informal, need to lay the foundation for young people to become employable and skilling systems must be able to rely and build on that foundation instead of trying to compensate for it. **As envisaged by the Sustainable Development Goals (SDG), there is an urgent need to bridge the worlds of education and employment to better prepare young people for the world of work.**<sup>65</sup>

**The Labour Force Participation Rate (LFPR) among Indian youth is only 38.2%.**<sup>66</sup> Of the working youth, 34.8% work in agriculture, 16.2% work in manufacturing, and 14.8% work in construction. India is facing its highest unemployment in the last 45 years at 17.8% (Rural-16.6%, Urban- 20.6%) with most of its youth out of the labour force.<sup>67</sup> There is a significant gap between demand-supply in the job market. The recent Labour Force Participation Survey (LFPS) data further shows that unemployment rate is higher among young people who have undergone formal vocational education than those with no vocational education (either formal or informal), as show in figure 3.<sup>68 69</sup> **The country presently faces a dual challenge of severe paucity of skilled labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills.** The demographic landscape of India, with more than 12 million young people entering working age annually,



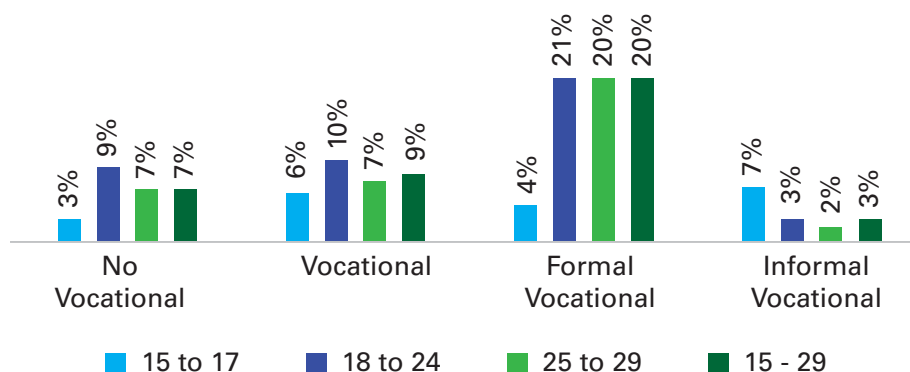


Figure 2: Youth unemployment rates by type of skill training

makes it imperative to provide sufficient opportunities to employ them. To enable employment ready workforce in the future, young people need to be equipped with necessary skills and education.<sup>70</sup>



## Engagement of Young People

The United Nations Convention on the Rights of the Child (UNCRC) outlines the civic, political, and social rights of children, including adolescents, while the Universal Declaration of Human Rights and the twin covenants on Civil and Political Rights and on Economic, Social and Cultural Rights affirm these rights for all people, including young people.<sup>71</sup> State parties who have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) are further committed to promoting equality for women and girls and enabling their rights to full participation and engagement.<sup>72</sup> In addition, the United Nations World Programme of Action for Youth (WPAY) provides a policy framework and plan of action for the purpose of strengthening national capacities in the field of youth and to increase the quality and quantity of opportunities available to young people for full, effective, and constructive participation in society.<sup>73</sup> **Altogether, the above-mentioned information shows a clear international commitment on Engagement of Young People.**

However, internationally, young people have very few opportunities to influence decision making on the rights that impact their present and future access to health, education, and protection.

**They also lack formal channels to effectively participate in political, civic, and economic life.** This is particularly true in developing nations like India, especially, for vulnerable groups of young people. Young women and girls, young people with disabilities, young refugee, and working adolescents and youth are most likely to face exclusion from the few opportunities that are available to them.<sup>74</sup>

India has been ranked 133rd out of 183 countries in the 2016 Global Youth Development Index (YDI) compiled by the Commonwealth Secretariat. India's neighbours rank better on the index with Sri Lanka, Bhutan and Nepal ranked at 31, 69 and 77, respectively.<sup>75</sup> The index ranks countries based on five parameters, namely, education, health, employment, civic participation, and political participation. The national performance can be improved in a holistic manner by providing young people with avenues for political participation, volunteering, and service.<sup>76</sup> In terms of budgetary allocation, the Ministry of Youth Affairs and Sports (MoYAS) spends about a third of its allocation on youth engagement while the rest of the fund is dedicated to the sports division of the Ministry- this has been a broadly consistent trend since financial year (FY) 2015- 16 to 2019-20.<sup>77</sup> This translates to roughly 2% of the annual national budget being dedicated to youth engagement programmes, initiatives, schemes, and outreach—there is clear scope for increasing Government of India's (GoI's) budgetary focus on youth engagement.<sup>78</sup>

**The focus on these five areas will enable the meaningful engagement of the young people, creating a generation of empowered, young change makers in India. It will ensure movement towards enabling 300 million young people as create space for developing their leadership, facilitating 200 million young people to gain relevant skills for productive lives and the future of work, and building pathways to aspirational socio-economic opportunities for an additional 100 million can be achieved.**

# LANDSCAPE ANALYSIS





The landscape analysis aims to gain a comprehensive understanding of the scope of solutions and innovations, their focus areas, and the multitude of the overall gaps. The section begins with a mapping of government policies, schemes, and initiatives that support ecosystems across the five areas.<sup>79</sup>

This is followed by a presentation of the synthesis of theme specific secondary research with the primary interviews, that were conducted for 120

organisations belonging to different stakeholder archetypes, across the five areas of interventions. Analysis of interventions by implementing organisations forms the crux of this landscape analysis. These surveyed organisations were shortlisted based on six prioritised parameters of Credibility, Work with Vulnerable Communities, Geographical focus, Scale, Alignment, and Technology—the scoring criteria and the associated scoring scale have been detailed in the Research Methodology section in the appendix.

The five key areas of intervention have been analysed in the following schematic flow:

01.

### Analysis of government initiatives

What are the policies or schemes have been implemented by the government to address these areas?

02.

### Analysis of interventions by implementing organisations

Which solutions have been employed by implementing agencies to address these areas?

03.

### Gap analysis

What are the gaps in the landscape of solutions?



## Flexible Learning

### Analysis of government initiatives

India has tried to inculcate principles of Flexible Learning systems to meet the needs of students across age, geographies and varied contexts. GoI has used a multi-pronged approach to both nurture an ecosystem for open-schools and colleges, distance learning, and digital learning while also designing initiatives to ensure equitable access and retention of students. The MHRD is the key central ministry supervising these initiatives. The key initiatives include:

#### National Institute of Open Schooling (NIOS):

Formerly known as National Open School (NOS) was established in November 1989 as an autonomous organisation in pursuance of National Policy on Education 1986 by the MHRD, GoI. NIOS is providing several vocational, life enrichment and community-oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE).<sup>80</sup>

#### Indira Gandhi National Open University (IGNOU):

The National Resource Centre for Open and Distance Learning (ODL), provides seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies. It aims to provide quality higher education opportunities to all segments of society. It also aims

to encourage, coordinate and set standards for distance and open education in India, and to strengthen the human resources of India through education.<sup>81</sup>

#### Skills Assessment Matrix for Vocational Advancement of Youth (SAMVAY):

The MHRD programme is designed to achieve the three cardinal principles of its education policy, that is, access, equity and quality. The objective of this effort is to take the best teaching-learning resources to all, including the most disadvantaged. SAMVAY seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.<sup>82, 83</sup>

#### Sarva Shiksha Abhiyan and Mid-Day Meal Scheme:

considerable gains have been made for education, particularly in ensuring children's access to education, through the government's Sarva Shiksha Abhiyan Programme implemented under the Right of Children to Free and Compulsory Education (RTE) Act. Further, the Mid-Day Meal Scheme is also being implemented to enhance enrolment and retention of children in schools.<sup>84</sup>

#### Kasturba Gandhi Balika Vidyalaya Scheme:

Another such preventive intervention of the government to reduce school dropout rates is the Kasturba Gandhi Balika Vidyalaya Scheme, which provides for setting up of residential upper primary schools for girls from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs) and Minority communities.<sup>85</sup>

### Draft National Education Policy (DNEP):

The DNEP proposes to focus on OOSCs through various monitoring methods and support facilities for students in government schools.<sup>86</sup> To track OOSCs, the government has set up an appropriate

area-specific and locally relevant mechanism in collaboration with social workers, principals, community members, and School Management Committee (SMCs) with the aim to track and create a database of all dropouts and OOSCs.<sup>87</sup>

## Analysis of initiatives by corporates, non-profits, etc.

### Organisations in the domain of Flexible Learning are usually driven by a common outcome:

To mainstream OOSC's into formal education, improve their employability through non-formal training and to facilitate a change in the mindsets of parents to ensure greater retention of students in school.

**These organisations were analysed to identify the features instrumental in supporting the achievement of the above-mentioned outcome. Following three characteristics have emerged from this analysis:**

#### 1. Adopting a systemic approach:

➤ Bharti Foundation has a separate vertical for Knowledge Management and Research vertical to ensure holistic design and comprehensive assessment.

➤ Turnstone Global hires experienced local teachers who are committed to working with the community and orients them to the profile of the students—this

not only warrants quality but also ensures minimal teacher absenteeism in their slum schools.

#### 2. Community-centric approach:

➤ Agastya Foundation's iMobile and iCommunity programme have enabled thousands of children in rural areas of southern India to learn through innovative media platforms. Under this programme, a mobile lab outfitted with solar power and digital equipment's travels to the rural areas to impart to children and improve awareness of the children.

#### 3. Innovative use of technology:

➤ To ensure community centricity of the implemented program, Nalanda Resource Centre has established multiple local institutions to teach children as well as their parents. Local languages are used to ensure ease in learning. Further, to enable equitable access they also encourage local hiring.

➤ Educate Girls has engaged with a huge base of community volunteers to identify, enrol and retain OOSC and improve their foundational skills.

### The 25 Flexible Learning organisations studied in the analysis are:

|  |                                    |  |   |                                    |
|--|------------------------------------|--|---|------------------------------------|
| Agastya International Foundation         | CRY                                | Empowering Minds   | Institute for Developmental Education and Action, Bihar | Save the Children                  |
| Barefoot College                         | DEHAT                              | Foundation for Education and Development / Doosra Dashak | Lokmitra  | Smile Foundation                   |
| Bharti Foundation                        | Development Focus                  | Hans Foundation  | Nalanda Resource Center for Educational Innovation      | Suchana (Replaced with Nanhi Kali) |
| Centre for Unfolding Learning Potentials | Educate Girls                      | Happy Horizons Trust                                     | Nav Bharat Jagriti Kendra                               | Tiljala SHED                       |
| Child In Need Institute (CINI)           | Ekal Vidyalaya Foundation of India | Indian Dreams Foundation                                 | Rotary India Literacy Mission                           | Urmul                              |

**These organisations have holistic approaches that support Flexible Learning. The following table showcase the summary of these approaches:**

Table 1: Intervention Models for Flexible Learning Organisations

| Intervention Model   | Approach                          | Details   | Organisations  |
|--|-----------------------------------|---|--|
| Mainstream OOSC's into formal schooling by providing them development-appropriate bridge courses | Special Training Programmes (STP) | Time bound Programmes that bring OOSC up to age- appropriate learning levels and mainstream them into age- appropriate classes in the formal schooling system         | <ul style="list-style-type: none"> <li>• Bharti Foundation,</li> <li>• Urmul,</li> <li>• Child In Need Institute (CINI),</li> <li>• Nalanda Resource Center for Educational Innovation,</li> <li>• Hans Foundation</li> <li>• Empowering Minds</li> <li>• Lokmitra</li> <li>• Barefoot College</li> <li>• Centre for Unfolding Learning Potentials</li> <li>• Agastya International Foundation</li> <li>• Ekal Vidyalaya</li> <li>• Foundation of India</li> <li>• Rotary India Literacy Mission</li> <li>• Institute for Developmental Education and Action, Bihar</li> </ul> |
|  | Open Learning Centres             | Open learning Centres are institutions that provide learning and educational support to OOSC using technology   | <ul style="list-style-type: none"> <li>• Development Focus</li> <li>• DEHAT</li> <li>• Child In Need Institute (CINI)</li> <li>• Nav Bharat Jagriti Kendra</li> <li>• Tiljala SHED</li> <li>• Institute for Developmental Education and Action, Bihar</li> </ul>   |
|  | Residential Programmes            | Programmes specifically cater to serving children with special needs and integrate them into the education system through a time bound residential training programme | <ul style="list-style-type: none"> <li>• Urmul</li> <li>• Barefoot College</li> <li>• Nav Bharat Jagriti Kendra</li> <li>• Lokmitra</li> </ul>   |

| Intervention Model   | Approach                        | Details  | Organisations   |
|--|---------------------------------|--|---|
| Non-formal programmes using innovative solutions that address the unique barriers OOSCs face | One Teacher Schools Programmes  | Generally non-formal in setting, these programmes involve one teacher holding regular primary education classes with OOSCs   | <ul style="list-style-type: none"> <li>• Ekal Vidyalaya Foundation of India</li> </ul>  |
|  | Evening/Night School Programmes | Evening/night school programmes which are generally non-formal, and take place in the evening or night to cater to children who have other duties during the day                       | <ul style="list-style-type: none"> <li>• Barefoot College</li> <li>• Indian Dreams Foundation</li> </ul>  |
|  | Non-formal Learning Programmes  | Non-formal learning programmes that follow non-conventional methods outside the formal education system such as using sports/arts as medium, skilling or vocational education for OOSC | <ul style="list-style-type: none"> <li>• Centre for Unfolding Learning Potentials</li> <li>• Bharti Foundation</li> <li>• Bharti Foundation</li> <li>• Dehat</li> <li>• Hans Foundation</li> <li>• Seva Mandir</li> <li>• Nav Bharat Jagriti Kendra</li> <li>• Indian Dreams Foundation</li> <li>• Save the Children</li> </ul> |
| Technology enabled solutions using technology as a medium to address the barrier of access   | Mobile Learning Programmes      | Mobile learning programmes are interventions that physically bring educational resources – libraries and science labs to OOSC who would otherwise have no access to them               | <ul style="list-style-type: none"> <li>• Smile Foundation</li> <li>• Agastya International Foundation</li> </ul>  |
|  | e-Learning Solutions            | Tech-enabled eLearning solutions that allow students to overcome the barriers to access learning   | <ul style="list-style-type: none"> <li>• Pratham</li> <li>• Rotary India Literacy Mission</li> <li>• Happy Horizons Trust</li> <li>• Centre for Unfolding Learning Potentials</li> </ul>  |



## Gap Analysis

The overall analysis of the initiatives undertaken by the implementing organisations working in the space of enhancing Flexible Learning systems reveals that while unique approaches have come up in this field, there exist substantial gaps in the current intervention landscape. **The following points highlight the major gaps:**

### **Qualitative engagement with parents and children for mindset change:**

One of the primary reasons for children being OOSC is because education is not considered necessary by families – more in the case of girls than boys.<sup>88</sup>

Organisations find it challenging to work with parents with conservative mindsets as they usually discourage their children from attending specialised Flexible Learning programmes, primarily due to lack of awareness.

### **Tracking and retention of marginalised OOSC:**

Most OOSC hail from disadvantaged groups, particularly SCs, STs, and Muslim communities.<sup>89</sup> High migration among these groups makes it difficult for organisations to track and continue their intervention, or measure impact of their work. Often organisations find that students have migrated and dropped out of school after they were mainstreamed. No dedicated government mechanisms exist to track these children.

### **Capacity and retention of teachers:**

OOSCs are primarily from areas that are hard to reach, fraught with geographically constraint. Identification and retention of quality teachers in these areas becomes a major bottleneck as often teachers are not equipped to handle diverse groups of students in such challenging environments, which leads to higher attrition of teachers in Flexible Learning programmes.



## Life Skills

### Analysis of government initiatives

The policy focus on Life Skills in India is broadly in the domains of education and skilling towards employment. The education domain encompasses Life Skills education for students and teacher training under the overall supervision of the **Ministry of Human Resource Development (MHRD)**.

The Ministry of Skill Development and Entrepreneurship (MSDE) monitors the domain of skilling towards employment. However, specific programs and initiatives run by Ministry of Women and Child Development (MWCD), Ministry of Youth Affairs and Sports (MoYAS) and the Ministry of Minority Affairs also focus on inculcating Life Skills. These policies/ initiatives/ programs are listed under:

### **National Curriculum Framework (NCF) and position papers:**

In 2005, the National Council of Education Research and Training (NCERT) published the updated NCF to influence curriculum designs across Central Board schools in both rural and urban areas—this curriculum framework contains references to Life Skills. NCERT has since released two position papers:

#### ➤ **Education for Peace (2005):**

The paper considers the role of the teacher in the context of mentorship and highlights their importance as role models of values such as the art of listening, the humility to acknowledge and correct one's mistakes, assuming responsibility for one's actions, sharing concerns, and helping each other to solve problems transcending differences.<sup>90</sup>

#### ➤ **Health and Physical Education (2016):**

The paper delves into the Life Skills for students being (a) critical thinking (b) interpersonal communications skills and (c) negotiation skills, while for teachers these include (a) communication skills (b) skills for being non-judgmental and (c) skills for having empathy. The paper identified various Non-Governmental Organisations (NGOs) as case studies to imbibe learnings from them into the national curricula.<sup>91</sup>

#### **Draft New Education Policy (DNEP-2019):**

Recently, MHRD led expert consultations around the DNEP which concluded in concrete inputs around integrating Life Skills in education across curricula and assessments through the mechanism of curriculum renewal, exam reforms and teacher training.<sup>92</sup>

### School Health Programme:

The joint MHRD and MoHFW programme is designed to provide two teachers in every school who are designated as “Health and Wellness Ambassadors.” These teachers will be trained to transact health promotion and disease prevention information in the form of interesting activities for one hour every week. These health promotion messages will also have bearing on improving health practices in the country as students will act as Health and Wellness Messengers in the society.<sup>93</sup>

### Samagra Siksha Abhiyan (SSA):

SSA is designed, implemented and monitored by the MHRD. By setting up youth and eco-clubs across primary and secondary schools, the programme envisages to place equal importance to both scholastic and co-scholastic abilities, children and young people will acquire Life Skills that will help them to, know their rights, articulate their concerns, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress shame and fear.<sup>94</sup>

### Scheme for Adolescent Girls (SAG):

SAG is a MWCD scheme that targets the Out of School Girls (OOSGs) in the age group of 11 to 14 years. The beneficiaries are entitled to receiving supplementary nutrition, Life Skills education, nutrition and health education, awareness about socio-legal issues, and existing public services.

The non-nutrition component of the scheme aims to motivate OOSGs to return to formal schooling or vocational /skill training.<sup>95</sup>

### Nai Manzil:

Launched in 2015, the programme aims to benefit the minority youths who do not have a formal school-leaving certificate. It aims to provide formal education and skills, and enable them to seek better employment and livelihoods in the organised sector. The Ministry of Minority Affairs programme offers skills training compliant with National Skills Qualification Framework (NSQF). Training on health and Life Skills is also imparted to the beneficiaries.<sup>96</sup>

## Analysis of initiatives by corporates, non-profits, etc.

The 25 Life Skills organisations studied in the analysis are:

|                                |                            |                           |                         |                                       |
|--------------------------------|----------------------------|---------------------------|-------------------------|---------------------------------------|
| Navjyoti India Foundation      | CRY – Child Rights and You | Concern India Foundation  | Shyamchi Ai Foundation  | Learning Curve Life Skills Foundation |
| The Naz Foundation             | Project KHEL               | Room to Read              | Mentor Together         | Yuwa-India                            |
| Nalandaway Foundation          | Make A Difference          | Design for Change (India) | The Nudge Foundation    | Saath Charitable Trust                |
| Udaan India Foundation         | OSCAR Foundation           | The Akanksha Foundation   | Dream a Dream           | Magic Bus India Foundation            |
| Enabling Leadership Foundation | LXL Ideas                  | Quest Alliance            | ChildFund International | Sarathi Development Foundation        |

### Organisations in the domain of Life Skills are usually driven by a common outcome:

To foster the creation of a well-rounded workforce, with emphasis on the development of both cognitive and non-cognitive skills, with a greater focus on improving non-cognitive skills.

### These organisations were analysed to identify the features instrumental in supporting the

### achievement of the above-mentioned outcome. Following three characteristics have emerged from this analysis:

#### 1. Knowledge creation and capacity building:

➤ Dream a Dream has devised a framework to measure the impact of their Life Skills interventions which has also been adopted by other organisations in the sector.

➤ Yuwa Foundation has partnered with the American India Foundation (AIF) to devise a global-standard curriculum for Life Skills, which they plan to open source to schools, practitioners and NGOs in the sector.

➤ Room to Read has gone beyond the traditional methods of training teachers, and instead provide continuous and iterative on-site support, whereby they visit schools in six week intervals to provide support to teachers, provide any clarifications and understand their feedback

## 2. Leveraging Partnerships:

➤ Quest Alliance, Shyamchi Aai Foundation, Learning Skills Curve have leveraged partnerships with state governments to integrate Life Skills into the school curriculum and implement them at scale.

➤ Outcome-based corporate partnerships have emerged as a leading solution with Quest Alliance raising funds for research from Accenture. Learning Skills Curve Foundation has received funding from JP Morgan to develop technology-enabled applications to implement solutions at scale.

➤ Yuwa Foundation, an organisation which delivers Life Skills through football for young girls, reported raising outcome-based Corporate Social Responsibility (CSR) funding from partner organisations. The funds are used to create new sports infrastructure to support football within their schools.

➤ Yuwa Foundation and Mentor Together have leveraged community-based partnership to deliver their services and deliver Life Skills based on the mechanism of self-selection.

## 3. Innovative use of technology:

➤ The Nudge Foundation has adopted technology-led solutions for training young people and has created an online platform to train teachers to deliver Life Skills, they have reported this to be one of their successful practices.

➤ Mentor Together is reportedly the first organisation which has leveraged the use of technology to create a mobile application called 'Mentor To Go' to mentor young people, specifically those from rural areas who do not have access to immediate mentorship.



Students studying in computers in a classroom in Ludhiana, Punjab, India. Photo Credit: Prabhjit S. Kalsi / Shutterstock.com

Life Skills organisations are driven by a common outcome - to foster creation of a well-rounded workforce, with emphasis on the development of both cognitive and non-cognitive skills, with a greater focus on improving non-cognitive skills.

These organisations have holistic approaches that support the integration of Life Skills in both formal and informal modes of education— with emphasis on experiential learning. The following table showcases the summary of these approaches:

Table 2: Intervention Models for Life Skills Organisations

| Intervention Model   | Approach  | Details   | Organisations  |
|--|---|---|--|
| Training young people: interventions focused on imparting Life Skills education directly to young people to build skills that can lead to positive life outcomes | Imparting Life Skills in a formal classroom setting                 | Implementation in schools through courses self-designed by the organisations<br><br>Emphasis on decision-making, problem-solving and critical thinking abilities                                | <ul style="list-style-type: none"> <li>• CRY – Child Rights and You</li> <li>• Shyamchi Ai Foundation</li> <li>• Design for Change India</li> <li>• The Naz Foundation</li> <li>• Project KHEL</li> <li>• Nalandaway Foundation</li> <li>• Learning Curve Life Skills Foundation</li> </ul>  |
|  | Imparting Life Skills outside classrooms through informal setting   | Play-based experiential learning<br><br>Designed to build awareness, confidence and resilience in children and young people through sports, arts, music, drama etc.                             | <ul style="list-style-type: none"> <li>• Learning Curve Life Skills Foundation</li> <li>• Magic Bus India Foundation</li> <li>• The Akanksha Foundation</li> <li>• OSCAR Foundation</li> <li>• Make A Difference</li> <li>• The Nudge Foundation</li> <li>• CRY – Child Rights and You</li> <li>• Udaan India Foundation</li> <li>• Dream a Dream</li> <li>• Concern India Foundation</li> </ul> |
|  | Skill development and vocational training embedded with Life Skills | Impart Life Skills as a component of skill development programmes to develop soft skills like self-awareness, negotiation and decision-making aimed at preparing young people for the workplace | <ul style="list-style-type: none"> <li>• Navjyoti India Foundation</li> <li>• The Nudge Foundation</li> <li>• Saath Charitable Trust</li> </ul>  |

| Intervention Model   | Approach                               | Details   | Organisations   |
|--|--|---|---|
| Training and sensitising community: interventions focus on engaging with stakeholders within the ecosystem to ensure holistic, long-term sustainable delivery of Life Skills interventions | Life Skills training for teachers      | Train school teachers on Life Skills to bring about a change in their mindsets.<br><br>To equip them with tools to teach Life Skills efficiently  | <ul style="list-style-type: none"> <li>• The Naz Foundation</li> <li>• Learning Curve Life Skills Foundation</li> <li>• Shyamchi Ai Foundation</li> </ul>         |
|  | Sensitisation for parents and families | Conduct awareness sessions on the importance of Life Skills through one-on-one counselling, community discussions, school management committee (SMC) meetings etc. to engage parents and families and encourage the need to provide family support for young people | <ul style="list-style-type: none"> <li>• CRY – Child Rights and You</li> <li>• Learning Curve Life Skills Foundation</li> <li>• Shyamchi Ai Foundation</li> </ul> |

## Gap Analysis

The overall analysis of the initiatives undertaken by the implementing organisations working in the space of integrating Life Skills in formal and non-formal education reveals that while unique approaches have come up in this field, there exist substantial gaps in the current intervention landscape. **The following points highlight the major gaps:**

### Lack of common understanding and tools:

Given the lack of a common definition of Life Skills, different organisations use inconsistent definitions-often, creating their versions of it. Further, the absence of standardised assessment tools makes it difficult to measure and report the impact of Life Skills interventions. Further, there are varied life skills frameworks, hence, organisations rely on different frameworks for life skills resulting in inconsistent on- ground implementation.

### Stagnation due to limited lens:

The importance of Life Skills education is often evaluated based on its contribution to making a person employable rather than being life ready. Interventions have continually been approached through an instrumentalist lens, whereby corporate ideologies believe that adversity can be mediated through the imparting of employable and vocational skills, which increase young people's ability to identify occupational opportunities for

economic growth and improved livelihoods. Thus, life skill programmes have become stagnant due to an overemphasis on employability, systemic challenges, and mutually exclusive sector efforts.<sup>97</sup>

### Limited investment & need for synergy:

There has been limited funding in the space of Life Skills, it is often funded from the available pool of education programmes. Further, due to huge information asymmetries, implementation organisations are often found duplicating existing efforts. There is limited synergy in existing efforts due to lack of engagement amongst stakeholders in the ecosystem.

### Perception issues:

Despite unique approaches to Life Skills solutions, Indian ecosystem struggles with the continuing perception that cognitive skills and academic outcomes are more important in the domain of education than non-cognitive skills. This compounds in challenges with funding, lack of trainers, and/or institutional access to Life Skills learning.

### Non-existent multi-stakeholder lens:

Numerous organisations in the Life Skills ecosystem focus on teacher capacity building with limited focus on viewing teachers as beneficiaries themselves. Similarly, there is a need to engage parents and community members to ensure the holistic delivery of Life Skills interventions.





# Career Guidance

## Analysis of government initiatives

In India, Career Guidance is not the core responsibility of a singular Ministry but a shared responsibility of multiple ministries, particularly the **Ministry of Skill Development and Entrepreneurship (MSDE)** and **Ministry of Labour and Employment (MoLE)**. Other ministries include Ministry of Human Resource Development (MHRD) and Ministry of Social Justice and Empowerment (MSJE). Although Career Guidance has not been at the forefront of government initiatives, in the recent past the GoI has undertaken multiple initiatives to propel the Career Guidance ecosystem in India. **The key initiatives include:**

### National Career Service (NCS):

NCS is a five-year mission mode project being implemented by the MoLE. It is a one-stop solution that provides a wide array of employment and career related services to the citizens of India. It works towards bridging the gap between jobseekers and employers, candidates seeking training and Career Guidance, and agencies providing training and career counselling. The NCS project reaches out to the people of this country through its three essential pillars<sup>98</sup>

➤ A well designed, **NCS portal** which provides a wide range of integrated career related services including job search, job matching, rich career content, career counselling, information on job fairs, etc.

➤ Country wide set up of **Career Centres** to serve as the pivotal outreach and counseling interface of the NCS for supporting millions of aspiring young people from rural, semi urban areas, and disadvantaged sections of the society.<sup>99</sup>

➤ Interlinkage employment exchange across states with NCS As of March 2020, the portal had ~8.9 lakh active job seekers between the age group of 18- 35 years and 662 counsellors.<sup>100</sup>

### National Institute for Career Service (NICS):

NICS was set up in October 1964 under MoLE. It was emanated out of the realisation that the efficiency of the employment service depended on well trained officers as well as constant research in the labour and employment market. Under the NCS Project, NICS-NOIDA has been made the nodal institute for capacity building of employment service personnel for counselling related services and research and training in employment. In addition, progress of Model Career Centres and implementation of Young Professional scheme are being monitored by NICS.<sup>101</sup>

## Analysis of initiatives by corporates, non-profits, etc.

**The 24 Career Guidance organisations studied in the analysis are:**

|  |                      |                  |  |                        |
|--|----------------------|------------------|--|------------------------|
| Bright Future Foundation   | Career Corner        | Career Mantaran  | UNDP's Project DISHA                               | Child Fund India       |
| Dheya  | Xomidhan             | Dream Ahead      | SAF India  | Fuel                   |
| Saath  | Khushii              | Mindler          | Pure India Trust                                   | Quest Alliance         |
| Sairam Institute   | DreamPath Foundation | Swashrit Society | The Antarang Foundation                            | The Miracle Foundation |
| The Promise Foundation   |                      |                  | Dream a Dream Foundation                           |                        |
| iDreamCareer (with Delhi Government, Central Square Foundation and UNDP) |                      |                  | Center of Education & Development Programmes Trust |                        |



**Organisations in the domain of Career Guidance are usually driven by a common outcome:**

To create awareness of suitable opportunities across different domains among people from diverse socio-economic backgrounds.

**These organisations were analysed to identify the features instrumental in supporting the achievement of the above-mentioned outcome. Following three characteristics have emerged from this analysis:**

**1. Systemic approach to build the internal capacity of the organisation:**

➤ Antarang Foundation focuses on building the skills of their Career Guidance trainers through regular workshops or trainings. Other organisations such as Dheya, Shyamchi Aai Foundation (SAF), Swashrit, Promise Foundation and Mindler have also reported conducting similar workshops or trainings for their trainers.

➤ The Promise Foundation has designed an intensive certification course for counsellors to adopt the 'Jiva methodology', an intra-individual approach to help individuals explore and gain insights into their interests and aptitudes. It has trained over 200 counsellors across the country, contributing to growing the ecosystem of Career Guidance in India.

**2. Innovative use of technology**

➤ Mindler has used artificial intelligence and machine learning to produce individualistic career assessments of student's interests, aspirations, and aptitudes.

➤ Private organisations such as iDreamCareer, Mindler, and Dheya have created web and mobile-based applications that provide students with quizzes, assessments, psychometric tests, study materials, etc.

➤ Shyamchi Aai Foundation and Career Corner have created offline mobile applications for career support and awareness and have set up 24\*7 career helplines to address the needs of young people in rural and hard-to-reach areas.

**3. Community-centricity**

➤ Organisations such as iDreamCareer, CareerCorner and Mindler have invested in creating Career Guidance modules in local languages for the communities they work with to ensure equitable access to information regarding educational and occupational opportunities.

➤ UNDP's Project Disha has curated their Career Guidance intervention with a gender lens targeting young girls and women.

Students surfing the net at campus, Nagpur, Maharashtra, India. Photo Credit: CRS PHOTO / Shutterstock.com



**These organisations have holistic approaches that facilitates quality Career Guidance. The following table showcases the summary of these approaches:**

Table 3: Intervention Models for Career Guidance Organisations

| Intervention Model   | Approach  | Details  | Organisations  |
|--|---|--|--|
| Career Guidance for immediate employability: provide job-seeking young people with guidance on relevant opportunities, employable skills, and capability development to secure aspirational jobs | Career Guidance based on psychometric analysis and access to career portals | Use psychometric tests that can produce personalised report for young people to enable selection of career paths   | <ul style="list-style-type: none"> <li>• Swashrit Society</li> <li>• iDreamCareer (with Delhi Government, Central Square Foundation and UNDP)</li> <li>• Dheya</li> <li>• Child Fund India</li> <li>• Mindler</li> <li>• Sairam institute</li> </ul> |
|  | Vocational skill development and job exposure                               | Provide training to develop necessary skills to secure jobs among the young people who are unable to (or do not wish to) pursue higher education   | <ul style="list-style-type: none"> <li>• Career Mantaran</li> <li>• UNDP's Project DISHA</li> <li>• Quest Alliance</li> <li>• Bright Future Foundation</li> <li>• Dream a Dream Foundation</li> </ul>  |
|  | Career Guidance and integration of integrate 21st century skills            | Prepare young people for future employability by offering guidance and training on job-relevant 21 <sup>st</sup> century skills such as language fluency, digital literacy, etc.   | <ul style="list-style-type: none"> <li>• Saath</li> <li>• The Antarang Foundation</li> <li>• UNDP's Project DISHA</li> <li>• Dream a Dream Foundation</li> <li>• The Promise Foundation</li> </ul>   |
| Ecosystem awareness on career opportunities: engage relevant stakeholders to break stereotypes regarding career choices  | Career awareness among stakeholders to minimise barriers                    | Work at the ecosystem level to engage relevant stakeholders in challenging presumptions around non-traditional or traditional careers and encourage families, teachers, and people in the immediate community of young people to change their mindsets | <ul style="list-style-type: none"> <li>• The Antarang Foundation</li> <li>• Bright Future Foundation</li> <li>• The Miracle Foundation</li> <li>• Shyamchi Aai Foundation</li> </ul>   |

## Gap Analysis

The overall analysis of the initiatives undertaken by the implementing organisations working in the space of Career Guidance reveals that while they have made significant progress in this field, there exist substantial gaps in the current intervention landscape. **The following points highlight the major gaps:**

### **Shortage of certified Career Counsellors:**

Due to the absence of nationally recognised certifications, there is a dearth of certified career counsellors. This continues to be a major impediment to the efficacy of Career Guidance across regions. As a result, the young people do not receive counselling services meeting the global quality standards.

### **Insufficient contextualisation of solution offerings:**

Whilst the majority of the Career Guidance organisations adopt some form of globally applied psychometric analyses and/or interests testing

methods, only a few organisations have developed models which are specifically tailored and contextualised to meet the needs of the Indian job-market and its young people.

### **Inadequate solutions catering to the rural areas:**

Majority of the existing solutions caters to the urban cities and towns where students have access to qualified counsellors. However, there exists a shortage of Career Guidance facilities in the rural areas and the limited existing facilities do not meet the quality standards.

### **Unwillingness to pay for Career Guidance solutions:**

The strong interference and influence of parents, families and school authorities on the career choices and the absence of a mandatory government guideline has undermined the importance of Career Guidance. Consequently, the students are unlikely to pay for access to such services.



## Skill Development and Placements

### Analysis of government initiatives

The skilling ecosystem in India is anchored by the **Ministry of Skilling Development and Entrepreneurship (MSDE)**, operating through agencies such as the National Skill Development Corporation (NSDC), National Skill Development Agency (NSDA) and Directorate General of Training (DGT). The skill ecosystem in India is seeing some great reforms and policy interventions which are reinvigorating and re-energising the country's workforce today and is preparing young people for employment (job or self-employment) and growth opportunities. **The key initiatives include:**<sup>102</sup>

#### **Skill India:**

An initiative of the GoI which was launched to empower young people with skill sets which make them more employable and more productive. Skill India offers courses across 40 sectors which are aligned to the standards recognised by both, the industry, and the government under the National Skill Qualification Framework.

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

The flagship scheme Skill India aims to provide training in varied sectors such as Agriculture, Apparel, Home furnishing, Automotive, Beauty &

Wellness, Construction, Gems & Jewelry, and Media & Entertainment to name a few. Till date, about 50 lakh people have been skilled under the scheme.<sup>103</sup>

#### **Recognition of Prior Learning (RPL):**

RPL was launched under PMKVY to recognise and certify skills acquired through informal means, bringing about a major shift from unorganised sector to an organised economy. So far, more than ten lakh people have been certified and formally recognised under the program.

#### **Apprentices Act 1961:**

The Ministry has also actively made comprehensive reforms to the Apprentices Act 1961 to give maximum control to the private sector so that the industry standards are maintained as per market requirement.

#### **National Apprenticeship Promotion Scheme (NAPS):**

Introduced in August 2016, the scheme promotes a sustainable model of skill development and industry connect. Under this scheme, the GoI provides financial benefits for apprenticeship. Over seven lakh apprenticeship trainings have been conducted.

**Pradhan Mantri Yuva Yojana (PM-YUVA):**

The scheme aims to educate and equip potential and early stage entrepreneurs and catalyse a cultural shift to support aspiring entrepreneurs. The candidates are also linked to the Micro Units Development and Refinance Agency Ltd. (MUDRA) scheme of the government to get assistance in initial business funding.

**Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDU-GKY):**

This skill training scheme has dual objective of adding diversity to the incomes of rural poor families and catering to the career aspirations of rural youth.<sup>104</sup>

**Deen Dayal Antyodaya Yojna (DAY):**

The scheme aims to reduce poverty and

vulnerability of the urban poor households by enabling them to access gainful self-employment or skilled wage employment opportunities.<sup>105</sup>

**Samagra Siksha:**

Under Vocational Education component of Samagra Shiksha, NSQF compliant vocational courses are taught to the students from class IX to XII. At the secondary level i.e. Class IX and X, vocational modules are offered to the students as an additional subject.

At senior secondary level, i.e. Class XI and XII, vocational courses are offered as a compulsory (elective) subject. Under the scheme, Vocational Courses based on the Job roles which have been approved by National Skill Qualification Committee (NSQC) are offered in the schools.<sup>106</sup>

## Analysis of initiatives by corporates, non-profits, etc.

The 21 Skill Development and Placement organisations studied in the analysis are:

|                      |                        |                        |             |                   |
|----------------------|------------------------|------------------------|-------------|-------------------|
| Anudip               | Don Bosco Tech Society | Dr. Reddy's Foundation | Edu Bridge  | Head-Held-High    |
| IIT Alumni           | IL&FS Skills           | Labournet              | LeapSkills  | Lend-a-hand India |
| Lok Bharti           | Quess                  | Quest Alliance         | Tata Strive | Team Lease        |
| The Nudge Foundation | Udaan India Foundation | Unnati (Bangalore)     | Virohan     | Youth4Job         |
| Yuva Parivartan      |                        |                        |             |                   |

**Generally, these organisations have focused on three key outcomes:**

1. To train the trainees on quality technical and soft skills that are industry relevant
2. To reduce dropout rate in the programmes
3. To ensure long-term workforce participation among their trainees

**These organisations were analysed to identify the features instrumental in supporting the achievement of the above-mentioned outcomes. Following three characteristics have emerged from this analysis:**

**1. Partnership with the government:**

➤ Organisations such as Teamlease, Dr. Reddy's Foundation, and Quess Corp have carried out implementation of flagship skill development

programmes of the government at the central (PMKVY, DDU- GKY, Samagra Shiksha Abhiyan etc.) and state level.

➤ Tata Strive has conducted a large-scale programme for the Government of Orissa on imparting Life Skills to school-going children.

➤ Leapskills has engaged with State Skill Mission of Himachal, Haryana and Bihar for the implementation of their own skill development programmes.

➤ Youth4Work has partnered with the district department of Public Works Department (PWD) to undertake geographical analysis to conduct targeted mobilisation of young people.



## 2. Technological integration

➤ Tata Strive has launched a data dashboard called “Insights” to capture data across its functions and activities to generate business insights. This involves data from student and trainer attendance to data on funder management. The organisation has also come up with a facial recognition application, Vidyaroha, to strictly monitor student and trainer attendance.

➤ Leapskills, Virohan, and Dr. Reddy’s Foundation have developed profiling techniques using machine learning algorithms to predict job market trends and ensure strong matches between student needs/aspirations and the potential pool of employees.

## 3. Young people centrality

➤ Along with counselling for students, Youth4Work conduct one-one parental counselling sessions to address their concerns around the job roles, career prospects, safety, and security of the young people.

➤ The Nudge Foundation works extensively to prepare students for job interviews, provide 24\*7 support through helplines, connect them to alumni networks for peer support, and track them for at least a year post placement to ensure they don’t face any challenges on the job.

**These organisations have holistic approaches that support young people through their skilling life cycles. The following table showcases the summary of these approaches:**

Table 4: Intervention Models for Skilling and Placement Organisations

| Intervention Model  | Approach  | Details   | Organisations  |
|---|---|---|--|
| Mobilisation model: to identify and onboard young people who are aligned to the programme features and amass family/ community buy-in | Alignment with the aspirations of young people to ensure effective mobilisation | Develop tools for pre-programme counselling to share programme information with young people and psychometric assessments to set expectations around potential outcomes | <ul style="list-style-type: none"><li>• Dr. Reddy’s Foundation</li><li>• Tata Strive</li></ul>                       |
|   | Skill prioritisation based on local demand to ensure employment opportunities   | Select skills for training based on the market demand across sectors and regions using State Skill Gap reports, on-ground evaluation, etc.                              | <ul style="list-style-type: none"><li>• The Nudge Foundation</li><li>• Quest Alliance</li></ul>                      |
|   | Community sensitisation to create awareness about the interventions             | Organise sensitisation workshops, awareness camps, one on one counselling, etc. with parents and community to minimise dropout owing to lack of support from them       | <ul style="list-style-type: none"><li>• The Nudge Foundation</li><li>• Quest Alliance</li><li>• Lok Bharti</li></ul> |

| Intervention Model  | Approach   | Details  | Organisations  |
|---|--|--|--|
| Training model: to build the necessary transferable and technical skillset for long-term employability        | Training to build technical skills as per the market demand                | Develop quality technical skills by training them through industry approved and certified courses  | <ul style="list-style-type: none"> <li>• All of them</li> </ul>  |
|   | Emphasis on transferable skills to prepare young people for the job market | Invest on developing Life Skills, soft skills, digital literacy skills, language skills, etc. to increase the job readiness of young people                    | <ul style="list-style-type: none"> <li>• Anudip</li> <li>• IL&amp;FS Skills</li> <li>• Team Lease</li> <li>• The Nudge Foundation</li> <li>• Quest Alliance</li> </ul> |
|   | Training using blended learning/ tech-enabled tools                        | Focus on digitising course material and using mobile applications for teaching and progress tracking   | <ul style="list-style-type: none"> <li>• Head-Held-High</li> <li>• Lend-a-hand India</li> <li>• Virohan</li> <li>• Quess</li> <li>• Labournet</li> </ul>               |
| Post-placement support model: to support young people post-placement to ensure seamless adjustment in new job | Migration support for young people to minimise dropout after placement     | Extend support to young people migrating post-placement in the form of accommodation, travel, etc. through helplines, on-site inspections at the hostels, etc. | <ul style="list-style-type: none"> <li>• The Nudge Foundation</li> <li>• Quest Alliance</li> <li>• Lok Bharti</li> </ul>   |
|   | Lifecycle support to extend help beyond Skill Development and Placement    | Extended long-term support to the young people like Career Guidance, alumni network access, etc.   | <ul style="list-style-type: none"> <li>• The Nudge Foundation</li> <li>• Virohan</li> </ul>  |

## Gap Analysis

The overall analysis of the initiatives undertaken by the implementing organisations working in the space of Skill Development and Placement reveals that while they have made remarkable progress in this field, there exist substantial gaps in the current intervention landscape. **The following points highlight the major gaps:**

### Inadequate quality of the interventions:

A review of the Skill India Programme found that many ministries imparting skill training are short of

infrastructure and qualified trainers. Further, while national quality standards have been designed, there are wide variation in the on-ground delivery of skill training. Additionally, there is slow progress towards on-site apprenticeship training and industry interface leading to poor quality outcomes.<sup>107, 108</sup>

### Insufficient planning and outcome-focus:

As per Sharda Prasad Committee (SPC) report, the targets under the Skill India Programme were too ambitious and the funds spent on the programme were not subject to adequate monitoring.<sup>109</sup>

Additionally, the design of some of the schemes reduces focus on placement. For example, PMKVY releases 80% of the money prior to the placement, thereby incentivising skill development over placement.<sup>110</sup>

#### **Lack of innovation in course selection:**

Skill Training Providers (STP's) are limited in their ability to provide upcoming market-relevant courses, such as ones on Artificial Intelligence (AI), machine learning, etc. as these courses require substantial investment of both time and financial resources.

#### **Limited alignment with aspirations of young people:**

The employment opportunities do not meet the aspirations of the young people as most of these are entry-level roles in the services sector. Consequently, implementing organisations report that young people often leave the programme/ job midway.

#### **Limited focus on soft skills:**

The high post-placement attrition amongst young people also implies that despite possessing the requisite technical skills, they do not have the expected retention in the workspace. Therefore, implementation organisations have identified the need for focused interventions around Life Skills education, development of 21<sup>st</sup> century skills, emotional aptitude, and digital literacy to minimise dropouts.

#### **Inadequate post-placement support:**

Most organisations need to invest in strengthening their post placement support by way of providing regular upskilling and migration support. These organisations need to embed a life-cycle approach to their programme design. While some of the flagship schemes on skilling have elements of migration support, the follow up is reported to be poor. Additionally, the financial support offered for boarding/lodging in these schemes at the post-placement phase is unrealistically low.

#### **Incompetent post-placement tracking:**

Most organisations have poor post-placement tracking systems. The few organisations with a provision for tracking are unable to track students beyond one year. This leads to gaps in understanding the long-term gains for the trainees.

#### **Unsatisfactory funding mandates:**

STPs are unable to maintain consistency across services because of varying funding mandates. Funders often do not prefer incorporating supporting aspects like counselling and post-placement support to reduce the cost per candidate. Additionally, the duration of funding cycles is not long enough to enable the incorporation of other supporting aspects.



Students with books, Jaipur, India. Photo Credit: Prabhjit Andrey Bayda / Shutterstock.com



# Engagement of Young People

## Analysis of government initiatives

The Engagement ecosystem for young people in India falls under the purview of **Ministry of Youth Affairs and Sports (MoYAS)** specifically overseen by the **Department of Youth Affairs** within the Ministry. The government has launched several initiatives including policies, schemes, and programmes to promote the civic participation among young people. **The key initiatives include:**<sup>111</sup>

### **National Youth Policy, 2014 (NYP-2014):**

The policy was launched in February 2014, replacing the erstwhile National Youth Policy, 2003. The policy reiterates the commitment of the entire nation to all-round development of the youth of India (15-29 years), so that they can realise their full potential and contribute productively to the nation-building process.<sup>112</sup>

### **Rashtriya Yuva Sashaktikaran Karyakram (RYSK):**

RYSK is the flagship scheme of the Department of Youth affairs. This is an umbrella scheme which subsumes the following programmes: Nehru Yuva Kendra Sangathan (NYKS), National Youth Corps (NYC), National Programme for Youth & Adolescent Development (NPYAD), Youth Hostels, Assistance to Scouting & Guiding Organisations and International Cooperation.

### **Nehru Yuva Kendra Sangathan (NYKS):**

NYKS, launched in 1972, is one of the largest youth organisations in the world. It facilitates the mobilisation of rural youth, in the age group of 15 to 29 years, to involve them in national development programmes and activities based on the youth's specific needs and aspirations. NYKS currently has about 8.5 million youth enrolled through ~3 lakh Youth Clubs/ Mahila Mandals.<sup>113</sup>

### **National Youth Corps (NYC):**

The scheme was introduced in 2010-11 to set up a group of disciplined and dedicated youth who are actively involved in taking up the task of motivating and revitalisation of Youth Clubs and Mahila Mandals

and implementing core programmes and special programmes of NYKS.

### **National Programme for Youth and Adolescent Development (NPYAD):**

Under NPYAD, financial assistance is provided to Government organisations and NGOs for taking up activities for youth and adolescent development. The Scheme beneficiaries are youth in the age group of 15-29 years and adolescents in the age group of 10-19 years.<sup>114</sup>

### **National Young Leaders Programme (NYLP):**

In pursuance to the FY 2014-15 budget announcement, a new Central Sector Scheme, namely, NYLP was launched in December 2014, with a view to develop leadership qualities among the youth.

### **National Service Scheme (NSS):**

The scheme was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. The NSS objective is imparting 'Education through Service'. Some areas in which NSS volunteers work are education, health, family welfare and sanitation, etc. As of March 2019, NSS had about 39.96 lakh volunteers enrolled in 43,174 NSS units.

### **Rajiv Gandhi National Institute of Youth Development (RGNIYD):**

The institute acts as a vital resource centre offering academic programmes at postgraduate level, engaging in seminal research in the youth development areas, and conducting capacity building programmes in the area of youth development.

### **Public Sector Units (PSU) Programmes:**

The GoI also runs programmes through PSUs and partnership with national level organisations for youth advancement. For instance, State Bank of India (SBI) Youth for India Fellowship and Legislative Assistants to Members of Parliament (LAMP) Fellowship are a few programmes that give exposure to youth.<sup>115</sup>

Young people viscerally understand the challenges that they face and have the ambition to come up with the most relevant solutions. Generation Unlimited involves young people in the co-creation of its agenda as well as its ongoing governance and implementation, ensuring that the youth guides the partnership every step of the way.



The 25 Engagement of young people-centric organisations studied in the analysis are:

|                   |                           |                      |                                  |                         |
|-------------------|---------------------------|----------------------|----------------------------------|-------------------------|
| AIESEC            | American India Foundation | Bhumi                | Community - The Youth Collective | CYDA India              |
| Gandhi Fellowship | Jagriti Yatra             | Leaders for Tomorrow | Navjyoti India Foundation        | Oxfam India             |
| People for Change | Pravah                    | Reap Benefit         | Restless Development             | Rubaroo                 |
| SBI Foundation    | The Blue Ribbon Movement  | The YP Foundation    | Y4D Foundation                   | Yeh Ek Soch Foundation  |
| YLAC India        | Youth Alliance of India   | Youth for Seva       | Youth Ki Awaaz                   | National Service Scheme |

Generally, these organisations have focused on four key outcomes:

1. To effectively **engage young people** by making them socially conscious and providing them with various platforms to contribute to society
2. To build **leadership capabilities** in the young people by enhancing their self-awareness and enabling them to think empathetically
3. To enhance the **social and emotional well-being** of the young people by improving their self-confidence and providing them with aspirational opportunities
4. To improve their **civic engagement** by raising awareness and providing avenues to collaborate and foster change

These organisations were analysed to identify the features instrumental in supporting the achievement of the above-mentioned outcomes. Following three characteristics have emerged from this analysis:

### 1. Adoption of a systematic approach:

- Pravah has invested in developing an internal monitoring and evaluation systems for performance analysis of its programmes. In 2013, Pravah was also chosen as the National Resource Organisation responsible for re-strategising the Teen Club programme to strengthen its quality and deepen its impact.

### 2. Innovative use of technology:

- Youth for Seva and Reap Benefit have developed dedicated online volunteering platform and mobile-based app to enable young citizens to

collaboratively take actions for solving local problems and supporting local governance.

- Reap Benefit also uses dedicated technology developed by young people such as dashboards for internal monitoring and evaluation.

- People for Change and Yeh Ek Soch Foundation have used WhatsApp for mobilisation.

### 3. Community-centricity:

- Kaivalya Education Foundation runs a District Transformation Programme in partnership with the government. The programme has strengthened the quality of government schools in the districts by empowering the school principals and teacher through young people.

- YLAC and Oxfam provided their volunteers opportunities to work with the government representatives to frame policies and prepare an action plan for the state governments.

- Community-The Youth Collective has formed a collective of organisations focused on engagement of young people that serves as a think-tank on the issues and concerns of young people.

- Jagriti Yatra used an innovative approach to build entrepreneurial and problem-solving skills amongst young people by conducting a nation-wide mobilisation of the young people through the mechanism of a train journey, in which they are mentored by eminent leaders in the social sector and supported in drafting their social enterprise ideas.

These organisations have holistic approaches that encourage and enable Engagement of Young People. The following table encapsulates the summary of these approaches:

Table 5: Intervention Models for Youth Engagement Organisations

| Intervention Model   | Approach  | Details  | Organisations   |
|--|---|--|---|
| Young people led model: the model is centred around young people driving social change | Volunteering opportunities for young people to engage with organisations working on social issues | Involve young people in activities such as fundraising, advocacy, organisational planning, and on-ground execution for social organisations through online volunteering, employee engagement programmes, internships, or weekday/ weekend volunteering   | <ul style="list-style-type: none"> <li>• National Service Scheme</li> <li>• Gandhi Fellowship</li> <li>• Y4D Foundation</li> <li>• Youth for Seva</li> <li>• Restless Development</li> <li>• The YP Foundation</li> <li>• Leaders for Tomorrow</li> <li>• Oxfam India</li> <li>• People for Change</li> <li>• Bhumi</li> <li>• Pravah</li> <li>• SBI Foundation</li> <li>• Navjyoti India Foundation</li> <li>• AIESEC</li> </ul> |
|  | Young people forums/ clubs/ platforms for young people to share their opinions                    | Develop platforms for young people to share their perspectives and opinions on issues affecting society. These platforms can be: <ul style="list-style-type: none"> <li>• Online forums/ clubs in which young people post their ideas and thoughts regularly</li> <li>• Offline platforms such as young people run clubs where young people meet regularly to discuss social issues</li> </ul> | <ul style="list-style-type: none"> <li>• Gandhi Fellowship</li> <li>• Pravah</li> <li>• SBI Foundation</li> <li>• American India Foundation</li> <li>• Youth Ki Awaaz</li> <li>• The Blue Ribbon Movement</li> <li>• People for Change</li> <li>• Bhumi</li> <li>• Rubaroo</li> <li>• Yeh Ek Soch Foundation</li> </ul>   |

| Intervention Model   | Approach  | Details  | Organisations  |
|--|---|--|--|
| For young people model: young people build their capabilities to emerge as a social changemakers | Leadership capability building programmes for young people                            | Create programmes that provide training to the young people on critical thinking (at policy level), interpersonal skills, and leadership capabilities along with empathetic community engagement to enable them to voice their opinions for social change and emerge as a leader | <ul style="list-style-type: none"> <li>• YLAC India</li> <li>• AIESEC</li> <li>• Bhumi</li> <li>• Youth Ki Awaaz</li> <li>• Youth Alliance of India</li> <li>• Leaders for Tomorrow</li> <li>• Youth for Seva</li> <li>• The Blue Ribbon Movement</li> <li>• The YP Foundation</li> <li>• American India Foundation</li> <li>• People for Change</li> <li>• Navjyoti India Foundation</li> <li>• CYDA India</li> <li>• Oxfam India</li> <li>• Restless Development</li> <li>• Pravah</li> <li>• Reap Benefit</li> <li>• Gandhi Fellowship</li> <li>• Yeh Ek Soch Foundation</li> <li>• Rubaroo</li> <li>• Bhumi</li> </ul> |
|  | Fellowship opportunities for young people to work on problems at the grassroots-level | Provide young people with the opportunity to work on social causes at the ground-level and solve complex problems by linking them with local social organisations, which will support them in learning about the ground realities and solving the on-ground problems             | <ul style="list-style-type: none"> <li>• Commutiny - The Youth Collective</li> <li>• Reap Benefit</li> <li>• Gandhi Fellowship</li> <li>• YLAC India</li> <li>• Rubaroo</li> <li>• AIESEC</li> <li>• Youth Ki Awaaz</li> <li>• Pravah</li> <li>• The YP Foundation</li> <li>• American India Foundation</li> <li>• Restless Development</li> <li>• Oxfam India</li> <li>• Youth Alliance of India</li> <li>• People for Change</li> </ul>  |

## Gap Analysis

The overall analysis of the initiatives undertaken by the implementing organisations working in the space of Engagement of Young People reveals that while they have made significant progress in this field, there exist substantial gaps in the current intervention landscape. **The following points highlight the major gaps:**

### Limited government focus:

➤ Funding in MoYAS is disproportionately directed to the Department of Sports, pushing Youth Engagement to the side lines.<sup>116</sup>

➤ There is lack of clarity around volunteering frameworks in the National Youth Policy, limited reporting on the tracked metrics around volunteering, and limited coordination between central and state government on this front.<sup>117</sup>

➤ Despite the National Youth Policy being in place since 2014, there are limited avenues initiated, apart from the NSS, NKYKS and NCC, for the youth to participate in civic engagement.<sup>118</sup> There are barely any state-level initiatives for development and engagement of young people.

➤ While national platforms and young people driven parties exist, there is a lack of systemic engagement between the government and the young citizenry.<sup>119</sup>

### Programmatic misalignment with aspirations of young people:

Participation by young people is most critical requirement of these interventions. Owing to the slow pace of social change, young people tend to drop out of the engagement programmes mid-way making it difficult for organisations to continue their programmes.

### Inadequate impact assessment of Engagement of Young People interventions:

Measuring impact can be problematic due to the subjective nature of Engagement of young people. While some organisations have adopted anecdotal and qualitative methods to measure impact, the absence of a standard statistical approach leads to funding constraints, as funders prefer programmes which can report quantifiable impact.

### Insufficient advocacy for Engagement of Young People:

Engagement of young people as an idea is not popular in the Indian context. Therefore, the implementation organisations have limited access to interested donors and stakeholders in this space.



Young adolescent girls at the AGG meeting at the Anganwadi centre, Bikaner, Rajasthan, India, December 2018. © UNICEF/UN0276725/Das





## **KEY RECOMMENDATIONS**





# Flexible Learning

## Government

### 01. Identification and Mainstreaming of OOSCs

- Adopt innovative solutions like inter-state learning programmes for children to continue their education despite the bottlenecks of seasonal migration
- Establish mechanisms to work hand in hand with the local organisations providing Flexible Learning solutions to, region-wise, identify and tack OOSC
- Adopt a decentralised approach and delegate authority to the education department for hassle-free mainstreaming of OOSC
- Offer flexible learning pathways, such as built-in vocational education track in secondary education to incentivise students to stay enrolled—this will meet the need for movement towards quick economic returns to training

### 02. Quality and Scope

- Improve the quality of course offered at open schools and colleges—the information offered should be market-relevant to maximise returns to OOSC and to the other students adopting Flexible Learning pathways
- View Flexible Learning as a component of the wider concept of lifelong learning (SDG 4)

## Corporates

### 01. Expansion of Funding

- Provide long-term funding (at least up till three years) to implementing organisations offering Flexible Learning modules to holistically aid the realisation of their intended outcomes
- Develop contextualised Flexible Learning course content in local languages that leverage best practices of both, digital education platforms and traditional classrooms
- Support course uptake by strengthening existing MOOC's initiatives by aiding the development of intuitive apps, portals and podcasts to encourage tech-enabled teaching and learning preferably in local languages

## Implementing Organisations

### 01. Ecosystem Engagement

- Capitalise on existing government policies like SSA and RTE and design solutions that compliment these schemes/policies
- To extend reach of existing models in different geographies, collaborate with other organisation working in different regions
- Establish synergistic linkages with organisations that support teacher training to empower teachers who take up teaching in Flexible Learning systems



Children involved in an activity at an Anganwadi center in Bihar, India, June 2018. © UNICEF/UN0280920/Vishwanathan



# Life Skills

## Government

### 01. National Integration in Curriculum

➤ Adopt UNICEF's Comprehensive National Life Skills Framework that captures India's contextual realities to integrate Life Skills in the school curriculum across grades, train teachers in a wide spectrum of age-appropriate Life Skills modules, and work towards shifting social norms around Life Skills

➤ Focus on innovative pedagogies that leverage concepts of experiential learning to improve the overall quality of Life Skills training

### 02. Assessment Tools

➤ Develop appropriate assessment tools to capture impact of the upgraded curriculum, support it with essential exam reforms that reflect the importance of Life Skills

## Corporates

### 01. Expanding Funding and Support for Advocacy

➤ Focus on dedicated funding of Life Skills interventions over and above umbrella investments in larger education programmes

➤ Support organisations that view Life Skills from a holistic lens, not just limited to a set of skills that improve employability

➤ Invest in Life Skills advocacy to establish it as the foundation of learning

## Implementing Organisations

### 01. Research

➤ Focus on evidence generation of the impact of Life Skills programmes that are relevant to the Indian context

➤ Have open source frameworks and models so that other organisation in the sector can benefit from it and lead towards to standardised implementation

### 02. Facilitate Shifts in Social Norms

➤ Since there are clear perception issue—embed intervention strategy in community-centric designs using theory of behavioral change

➤ Work towards shifting social norms around life skills by inverting the beneficiary lens wherein parents and teachers are also recognised as beneficiaries of Life Skills training

### 03. Teacher Training

➤ Train teachers in a wide spectrum of age-appropriate Life Skills modules to support them in building these skills among students



Assam tea adolescents meeting, India, July 2019.  
© UNICEF/UN0324228/Boro



# Career Guidance

## Government

### 01. Strengthen Existing Initiatives

➤ Develop a holistic definition of Career Guidance and counselling which is specific across all levels (School Education, Higher Education, Vocational Education and Working/Non-Working Professionals)

➤ Establish an integrated curricular vision for Career Guidance as a continuum from primary to the higher/ vocational classes, from higher/ vocational classes to employment by leveraging psychometric and other tools for self-awareness

➤ Establish linkages between existing government and private mechanisms to bring scale, speed and standard to the Career Guidance process

➤ Invest in developing a pool of qualified career counsellors, that strengthen the foundation of the ecosystem, by creating nationally recognised certifications

➤ Build a monitoring and evaluation system to monitor data- on both quality and access of private career counselling and placement support and government initiatives

➤ Develop a comprehensive platform to serve as a one-stop forum for various stakeholders working towards Career Guidance. This can be achieved by working towards a design synergy of the LMIS, National Career Services, and private sector data to capture labour dynamics at micro-geography.

### 02. Ecosystem Engagement

➤ Develop central, state, and local level network of mentors that can guide the young people in making better career decisions

➤ Develop a comprehensive platform to serve as a one-stop forum for various stakeholders working towards Career Guidance or with an interest in the space

## Corporates

### 01. Ecosystem Engagement

➤ Establish mechanism for stronger collaboration between the industry and academic institutions through detailed information sharing on job vacancies, associated aptitude tests, and outreach workshops

➤ Corporate leadership to conduct sessions to guide students on opportunities for higher education and

its associated employability

➤ Encourage employees to volunteer as mentors for the young people to supplement other career guidance efforts

### 02. Expansion of Funding

➤ Provide dedicated funding for Career Guidance and counselling aside from the pool of funding for education interventions

## Implementing Organisations

### 01. Expansion and Innovation in New Areas

➤ Develop specifically tailored and contextualised models catering to the needs of Indian young people

➤ Invest in developing a pool of qualified career counsellors, that strengthen the foundation of the ecosystem, by creating nationally recognised certifications

➤ Implementing organisations working in education or allied sectors should expand their programme design to include Career Guidance

### 02. Ecosystem Engagement

➤ Spread community awareness on the importance of Career Guidance and the opportunities in non-traditional careers to ensure increased uptake of such opportunities by the young people

➤ Partner with implementing agencies across education and allied sectors to offer Career Guidance as an add-on service to their initiatives

➤ Liaise with government to create a close link between education, skill development, and employment initiatives to synergise the overall efforts



Kiran Bauri is an advocate for girls' right to education in her community. India, January 2019. © UNICEF/UN0276236/Boro





# Skill Development and Placements

## Government

### 01. Demand and Supply Focus

- Ensure demand and supply match by creating data repositories on market demand and the industry job skill needs by leveraging the LMIS
- Efficiently meet the industry demand by scaling up investments in development of industry relevant skills while ensuring geographical context
- Focus on supply needs by prioritising investment in aspirational skills among young people

### 02. Strengthen Existing Initiatives

- Efficiently implement NSQF standards to assure the quality of Skill Development and Placement—currently, there are massive inter-state variations in the implementation of the NSQF
- Scale up investments in reskilling and upskilling skill trainers to ensure alignment with industry demand
- Scale up industry interface in the apprenticeship training programmes
- Enhance focus on on-boarding industries and employers at micro-geographies to address bottlenecks around poor placements. This is an important issue because money is withheld if 70% placement target is not achieved<sup>120</sup>
- Establish a robust monitoring and evaluation system for fund management and impact measurement
- Prioritise post placement supports such as building post placement lodging and boarding infrastructure to ensure young people's retention in jobs
- Linking skilling closely with secondary education to ensure smooth transition of students who want to shift to vocational education

### 03. Ecosystem Engagement

- Create partnership with CSRs to channel CSR funds to prioritised white spaces such as infrastructural priorities and post-placement support
- Involve industries in cluster-based monitoring of both the courses offered and the quality of training at Industrial Training Institutes (ITI's)

## Corporates

### 01. Ecosystem Engagement

- Collaborate with government and implementing organisations for designing industry-specific courses and providing placement
- Liaison with other players in the industry by forming a forum to support Skill Development and Placement
- Provide internship/ apprenticeship opportunities to young people to give them a sense of the job prior to a full-time role
- Encourage employees to volunteer as mentors for the young people to supplement the Skill Development and Placement efforts

### 02. Expansion of Funding

- Ensure flexibility by expanding funding to -
  - Post-placement interventions in the form of migration support and regular upskilling
  - Training on 21st century skills, transferable skills, and other soft skills
  - Support aspects such as counselling, aspiration mapping, internships and mentoring
- Expand the duration of funding to ensure that the fund cycle is not restricted only to skill building but also includes placement and post-placement activities

Through greater investment, the quality of education that children and young people receive, can be improved, helping them develop 21st century skills that will set them up for decent jobs and brighter futures.

## Implementing Organisations

### 01. Expansion and Innovation in New Areas

- Build focused interventions for Life Skills education, development of 21st century skills, emotional aptitude and digital literacy
- Make innovations to enable large-scale focus on upcoming industry relevant, aspirational skills such as artificial intelligence and machine learning
- Focus on post placement support such as migration support and regular upskilling

### 02. Ecosystem Engagement

- Partner with government to mobilise young people, improve quality of trainers, and enable post-placement support
- Liaise with government to create a close link between education, skilling, and employment initiatives to synergise the overall efforts
- Act as bridge to channelise CSR funds and initiatives by the government
- Establish long-term partnerships with corporates to ensure placement of students



Student achievers display certificate of merit received from the Laado campaign, Jaipur, Rajasthan, India, December 2018. © UNICEF/UN0276693/Das



# Engagement of Young People

## Government

### 01. Strengthen Existing Initiatives

- Increase institutional fund allocation—the funds allocated to Engagement of Young People at both the national and state level are disproportionately directed to the Department of Sports ignoring the aspect of Youth Engagement
- Increase co-ordination across departments as Engagement of Young People is relevant for multiple ministries including Ministry of Education, MSDE, MSJE, MoLE, and MoYAS
- Ensure coordination between central and state government for Engagement of Young People initiatives to ensure effective on-ground implementation of national young people's initiatives and prioritisation of Engagement of Young People at state level
- Create a standardised framework and develop guidelines on young people's volunteering to standardise and guide initiatives by state level government and implementing organisations
- Establish a national level young people's organisation or association in India to serve as the anchoring agency for Engagement of Young People initiatives

### 02. Ecosystem Engagement

- Partner with Engagement of Young People organisations to mobilise young people, increase the impact of existing initiatives, and synergise efforts across varied stakeholders in the ecosystem
- Develop a comprehensive platform to enable young people to engage with the government and influence policies, schemes, and initiatives impacting them
- Provide fellowships, internships, volunteering opportunities for young people to work with Members of Parliament or with local government departments at administrative levels
- Allow third-party accreditation for Engagement of Young People programmes to ensure the quality of programmes and reassure young people and their families

## Corporates

### 01. Ecosystem Engagement

- Provide internships or volunteering opportunities

for young people to build their leadership capabilities and technical knowledge to enable them to become active citizens

- Create a platform to engage young people from their company and from the companies of their peers to work on social initiatives in sectors relevant to their industry
- Encourage employees to volunteer with organisations involved with Engagement of Young People to support them and increase their level of impact
- Support organisations involved with Engagement of Young People with challenges/ contests to provide them with opportunities to scale

### 02. Expansion of Funding

- Ensure flexibility by extending funds even to organisations with only subjective impact data since it is difficult to quantify the impact of such interventions
- Fund implementing organisations working in the space, especially local organisations in the city where the corporate operates, to promote development of local young people

## Implementing Organisations

### 01. Expansion and Innovation in New Areas

- Design innovative programmes which meet young people's aspirations to have a valuable impact on the young people
- Develop a standard statistical framework for impact evaluation to overcome the subjective nature of the impact of Engagement of Young People's initiatives

### 02. Ecosystem Engagement

- Partner with government to provide inputs to and improve existing government initiatives and use government resources to increase the scale of their own initiatives
- Bring together multiple government departments to collectively work on Engagement of Young People and support them in implementing such synergised initiatives
- Raise awareness on the importance of Engagement of Young People, among stakeholders to increase the interest, efforts, and funding in this space

- Partner with implementing agencies across other sectors by providing them access to strong volunteers amongst young people

## In conclusion, the overall recommendations for each of the 5 areas centers around:



**Government:**  
strengthening existing initiatives both at national and state-level



**Corporates:**  
expanding overall sector funding and ensuring flexibility in the funding mandates



**Implementation organisations:**  
diversifying the successful existing initiatives and innovating to build new ones

The one common area of recommendations across all the three stakeholders is the need to

**engage actively with the ecosystem**



YuWaah with its unique structure is aptly placed to support the implementation of these recommendations. It has the potential to enable an exclusive platform to bring together all the critical stakeholders in addressing the socio-economic needs of India's young people. The partnership will crowd-in investment/ resources through innovative, non-traditional approaches to financing that use catalytic capital and coordinate additional investments. Government involvement will be key to ensure scalability of efforts, with a sustained focus on outcomes both to achieve quick wins and deliver long-term high-impact interventions. Moreover, the partnership will effectively leverage private sector's insights to design market-led and scalable solutions. Such a collaboration across a wide-range of stakeholders and an evidence-based approach will help build on existing initiatives and innovate to create new solutions.



Together with a wider range of partners– including central and state governments, private sector companies, industry associations, UN agencies, civil society organisations and of course the youth, YuWaah will truly empower and connect them to their aspirational socio-economic opportunities and engage them as active changemakers. The success of India's young people largely translates into success for the world.



## APPENDIX





# Research and Methodology



Students at school, Puducherry, India. Photo Credit: CatherineLProd / Shutterstock.com

For this report, a mixed-methods research approach was utilised in which secondary research was conducted to identify the organisations, map solutions, and classify actors working across the five areas of enquiry and primary research was undertaken via open-ended interviews with heads of identified organisations. Data from the two

exercises was combined for analysis of the identified intervention models in each of the five areas.

The identified intervention models were broken down to reveal best practices and identify both enablers and barriers. **The chart below depicts the research methodology adopted across each stage:**

| RESEARCH PROCESS  |  |
|---|--|
| SECONDARY RESEARCH  | PRIMARY RESEARCH   |
| <ul style="list-style-type: none"><li>➤ Conduct an in-depth <b>literature review</b> on the five areas of interest within both global and Indian context</li><li>➤ <b>Align on definitions and construct frameworks</b> for the five areas</li><li>➤ Analyse definitions and frameworks to <b>identify interventions and stakeholder archetypes</b></li><li>➤ Create a long <b>list of mapped organisations</b> across each stakeholder archetype for all five areas and draft a wireframe of the database</li><li>➤ <b>Map and analyse</b> interventions based on a selection criterion to identify organisations for primary research</li></ul> | <ul style="list-style-type: none"><li>➤ <b>Finalise list of organisations</b> for primary research</li><li>➤ Create <b>instruments for data</b> collection</li><li>➤ Pilot and finalise <b>methodological tools</b></li><li>➤ Conduct <b>semi-structured interviews</b> with heads of shortlisted organisations</li><li>➤ Clean the data, <b>analyse, and synthesise results</b> and corroborate with data collected from secondary research</li><li>➤ Develop the final <b>interactive dashboard and report</b> with 120 organisations mapped across all five areas</li></ul> |

To shortlist 25 organisations out of the 120 organisations for primary research, a scoring criterion was developed with six parameters. The table below summarises the scoring criteria:

| Indicator                 | Sub-Indicator                               | Criteria  | Total Score |
|---------------------------|---|---|-------------|
| <b>Credibility</b>        | Recommended by UNICEF                       | <ul style="list-style-type: none"> <li>• 1: Yes</li> <li>• 0: No</li> </ul>   | 6           |
|                           | UNICEF is a partner organisation            |   |             |
|                           | Has vision, mission, and values statement   |   |             |
|                           | Has annual reports for the last three years |   |             |
|                           | Has publicly available impact targets       |   |             |
|                           | Reports impact publicly                     |   |             |
| <b>Target group</b>       | Young people focused                        |   | 1           |
| <b>Geographical focus</b> | Number of focus states in India             | <ul style="list-style-type: none"> <li>• 1: 5 or more states</li> <li>• 0.75: 2 to 5 states</li> <li>• 0.5: 1 state with multiple districts</li> <li>• 0: One city/ district</li> </ul> | 1           |
| <b>Scale</b>              | Number of young people reached              | <ul style="list-style-type: none"> <li>• 1: 10,000+ young people</li> <li>• 0.5: &lt;10000 young people</li> </ul>  | 2           |
|                           | Number of states reached                    | <ul style="list-style-type: none"> <li>• 1: 2 or more states</li> <li>• 0: less than 2 states</li> </ul>  |             |
| <b>Alignment</b>          | Alignment with UNICEF definitions           | <ul style="list-style-type: none"> <li>• 1: completely aligned</li> <li>• 0.5: partly aligned</li> <li>• 0: no alignment</li> </ul>   | 1           |
| <b>Technology</b>         | Uses technology to carry out interventions  | <ul style="list-style-type: none"> <li>• 1: Yes</li> <li>• 0: No</li> </ul>   | 2           |
|                           | Has a technology product                    |   |             |

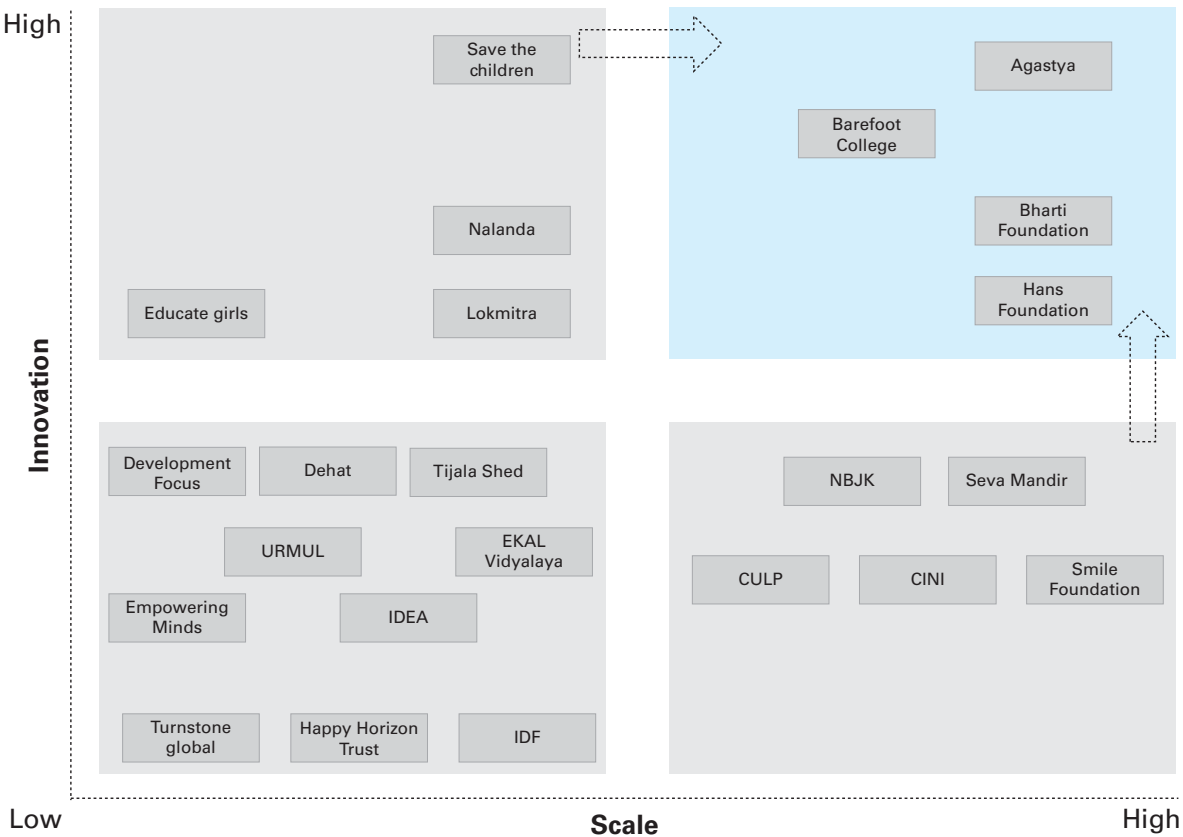
The shortlisted organisations were further analysed from a scale and innovation perspective to increase the breadth of the overall understanding and meaningfully supplement final insights:

| Scale                      |                                  |                             |                             |                       |
|----------------------------|----------------------------------|-----------------------------|-----------------------------|-----------------------|
| Works in more than 2 state | Reaches over 10,000 young people | Has implementation partners | Has government partnerships | Scale total           |
| 1: Yes 0: No               | 1: Yes 0: No                     | 1: Yes 0: No                | 1: Yes 0: No                | Simple additive score |

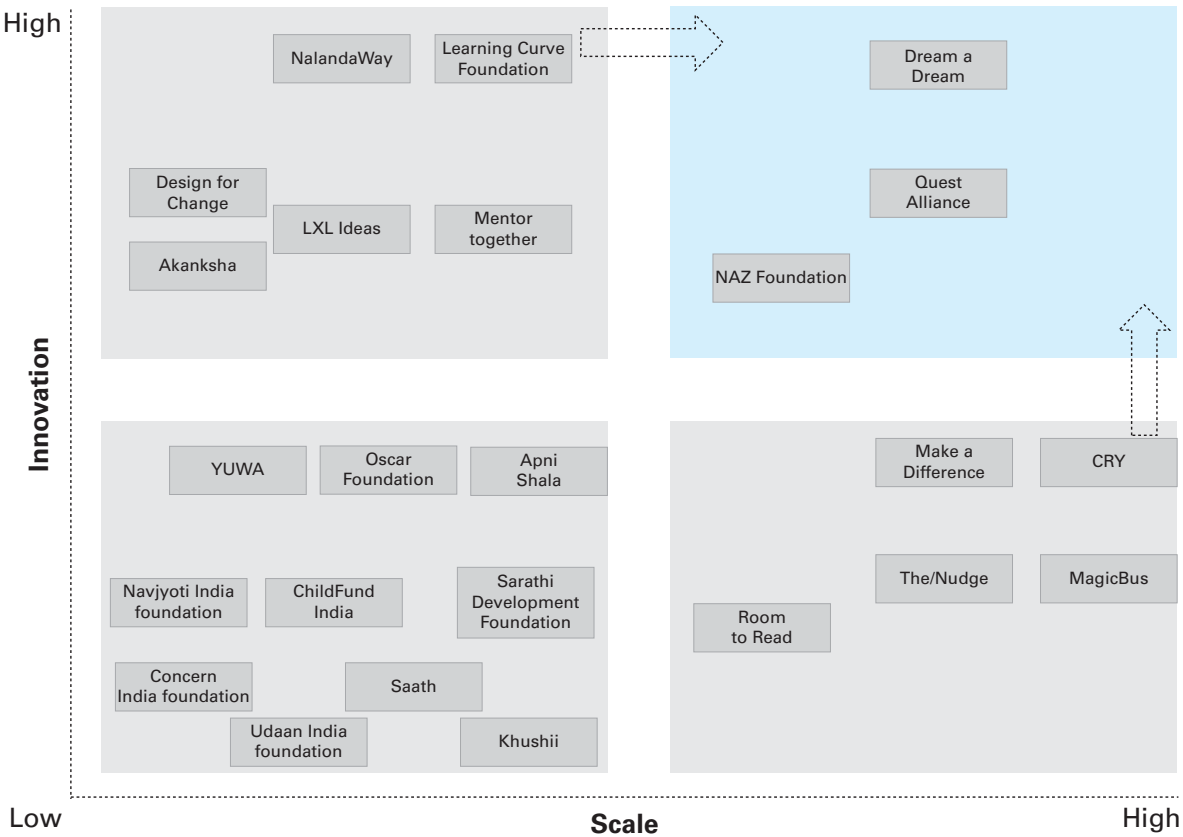
| Innovation              |                     |                            |                                |                       |
|-------------------------|---------------------|----------------------------|--------------------------------|-----------------------|
| Has tech-based platform | Invests on research | Has established benchmarks | Has community-centric approach | Innovation total      |
| 1: Yes 0: No            | 1: Yes 0: No        | 1: Yes 0: No               | 1: Yes 0: No                   | Simple additive score |

Organisation mapping based on the Scale and Innovation analysis

Flexible Learning

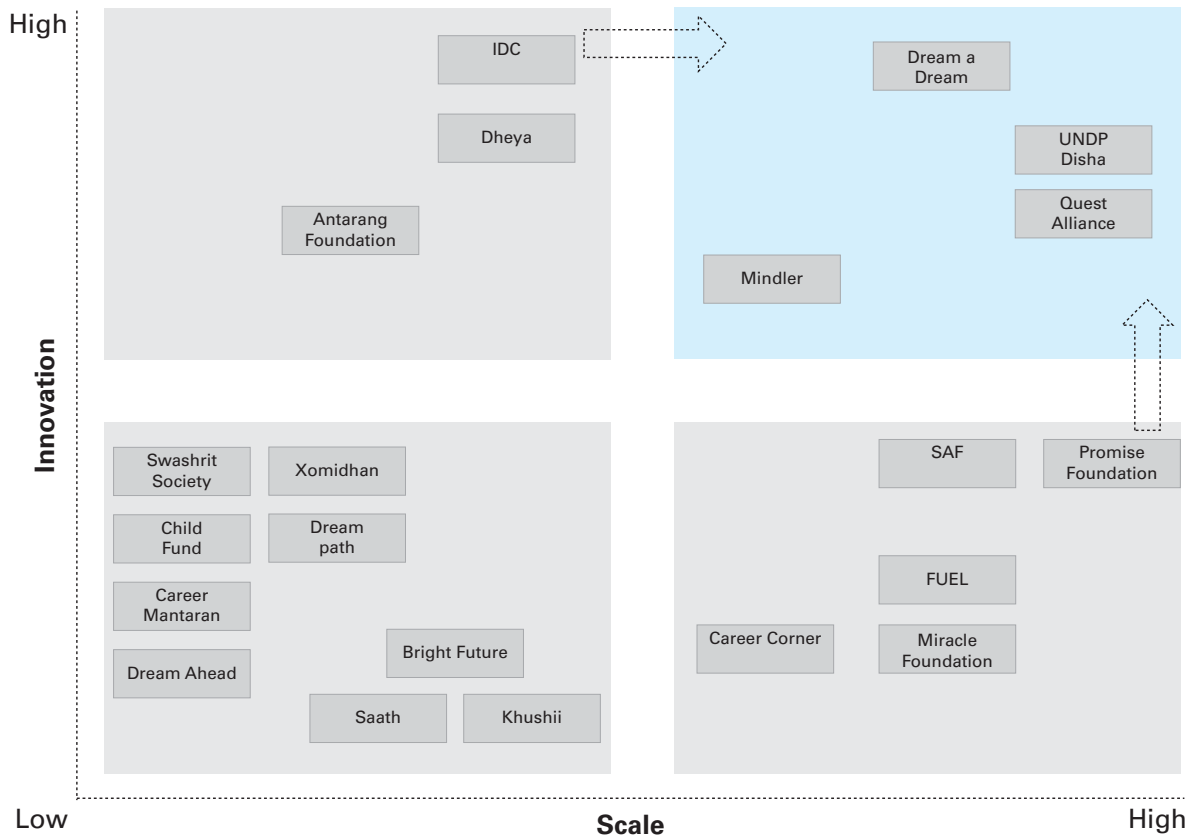


Life Skills

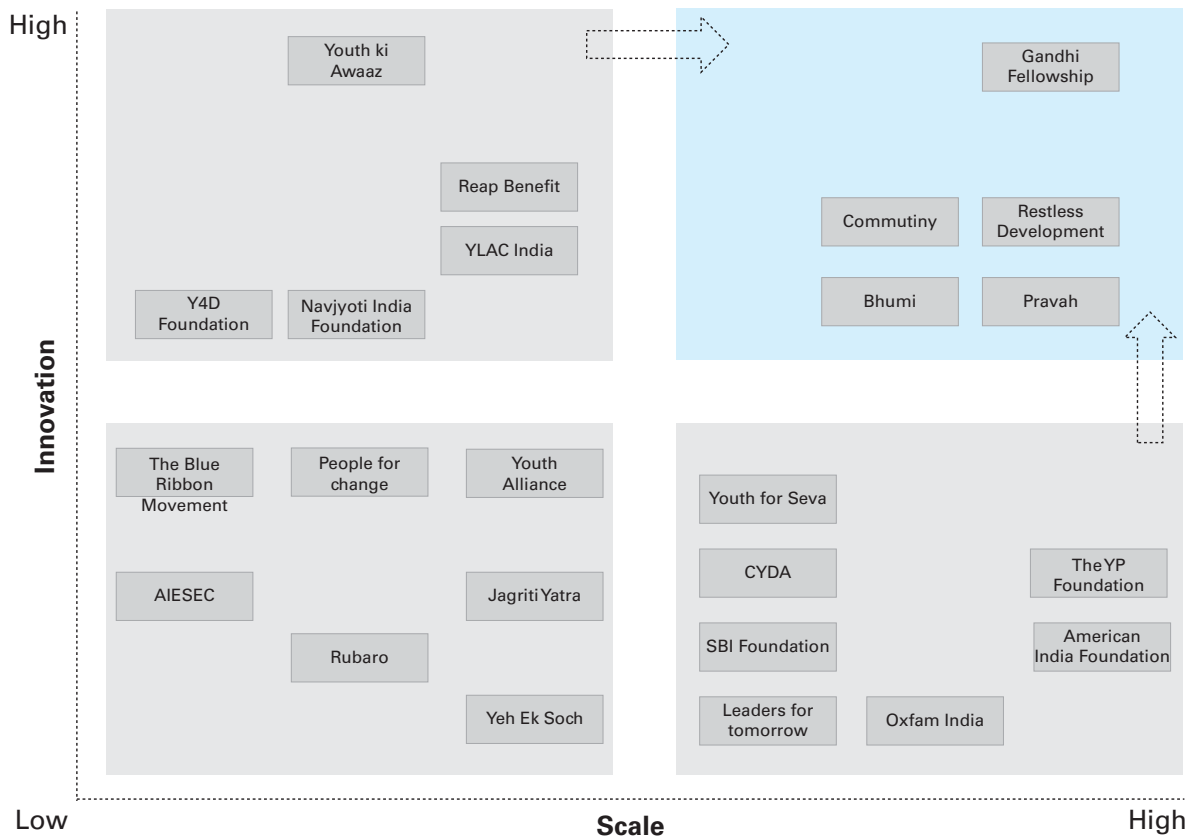




## Career Guidance



## Engagement of Young People





## CASE STUDIES

For the overall understanding of the kind organisations which have been studied for the purpose of this report, case studies have been created for eleven organisations based on the information provided by them.

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# iDreamCareer

## Organisation Background:

iDreamCareer.com is one of India's leading career counselling service provider. It shares detailed Career Guidance tips and counselling with the students so that they can make informed career choices. With the support of UNICEF and in partnership with government and private sector, the career portal has been launched across 6 states (Andhra Pradesh, Bihar, Gujarat, Jharkhand, Madhya Pradesh and Rajasthan).

## Problem Statement:

Young people, especially girls, in India are not equipped with the knowledge and skills that aid the smooth transition from school to work. The countries education system does not support young people when choosing a career path that matches their aspirations, interest and aptitude or link them up with scholarships, internship and skill development programmes.

## Solution and Impact:

The customised career portal supports adolescents in accessing educational and occupational resources and opportunities. The portal enables a learner to look up a career domain and find out the eligibility, educational requirements, and colleges in different countries and states that offer the required courses, scholarships and fellowships. The learner can also get information on the different entry-points to that field and various growth options in that career domain. Approximately 9.8 million students (49.6% girls) from class 9 to 12 are registered on the portal. Around 1.2 million students (50% girls) are actively engaged on it with support from 59,000 trained teachers.

## Potential for scale:

The programme has the bandwidth to operationalise across all states of India. By upgrading the portal with additional features for better accessibility and use, such as career videos, chatbot, gaming app, the app will have the potential to appeal to more students. Moreover, the online portal can be supplemented with strengthened offline activities.

## Resources and partnerships required:

Onboarding vocational training providers, scholarship providers, and student loan providers on the platform can help students access the funds required to fulfill their skilling needs.

The portal has reached 9.8 million beneficiaries in six states with an investment of \$ 250,000. The portal can reach three adolescents for every dollar of spending. With an improvised portal and increased scale through an investment of \$ 500,000, the portal can reach seven adolescents for every dollar.

“I only knew about careers like teaching, nursing, etc. but the portal showed me new careers. I got to know about photography, design, and architecture. Now I have more information about new careers.”

- Kavita Mali



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# Dream a Dream

## Organisation Background:

Dream a Dream (DaD) empowers young people in the age group of 8-19 years from underserved communities to overcome adversity and flourish in a fast-changing world, using a creative Life Skills approach. The organisation has worked with over 50,000 young people till date, and 25,000 pro-bono hours have been contributed by over 3,000 volunteers for Life Skills. Over 7,700 teachers have been engaged since 2012 in 5 states & 19 districts impacting 192,500 young people in the Teacher Development Programme. Key stakeholders include students, teachers and the school communities, grassroots organisations that work as implementation partners, corporate partners, and government stakeholders.

## Problem Statement:

Today, youth in India, especially from disadvantaged communities are entering the workforce without being job-ready due to the lack of relevant skills. Lack of formal education, multiple adversities and frantic change of pace affects their problem-solving skills, critical thinking, and ability to deal with challenging situations. The absence of structured social-emotional development during the formative years of development manifests in several issues such as stress related incidents, poor mental health, school dropouts, and juvenile crime.

## Solution and Impact:

DaD's solution is built on a decade's worth of insights gleaned from DaD's implementation

➤ **The After School Life Skills Programme (8-14 years):** uses the medium of sports and arts to engage and develop critical Life Skills. The programme is an innovation lab where new approaches to Life Skills development are introduced, demonstrated, documented and feedback into the larger framework for re-imagining learning for young people in the country. Learnings from the ground also inform, impact and transform DaD's work with Teachers and Educators in the Teacher Development Programme.

➤ **Career Connect (15-23 years):** The programme equips students with information, skills and access to opportunities to make a healthy transition to adulthood through career awareness workshops; short-term modules in English, communication skills, money management, Career Guidance; and access to internships, scholarships, vocational training, and jobs.

➤ **Teacher Development:** The programme engages adults to nurture empathy, expand their creativity, develop listening skills, validation skills, and facilitation skills.

## Potential for scale:

➤ Leverage the intellectual property by taking it to other states and countries—for instance, DaD has scaled their work to Kenya in partnership with the Aga Khan Foundation

➤ 10,000 young people enroll in Direct Delivery programmes (After School Life Skills & Career Connect Programmes) year-on-year who, in turn, can mentor other young people

➤ Uptake of the solutions at scale through ecosystem engagement, creating a uniform benchmark for Life Skills in India

## Resources and partnerships required:

➤ Government partnerships to increase reach in government schools

➤ Work with diverse funders to tap into low income private schools and focus on community driven interventions

➤ Collaborate with other organisations working for education, youth development, etc.

➤ Different kinds of stakeholders who could influence the life of a young person using the Life Skills Assessments Scale tool

➤ Cost per child:

- After Schools Life Skills programme: Life Skill through Sports - ₹3749.57
- Life Skill Through Arts - ₹2690.86
- Career Connect Program - ₹ 3277.24

“Life Skills sessions were an eye opener to me. The facilitators are caring and compassionate. Through these sessions, they help us introspect. This, combined with peer learning provided me the ideal atmosphere to look within and accelerate my personal growth.”

- Keerthi



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# Design For Change

## Organisation Background:

Design For Change (DFC), started by Riverside School Education Foundation, works with the goal to encourage private and government school children in grades 6, 7, and 8 across social and economic demographics, to apply knowledge and ideas to real-world situations and bring out their latent creativity through problem solving and critical thinking. DFC replicates its solutions in partnership with NGOs as well as by working with state governments such as the government of Telangana.

## Problem Statement:

Indian industries and markets are apprehensive that young people lack the balance of academic skills and soft skills such as critical thinking and creativity needed to fulfil emerging job opportunities. Applying technical learning to real situations is also a challenge – as per the findings of the Annual Status of Education (ASER) 2017, only 40% 14-18-year-olds can calculate the price of a shirt sold at a 10% discount and less than 60% can read time from an analog clock. The India Skills Report 2019 highlights that 52.6% of graduates still lack job-ready skills and are considered to be ‘unemployable’ in the evolving job market. There is a need to provide students with the exposure and experience to tackle real-world situations and help them develop skills in a holistic manner.

## Solution and Impact:

DFC, in collaboration with Stanford Design School and IDEO, has developed a curriculum that builds 21st century skills in learners through a hands-on engagement with the Design Thinking process. The objective is to create spaces for children that are conducive to open dialogue, their opinions and ideas – which also enables them to explore and break down complex challenges. It promotes fostering of 21st century skills using a simple yet effective four step design thinking process FIDS:

- FEEL -Young people observe and list the issues in their school or community that bother them
- IMAGINE -They collaborate and brainstorm to identify possible creative solutions to solve the problem
- DO -They develop and implement a plan of action, keeping in mind resources, budget, time, and skills
- SHARE -They share the story of change and inspire others to get involved

At the end of the student learning sessions, children take up a DFC project to apply all the four skills in a holistic manner by identifying a problem, potential solutions, and actionable steps that can be taken to resolve or alleviate that problem. What started in a single school in 2009 has today become a nationwide

movement reaching out to more than 30,000 schools and 700,000 young people across 24 states in India. Across the world, DFC has reached 65+ countries and regions, 67,000 teachers and created 25,500 projects of social change across 40+ categories and has also been recognised by the United Nations as contributing to 10 SDG goals.

## Potential for scale:

- The DFC model has been proven in contexts that are agnostic of language, geography, and socio-economic group, rendering it scalable
- All content is open source and available in 11 Indian languages, and with the entire solution being technology-led, replication can be accelerated
- The I CAN School challenge has been replicated in collaboration with NGO partners having both national and regional footprint.
- In India alone, the DFC flagship program the I CAN School Challenge annually reaches out to 20,000+ schools. Till date children have authored over 17,000 solutions of change, impacting over 700,000 young people across 24 states in India

## Resources and partnerships required:

The I CAN School Challenge can be implemented in two formats:

- Directly by teachers in their classrooms using the free resources available in multiple languages or
- Training of master trainers who in turn enable teachers on the ground. This model has been tested and refined over the last three years. It has been scaled very effectively across Aurangabad district in Maharashtra

The DFC model can be effectively executed at a cost of USD 28.06 (INR 2000) per teacher trained. Each teacher impacts at least 30 young people. Hence the cost per child is a mere USD 0.94 (INR 66.66) per child per year.

“I learnt that any item should not be wasted as it can be reused. If we were to build the wall with concrete, it would cost us around ₹40,000-50,000. But now we were able to do it at a very low cost.”

- Shubham Kumar

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# Virohan

## Organisation Background:

Virohan aims to bridge the gap between industry demand and the skills of the workforce by using its 'technology skill stack' through which Virohan predicts job demand for each job role across India, builds out the curriculum needed, and delivers standardised training through blended learning across training centres. Virohan's target audience is marginalised, low-income youth in the age group of 16-24, with over 50% of them being females. Virohan provides courses in Healthcare covering allied health, Corporate Training, and Refresher Training for hospital employees. The offered courses emphasise on development of core technical skills, language abilities, and life skills in the student through gamified blended learning delivered by its facilitators in classrooms. All programs include long internships at hospitals for hands-on practice of the skills acquired. It is a fee-based model and to encourage young people to join, financial linkages are provided with easy instalment-based payback options after a job is secured by the young person.

## Problem Statement:

Merely 2% of the workforce in India has any vocational training (12th Plan Document, Planning Commission). Moreover, the lack of hands-on experience and a non-innovative pedagogical approach in vocational training has led to a disconnect between industry demand and the skills of the workforce.

## Solution and Impact:

Virohan is aggregating the fragmented vocational training ecosystem in India through a plug and play installation of its technology stack at training centres to provide affordable, accessible, quality training. The tech stack predicts job demand, mobilises youth as per that demand, trains them, and connects them with jobs. This increases viable penetration, lowers operational costs, and improves efficiency across operations (mobilisation, financing, training, certification, placement) through standardisation.

The standardised delivery model does the following:

- Allows for real-time interventions with students to increase engagement and reduce dropouts
- Provides a scalable model for adoption by training providers who themselves lack the tools to provide training for these high-skill job roles
- Brings quality education into the student's reach by increasing accessibility and affordability
- Enhances the employability of healthcare graduates through multiple career pathways and continuous learning

Some of the observations recorded in an impact assessment carried out by Footprint Global Communications commissioned by General Electric Healthcare on Virohan participants are:

## Potential for scale:

- Tech-based solutions like its job aggregation platform aggregates jobs posted nationwide in the healthcare sector and uses machine learning algorithms to predict the jobs that are likely to grow over the coming years, and plan mobilisation efforts, curriculum, and content.
- Virohan aggregates the fragmented vocational training ecosystem across India and currently has operations in Bihar, Haryana, Maharashtra, Rajasthan, Uttar Pradesh, and Delhi.
- VirohanTech Stack has a strong digital spine built with a deep understanding of incentives in the vocational training ecosystem with an aim to train over 100,000+ youth in the next 3 years.

The Virohan's model can be effectively executed at an annual cost of USD 921.97 (INR 69,000) per child trained. For students opting for longer training, the two-year training fee adds up to USD 1990.93 (INR 149,000) per child per year, while the three year training module costs USD 3033.16 (INR 2,27,000) per child per year.

“Virohan is a futuristic healthcare institute benefiting both the students and the ecosystem of healthcare through its effective and industry-driven training methods”

- Sarvjeet Kaur

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# Head Held High

## Organisation Background:

Founded in 2007, Head Heald High (HHH) is a not for profit organisation which strives to catalyse the gradual transformation of rural youth by creating a local talent pool and employing them in knowledge industries in the village. The organisation works with corporate partners and local government stakeholders to bring rural livelihood programmes to the youth.

## Problem Statement:

Over a half of India's manufacturing and a third of India's services today are being delivered by rural communities. The rural youth, who is a major contributor, is restricted in terms of quality participation, given the lack of access to opportunities and high drop-out rates. Therefore, they face significant challenges in discovering job opportunities in their local economies, accessing information that can enable jobs and entrepreneurship, upskilling themselves effectively, and navigating social and infrastructural gaps. These hurdles impede the rural youth from realising their potential and contributing to society.

## Solution and Impact:

The Make India Capable Initiative, driven by HHH, creates employment and business opportunities through uniquely designed life-skills training programmes for school dropouts between the ages of 18-25 in rural areas. The six-month long training programme focuses on three aspects:

- Foundational skills such as logic, English, digital literacy, etc.
- Soft skills such as personality development, communication, etc.
- Exposure through career guidance

Young people are supported on employability and entrepreneurship as per their interest. Jobseekers are provided with counselling and mentoring on-the-job, and youth-led micro- enterprises are linked to financial opportunities, viable markets and mentorship. More than 5,000 people have been linked to jobs, and more than 2,000 people are becoming self employed as a result of the initiative which has presence in 19 states.

## Potential for scale:

Given the significant quantum of youth dropping out from school (>30%, almost 50 million) the HHH intervention model can be strengthened by increasing reach and capacity. There is an urgent need

for convergence at the policy and institutional level to ensure outcomes are sustainable.

## Resources and partnerships required:

Over a 2-year horizon, the resources and partnerships required include:

- **For job seekers:** Building local market-based opportunities around livelihood for youth (especially girls / women), conducting counselling sessions, linking youth to upskilling and self-directed learning opportunities along with ease of access to information regarding job opportunities, and linking to finance
- **For entrepreneurs:** Creating block level markets, mentoring women led enterprises, and linking to finance and opportunities of mass entrepreneurship

The per trainee cost for the six-month intervention plus the extended intervention for achieving socio economic outcomes is INR 33,000 per youth. This would include both the individual transformation and launch pad phase across 12 months. Once the programme has been established by HHH in the area, local organisations can use the approach and curriculum to sustain the intervention in the geography with Train the Trainer and impact evaluation support from HHH.

“After the completion of my 6-month training, I went back to my village. My mother didn't even recognise me, she thought I was a manager of a bank. HHH foundation was able to transform my personality and approach to life. HHH foundation has contributed a lot, changing my entire life with education and relevant skills”

- Ramesh Ballid

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# Mindspark

## Organisation Background:

Educational Initiatives (EI) was founded in 2001 with the vision to create a world where children everywhere are learning with understanding. The programme is currently operational across 9 states in 300+ government schools funded by partners such as P&G India, Vedanta Group, PLT Foods, Global Innovation Fund, UBS Foundation, and others.

## Problem Statement:

An estimated 6 million children aged 6-14 were out of school as of 2014. Children who have difficulties in accessing quality education—the first-generation learners and those belonging to marginalised groups—are being left out, thus leading to alarming levels of learning gaps in children.

## Solution and Impact:

Mindspark, a technology-based remedial learning programme developed by Educational Initiatives (EI), provides customised instruction and an individualised learning path for children, following a diagnosis of their skill and knowledge gaps.

As per a J-PAL study, students who used Mindspark scored 0.36 standard deviations higher in math and 0.22 standard deviations higher in Hindi compared to students who did not use Mindspark. Moreover, it proved equally effective at improving learning outcomes for all students, regardless of their initial learning level.

## Potential for scale:

While there are costs involved in establishing and running the programme, it has the potential to reach and improve the learning of large numbers of children, for whom trained teachers with the requisite skills are often not available.

The costs per child per year would be approximately \$25-29 in the initial one to two years, including costs of the software, field staff and hardware, and can come down to around \$3-5 per child per year, with a reach of at least 200,000, once capacity has been built of the government or other partners to run the programme and the hardware is already in place.

## Resources and partnerships required:

Partnerships would be governments or NGOs running needed with state special training programmes. In addition, the following would be required:

Technical resources: basic ICT infrastructure such as desktops/tablets/ laptops/ Chromebooks are needed in a safe space where children can come every day to learn and

Human resources: lab coordinators, IT support, trainers and programme managers, and monitoring and evaluation staff.

Mindspark software license: includes adaptive customised learning software, multilingual learning content, mobile dashboards with real-time data analytics at the child level, individual login ID for each child, individual child reports, quarterly impact reports, new features and content, and 24X7 support.

“I learned the scholastic concepts through Mindspark Centres and developed the confidence to speak my mind without hesitation.”

– Poonam Barik



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# Lend A Hand India

## Organisation Background:

Lend A Hand India (LAHI) works at the intersection of education and livelihood to create employment and entrepreneurship opportunities for aspiring youth. Understanding that the awareness around the Technical and Vocational Education and Training space is limited among stakeholders, LAHI runs mobile awareness camps and works with corporates to ensure better recognition for on-the-job training.

Working in partnership with the state government, LAHI currently covers over 10 lakh students in more than 10,000 schools in 24 states/UTs with 240 of its own staff members and 17,000 vocational trainers who are deployed in the schools by the state government.

## Problem Statement:

There exist significant quality gaps in the supply of skill training and technical vocational education in India, despite efforts being made by the government and other stakeholders. The relevance of skills in the dynamic job-market needs more attention, particularly in the education system. While substantial progress has been made in achieving universal primary education of children in India, their transition to becoming productive members of the workforce has been fraught with challenges — high dropout rates at secondary levels, a lack of 21st-century skills, and a widening gap between aspiration and enablement in jobs.

## Solution and Impact:

LAHI integrates job-readiness at the school level by including vocational education as part of the secondary and higher secondary school curriculum (Grade 9-12). It ensures quality through local trainers, infrastructure setup, and broadening the range of skills learnt in the Technical and Vocational Education and Training programme. LAHI runs an 80-100-hour internship programme that introduces students to multiple vocational trades, enhancing problem-solving skills by application of their learning in real work environments.

An impact study conducted in 2019 found that 90% of students undergoing internships in the sample are better aware of their job requirements. There is a 40% increase in the pursuit of internships and part-time work in LAHI programmes as compared with others. 86% of the total employers have offered full-time jobs to interns to come and work with them resulting in over 60% of the internship students contributing up to INR 10,000 per year at their homes.

## Potential for scale:

This model has been replicated in 24 states/union territories across India.

➤ LAHI's staff is embedded within the government staff in 24 states where Public Private Partnerships (PPP) are underway. This can lead to deeper saturation in schools where PPPs have been signed.

➤ Local trainers and local internships permit has been accelerated with better discovery.

## Resources and partnerships required:

➤ Evidence generation support

➤ Advocacy campaigning and awareness creation on the efficacy of vocational education in mainstream education

➤ Onboarding government and non-governmental partners to advocate vocational education in public and private schools

➤ Developing efficient assessment strategies and creating feedback loops with support of the Ministry of Skill Development and Entrepreneurship

The per participant per year cost is USD 60.13-100.21 (INR 4500-7500), depending on the lifecycle of engagement.

“In LAHI's vocation training course, I get exposure to diverse topics which gives me the chance to understand my strengths and explore areas of interest. I am more confident about making a career choice now.”

- Alumni of the programme

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# Youth4Jobs

## Organisation Background:

Youth4Jobs (Y4J) is the largest People with Disability (PwD) skilling and placement organisation in India. It works with less educated rural youth with physical, speech and hearing disability, and/ or visual impairment, focusing on skilling them effectively while also addressing community mindsets. On the demand side, Y4J works to sensitise and equip 600+ companies through a one-stop shop offering comprehensive solutions including hiring.

The work has scaled from 1 to 14 states, and from 1 location to 32 locations in 17 states in 6 years, reaching 3.15 million households. 18,571 young people with disabilities have been trained and 62% have been placed. Key stakeholders are rural youth and their families, the communities around them, corporate stakeholders, and state governments in multiple states that are partnering with Y4J to integrate PwDs into the skilling ecosystem and into government jobs.

## Problem Statement:

India has about 70 million PwDs (persons with disabilities); among them only 2 percent are educated and barely 1 percent employed. While the Indian economy has been growing, PwDs, especially from poor communities, have not benefited from this economic growth and the economy has not leveraged the potential of such a large workforce.

Discrimination in families, poor access to education and job opportunities, and limited industry awareness and readiness to absorb PwDs are key barriers that impede this segment of youth population from realising their potential.

## Solution and Impact:

Based on the understanding that tailored programmes are required for differently-abled youth to impart skills, make them employment-ready, and support them in integrating into the workforce, Youth4Jobs has developed an integrated employment-linked course — Work Integrated Soft Skills & English (WISE). WISE is a residential course spanning 2 months, customised to disability, and covering modules on English, soft skills, computers and sector-specific technical competencies for retail, IT/ITeS, hospitality, and media and entertainment industries.

It is aimed at increasing learning efficiency in a batch of 25-30 people with different degrees of disabilities. At the core of the programme's innovation are 600+ corporate partners, who are actively engaged

throughout the course of the programme, offer internships and then absorb youth that perform well.

With youth working in industries ranging from banking to retail and IT, Y4J has demonstrated the business case for employing youth based on "merit" and not "sympathy." Through its college programmes spanning 17 states, Y4J places about 500 youth every year, making it the largest PwD employability programme in South Asia.

## Potential scalability:

Given its proven model over the last 7 years, Y4J is now being invited by state governments, in Tier 2 and Tier 3 cities, to establish centres with the support of local NGOs. Given its track record and focus by companies on inclusive hiring, corporate partnerships can be accelerated with more awareness and ecosystem support.

## Resources and partnerships required:

Constant collaboration and support from multiple stakeholders across the ecosystem such as local government agencies and NGOs for mobilisation of youth with disabilities is needed.

"Getting a job in a progressive company has been a dream come true for me."

- Nagajanani

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# ComMunity - The Youth Collective

## Organisation Background:

ComMutiny' stands for the first 'mutiny' within as a young person that comes from working in communities which are 'different' from oneself. It is symbolic of the fact the social and systemic transformation cannot happen without personal transformation, which is best facilitated by continuous exploration, reflection and navigating self and social challenges in relation to the real world. CYC is working towards building vibrant eco-systems and youth-centric spaces which we call the 5th Space. In that pursuit, CYC is now a collective of 100+ organisations that are enabled in their youth engagement journey through the 5th Space. Stakeholders include multi-lateral organisations such as UNICEF, UNFPA, and other youth platforms and programmes such as the National Service Scheme.

## Problem Statement:

While multiple organisations are working on youth engagement, there is a lack of enabling ecosystem that can further the work of these organisations. Secondly, there is a critical need to build leadership among young people through a platform that can bring them together outside of their routine through defined spaces so that they can co-create solutions to problems that affect them.

## Solution and Impact:

Samvidhan Live! 'Being a Jagrik' is an educational game, seeking to serve as a youth-centric platform building knowledge on the constitution of India, awareness on child rights, bring about civic participation of adolescents, enable them to act and reflect, and enhance their engagement within their families, schools, communities, and with duty bearers. The Jagrik game is an extension of the work carried out by CYC, towards building vibrant ecosystems and youth-centric spaces called the 5th Space. Through its initiatives in the 5th Space, CYC is building the leadership capacity of 100,000 young people every year by mentoring 700 workers, involving 100+ co-voyager organisations, and running programmes across 17 states.

## Potential scalability:

Over the next one year, the Jagrik Toolkit will reach 1,80,000 adolescents in 6 states and over 500 youth workers (from government and non platforms) will be trained to roll out the toolkit.

➤ Through institutional partnerships with government schools, Baal manch, Meena manch, and Ashram Shaalas, the Jagrik Toolkit may be taken to lakhs of adolescents each year

➤ Cascade models of Master Trainer trainings followed by pilot support can ensure scalability, sustainability, and impact

➤ The Jagrik Toolkit is already going to 100 Atal Tinkering Labs, through a partnership with UNICEF and Niti Aayog, and this has the potential to go to 5000 schools

➤ Expansion of the ecosystem and investment in more youth workers, who are equipped with capacities, tools, and resources for youth centric engagement, will lend scale to these efforts and strengthen the youth engagement sector

The programme cost for an intensive experience is approximately \$15-18 per child and for light touch programming is approximately \$5 per child. With higher volumes, both these costs can be brought down significantly.

## Resources and partnerships required:

CYC needs the key partnerships with multilateral partners, government platforms, and other relevant organisations to be able to take this work to scale. By investing in strengthening youth-centric development through civil society actors and by forging partnerships with institutional/state actors, it is possible to achieve both depth and scale in the work they are doing. Resources to produce adequate number of Jagrik Toolkits, training of trainers, and impact evaluation of the journey will be needed as they move forward.

“Rote learning was never fun. But through ‘Samvidhan Live! Be a Jagrik, for the first time, there was no pen or paper. Instead the project facilitated witnessing theory transform into reality, through engagement and conversations with people; understanding their stories; their thinking and their lives.”

- Alumni of the programme

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# Reap Benefit

## Organisation Background:

Founded in 2012, Reap Benefit endeavours to create and nurture champions of small solutions in every community across the country. Reap Benefit works primarily in three spaces—citizenship and local democracy, environmental and civic issues, and youth engagement. Young people are treated as equal partners by Reap Benefit in all their programmes and solutions. Stakeholders include children in schools and colleges, teachers, partnerships with Education ministries in states, and other non-profits including Teach for India, Janagraha, eGov Foundation and the Ugly Indian.

## Problem Statement:

India's youth have limited citizenship awareness, skills, resources, and tools for active participation in their communities, leading to under-tapping of their potential in promoting community-led development and social harmony. On the other hand, there is a significant shortage of manpower in municipalities which can be enhanced by young, dynamic, and engaged citizens.

## Solution and Impact:

To improve local governance and tackle civic issues on the one hand and develop youth problem-solving skills and 'citizenship muscle' in youth on the other hand. Reap Benefit has designed India's first Citizen Problem Solving Action Index, the "Solve Ninja Index." The solution aims to create engaged local problem-solvers (referred to as Ninjas) by developing 21st-century skills among young people through bootcamps, mentoring and curriculum-integrated sessions organised in schools and colleges. This is supported by the Solve Ninja app, a technology platform, that crowdsources data and new ideas from youth, the Solve Ninja dashboard that enables reporting to municipalities, and the Solve Ninja Youtube channel that assets such as toolkits. In addition, Solve Ninja chapters created in each neighbourhood bring together the Ninjas.

As youth tackle local problems, the programme tracks building of skills such as community collaboration, grit, applied empathy and entrepreneurship. Each civic action reflects a specific set of skills that contributes to measuring individual impact. Thus far, 33,700 Solve Ninjas have been activated, who have taken 60,000 actions, submitted 464 civic ideas, saved 6.8L tons of landfill, and and saved 17L units of energy and 47L tons of water.

## Potential scalability:

➤ More than 33,700 young people have been activated as "Solve Ninjas" and the programme aims to reach 1 million "Solve Ninjas" by 2022-23.

➤ Reap Benefit currently operates in Karnataka and Tamil Nadu, but the tech platforms are available for nation-wide use. The city-wide dashboard provides insightful and transparent crowdsourced hyperlocal data; enables citizens, local organisations and governments to make better decisions for better neighbourhoods and hold local governance accountable. Hence, the replication is also use by government authorities.

➤ The Solve Ninja App, Neighbourhood Dashboard and Youth Channel (YouTube) were developed to leverage technology as an enabler and increase the overall reach of the intervention. Reap Benefit is open to making the content available to other organisations who can replicate the model.

## Resources and partnerships required:

For replicability, existing organisations working with young people can be encouraged to add modules so that many more young people become civic problem solvers

➤ Adoption from local bodies to use the data generated on the tech platform as well as partners who are interested in using tech tools in programme delivery will further help the program increase efficacy

➤ Research support in life skills/ flexible learning/ career guidance/ youth engagement to highlight the significance of youth engagement, potential benefits in order to increase participation

➤ Support in creating local and government partnerships (source authentic data/ make primary data available to a larger audience/ organise local campaigns/ impact hyper-local policy change)

➤ Partnerships with NGOs and Governments where UNICEF is present

➤ Help in uptake of the Solve Ninja Technology platform pan India

➤ Connection and Validation from leading international and national universities of the Solve Ninja Index-Action based rubric which measures 21st-century skills through actions

➤ Host challenges and competitions on the Solve Ninja platform

➤ Sponsorship for the Youtube channel

"This is an Amazing app! I love the way Reap Benefit is igniting the spirit of being friendly to nature while coming up with different possible solutions"

- Karan Khandelwal



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# Youth Ki Awaaz

## Organisation Background:

Youth Ki Awaaz (YKA) is one of India's largest youth-centric social media platforms where young people are encouraged to participate on critical issues by harnessing the power of crowdsourcing and youth-led storytelling. YKA has established presence on all social media platforms hence reaching youth where they are and partners with mainstream media organisations to re-publish stories, thus providing a voice for young people to reach other readers.

Started by a secondary school graduate with a band of volunteers, YKA has consistently grown in reach and influence and now has 50+ full time staff members. Core stakeholders are urban youth across the country who are interested in socio-political issues and brands and Corporate Social Responsibility of reputed firms and social organisations such as Oxfam, Water Supply and Sanitation Collaborative Council, Twitter India, and UNICEF that regularly partner on campaigns.

## Problem Statement:

India's large demographic dividend in the form of its young people stands at a contrast to its lack of platforms that allow youth to express themselves freely or access thoughtful reportage on critical issues. In the absence of free and safe spaces for expression, there are inadequate opportunities for young people to actively participate in nation building.

## Solution and Impact:

With its innovative model of reportage driven completely by youth, YKA creates a safe space online, challenges norms and paves a way for young people to impact the mindsets of thousands like them around the world. Present in English and Hindi, YKA leverages new media tools, mobile technology, and online journalism to enable Indian youth to express themselves on critical global and Indian issues through its media platform. Through its internship programme and campus connections, YKA has trained 50,000+ youth to become citizen writers.

Thousands of writers have used the YKA platform to create mass awareness, urge decision-makers to take action, initiate local as well as global movements, and frequently create a safe space for expression and interaction that did not exist previously. For example, a campaign on domestic violence reached half a million readers just over two

weeks and created a nationwide movement. YKA also partners with brands and social organisations to run campaigns to bring focus on important issues. Today, YKA is read by more than 4 million people every month across India.

## Potential scalability:

- YKA has pan-India reach with 80,000+ citizen writers contributing actively to the platform
- YKA stories are available on all social media, amplifying its reach in platforms serving populations at large
- Digital campaigns with brands and high impact organisations serve to create a community around the issue and empower youth to speak up while helping organisations reach an engaged and informed group of young people
- The writer training programme is completely online
- YKA is keen to now expand to become a multilingual platform from a bilingual one incorporating Marathi, Bengali, Gujarati and Tamil.

## Resources and partnerships required:

Youth Ki Awaaz aims to build an action network, a network of young people, who can run similar platforms and amplify the voices of youth further.

**Cost per youth:** YKA, per se, is a free platform for all youth, but the cost they incur is on editors and campaigners who facilitate this conversation.

A simple average break down of costs vs the number of young people who publish stories on YKA each month computes a cost of USD 227.15 (INR 17,000) per youth, per month for YKA

“After my article, my first battle  
[against inaccessibility] has been won.  
For the first time in my adult life, I felt  
hope.”

- Jolly Mohan

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