

YuWaah Karnataka Report

MAY 2020



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Abbreviations

AIM		Atal Innovation Mission
ATC21S		Assessment and Teaching of 21st Century Skills
CEDoK		Centre for Entrepreneurship Development of Karnataka
CMGEP		Chief Minister's Employment Generation Programme
CMKKY		Chief Minister's Kaushalya Karnataka Yojane
CMKLS		Chief Minister's Karnataka Livelihood Scheme
CSO		Civil Society Organisations
CWSN		Children with Special Needs
DAY		Deen Dayal Antyodaya Yojna
DITE		Department of Industrial Training and Employment
DU-GKY		Deen Dayal Upadhyaya Grameen Kaushal Yojana
ELISS		English Language Initiative for Secondary Schools
FLFP		Female Labour Force Participation
GAME		Global Alliance for Mass Entrepreneurship
GDP		Gross Domestic Product
GenU		Generation Unlimited
Gol		Government of India
GoK		Government of Karnataka
GPI		Gender Parity Index
GPUC		Girls Pre-University College
GTTC		Government Tool Room & Training Centre

ICO		India country office
IISC		India International Skill Centers
IMC-K		International Migration Centre
ITI		Industrial Training Institutes
KGMSDC		Karnataka German Multi Skill Development Corporation
KSDA		Karnataka Skill Development Authority
KSDC		Karnataka Skill Development Corporation
KSEP		Karnataka State Education Policy
KSFC		Karnataka State Financial Corporation
KSRLPS		Karnataka State Rural Livelihoods Promotion Society
KVTSDC		Karnataka Vocational Training and Skill Development Corporation
LFPR		Labour Force Participation Rate
LFPS		Labour Force Participation Survey
LMIS		Labour Market Information System
MHRD		Ministry of Human Resource Development
MoYAS		Ministry of Youth Affairs and Sports
MSDE		Ministry of Skill Development and Entrepreneurship
MSJE		Ministry of Social Justice and Empowerment
MSMEs		Micro, Small and Medium Enterprises
NBSAC		National Board for Skills Assessment and Certification
NCF		National Curriculum Framework
NCS		National Career Services
NEP		New Education Policy
NGO		Non-Governmental Organisation

NIOS		National Institute of Opening Learning
NPYAD		National Programme for Youth and Adolescent Development
NREGA		National Rural Employment Guarantee Act
NRLM		National Rural Livelihood Mission
NSDC		National Skill Development Corporation
NSQF		National Skills Qualification Framework
NSS		National Service Scheme
NULM		National Urban Livelihood Mission
NYKS		Nehru Yuva Kendra Sangathan
NYLP		National Young Leaders Programme
NYP-2014		National Youth Policy, 2014
OOSC		Out of School Children
PMEGP		Prime Minister Employment Generation Programme
PMGEP		Prime Minister Employment Generation Programme
PMKVY		Pradhan Mantri Kaushal Vikas Yojna
PM-YUVA		Pradhan Mantri Yuva Udyami Vikas Abhiyan
PTR		Pupil-Teacher Ratio
PU		Pre-University
PUE		Pre-University Education
RGNIYD		Rajiv Gandhi National Institute of Youth Development
RMSA		Rashtriya Madhyamik Shiksha Abhiyaan
RPL		Recognition of Prior Learning
RSETI		Rural Self Employment Training Institute
RTE		Right to Education

RYSK		Rashtriya Yuva Sashaktikaran Karyakram
SATS		Students Achievement Tracking System (Sikshana Kirana)
SDEL		Department of Skill Development, Entrepreneurship and Livelihood
SGHs		Self-Help Groups
SMES		Small and Medium Enterprises
SRP		School Readiness Programme
SSA		Samagra Siksha Abhiyan
SVYM		Swami Vivekananda Youth Movement
TTMS		Teacher Tracking and Management System
UN		United Nations
UNCRC		United Nations Convention on the Rights of the Child
UNICEF		United Nations Children's Fund
VPTs		Vocational Training Providers
YDI		Youth Development Index
YES		Youth Employability Centres

Taxonomy

This report has evaluated the central landscapes impacting young people in Karnataka. There are a complex intersection of activities and associated terminology, which are 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 the 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.
2. **Youth:** According to the National Youth Policy 2014 and hence, Government of India, the term 'youth' refers to 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 National Youth Policy age-group.¹ Similarly, 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.²
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.³
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.^{4,5}
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.⁶

¹ Ministry of Youth and Sports Affairs. 2014. National Youth Policy. Retrieved from: http://www.rgniyd.gov.in/sites/default/files/pdfs/scheme/nyp_2014.pdf

² Children in India have a right to education up till the age of 14 under the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Hence, job market statistics are captured after the age of 14 in the country. In this report, the reference age group for youth employment is 15-29 years of age.

³ UNICEF. (2019). Comprehensive Life Skills Framework: Rights Based and Life Cycle Approach to Building Skills for Empowerment.

⁴ UNICEF. (2018). Concept Note on OOSC in India.

⁵ Ministry of Human Resource Development, GoI. (2013, 2017). Recognition of Academic Qualifications and Degrees. Retrieved from: <https://mhrd.gov.in/distance-learning-4>

⁶ Draft National framework on career guidance and counselling 2020, Ministry of skills and empowerment

6. **21st Century Skills:** The Assessment and Teaching of 21st Century Skills (ATC21S) researchers concluded that 21st Century skills can be grouped into four broad categories:⁷
- a. Ways of thinking
 - b. Ways of working
 - c. Tools for working
 - d. Skills for living in the world
7. **Foundational Skills:** Having Foundational Literacy, that is, the ability to read and write, and to perform basic operations with numbers the ability to read and write, and to perform basic operations with numbers.⁸

⁷ International Association for Educational Assessment. (2014). The Cambridge approach to 21st Century skills: definitions, development and dilemmas for assessment. Retrieved from: <https://www.cambridgeassessment.org.uk/Images/461811-the-cambridge-approach-to-21st-century-skills-definitions-development-and-dilemmas-for-assessment-.pdf>

⁸ Ministry of Human Resource Development. (2019). National Education Policy 2019. Retrieved from: https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf

Executive Summary

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 2019 by the Minister for Women and Children's Development, Smriti Irani along with an alliance of national and international partners.⁹ YuWaah focuses on enabling delivery of life and employability skills, career guidance and employment by building ecosystems to co-create solutions with young people and support them with financial and/or other resources. The initiative is centred around the idea of enabling young people to emerge as social changemakers.¹⁰

Under the YuWaah initiative, Sattva has mapped and analysed National and State-level policy landscapes for Karnataka, along with key innovative solutions emerging from the non- governmental space, in the areas of

Secondary Education (including mechanisms that enable the school to work transition), Skill Development, Employment, Entrepreneurship, and Engagement of Young People — this report summarises the main findings from the analysis. The report methodically appraises these themes to identify policy whitespaces in Karnataka. Finally, the report offers recommendations based on identified gaps, challenges, and systematic barriers across the five areas. The overall objective of this report is to draw out an implementation roadmap for the YuWaah partnership for the state of Karnataka— the Way Forward section of this report strives to operationally address the existing as well as emerging needs of young people in the state in light of the COVID-19 pandemic.

India is home to 20% of the global young-people aged between 10-24 years, making it the youngest nation in the world.¹¹ The economic potential of young people in India has been a matter of deep deliberation across governments, multilateral institutions, development agencies, academia and think-tanks. Young people are today visibly contributing as political actors, innovators, entrepreneurs, and peacebuilders. At the same time, they face disproportionate social, economic, and political barriers which

⁹ GenU. 2019. India launches bold new youth initiative - YuWaah!. Retrieved from:

<https://www.generationunlimited.org/press-releases/india-launches-bold-new-youth-initiative-yuwaah>

¹⁰ UNICEF. (2019). New Alliance To Transform Education, Skilling And Employment With And For India's More Than 300 Million Youth. Retrieved from: <https://www.generationunlimited.org/press-releases/india-launches-bold-new-youth-initiative-yuwaah>

¹¹ United Nations, Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, custom data acquired via website.

prevent them from tapping into their full potential. There is a clear need for systematically addressing key issues affecting young people spanning Secondary Education, Skill Development, Employment, Entrepreneurship, and Civic Engagement. Working on all these areas in tandem with a systematic approach is essential to holistically enable young people who are going to be the thought leaders and decision-makers of a future India.

In the **Education** sector, India has achieved near universalisation of primary education through the rights-based framework of Sarva Siksha Abhiyan. Although there has been progress in reaching universal primary education through the expansion of equitable access to education, this progress has not been accompanied by necessary provisions for ensuring quality, resulting in stunted impact on the lives of learners and decreased opportunities for social and economic participation. Critical learning gaps due to weak foundational skills have emerged, for instance, only 50.3% of class V students in India can read textbooks meant from class III students.¹² **This compounds into a national situation where over 17.06% of the students drop out at the secondary level education, adding to the 4% drop out rate at both the primary and upper-primary levels.**¹³ To enable the aspirations of young people, it is essential that year-on-year learning outcomes are improved.

¹² ASER annual report, 2018-19.

¹³ Average Annual Drop-Out Rate in School Education (2014-15), ESAG-2018

¹⁴ PRS. (2020). Karnataka Budget Analysis 2020-21. Retrieved from: https://www.prsindia.org/sites/default/files/budget_file_s/State_Budget_Analysis_KA_2020-21_Final.pdf

¹⁵ Educational Statistics at a Glance. (2018). Retrieved from:

Karnataka has allocated 13% of its expenditure to education for FY 2020-21, which reflects in the above-average enrolment percentage of 83.22% in secondary education.^{14,15} However despite the encouraging status of enrolments, only 26.6% of grade VIII students can subtract and just 39.0% are able to divide in rural Karnataka - highlighting the need for focus on building foundation skills across rural and urban areas.¹⁶ Further, the state has a 8.08% average dropout rate at the secondary level - indicating a clear scope for improving retention of young people in education as well as mainstreaming out-of-school children (OOSCs) in the state.¹⁷

Key gaps that have emerged in the Education sector landscape analysis that keeps the state from achieving its potential are centred around issues of **access, quality, and programme governance**. With quality government schools clustered around south Karnataka, huge intra-state disparities have emerged both in terms of access to education and the quality of imparted education. While 61.33% of that state is rural, only 53% of the total government schools are in rural areas. Further, Government of Karnataka's (GoK's) Department of Primary and Secondary Education's participation hugely varies across primary to secondary education — while 85.42% of the lower primary schools are government-led, only 28.12% of the secondary schools are run by the government. As a result, there are several private unaided secondary schools in

https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf

¹⁶ Retrieved from: ASER report 2018

¹⁷ Department of Primary and Secondary Education. (2018-19). Karnataka State Education Report. Retrieved from:

<http://www.schooleducation.kar.nic.in/databank/UDISERRepEnglish1819.pdf>

Karnataka — this leads to not only economic exclusion but also the geographical exclusion of students as most of these secondary schools are in urban areas. Additionally, while the Department of primary and secondary education is aiming to integrate career counselling and digital education in the upcoming model Karnataka Public School (KPS) in every block across the state- the total number of such schools is currently limited to 276.¹⁸ Further, only 30% of schools report the presence of a computer lab while none report access to ramps for Children with Special Needs (CWSN's) - this highlights lop-sided access to opportunities. Lastly, to improve programme monitoring and governance, the state introduced Students Achievement Tracking System (SATS), there is a need to harmonise the U-DISE state-level findings with the SAT's findings as there are wide variations in the reported data across the two public datasets.^{19,20,21}

It has also been observed that secondary education does not adequately equip students with **relevant skills** to navigate the job market. To enable aspirations of the Indian young people, it is fundamental to empower them with marketable skills - vocational as well as technical - that align with industry demand. Hence, the second theme this report examines is that of **Skill Development**. Government of India (GoI) declared skill development to be a national

priority with the launch of the National Policy for Skill Development and Entrepreneurship in 2015. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out in the country, to align them to common standards and link skilling with industry demand.²²

The vision of the Karnataka Skill Development Policy and the efforts of the Department of Skill Development, Entrepreneurship, and Livelihood (SDEL) have enabled the expansion of the skill development ecosystem as well as skilling of young people in Karnataka. As per the National Skill Development Corporation's (NSDC) Skill Gap Report for Karnataka, the **State will require 8.47 million skilled workforce in various sectors between the year 2012-22.**²³ The report has identified that there is a wide demand for upskilling/reskilling of young people in Karnataka, and further, there is a need to invest in vocational and technical skills of the young people to enable the skill development landscape in the state. These critical needs are being holistically addressed by several entities in the non-governmental space in Karnataka. While many of these skill training providers (STP's) make use of innovative pedagogies in their industry-relevant training modules, they have a stronger foothold in south

¹⁸ Career Counselling has not yet been introduced in these 276 schools.

¹⁹ UDISE, Secondary Education- State Report Card. Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

²⁰ Department of Primary and Secondary Education. (2018-19). School Education in Karnataka. Retrieved from: http://www.schooleducation.kar.nic.in/databank/GoKRreport1819Final_230919.pdf

²¹ Department of Primary and Secondary Education. (2018-19). Karnataka State Education Report.

Retrieved from: <http://www.schooleducation.kar.nic.in/databank/UDISERepEnglish1819.pdf>

²² Ministry of Skill Development and Entrepreneurship. 2015. National Policy for Skill Development and Entrepreneurship

²³ National Skill Development Corporation (NSDC). 2012. District wise skill gap study for the State of Karnataka. Retrieved from: <https://nsdcindia.org/sites/default/files/files/karnataka-exec-summary.pdf>

Karnataka. **To address the larger issue of differential access, quality and skill need between different regions of Karnataka, and further to dovetail the skill development efforts of various ministries and departments in the state, GoK has set up the Karnataka Skill Development Authority (KSDA).** While the authority has the convening capacity, that is, the ability to regularly engage and consult with various stakeholders in the skill development space, it not a key mandate of the authority. Hence, in Karnataka, there is a well-founded need for a platform where skill providers— private, young people-led or in the non-governmental space, can interact with the government an equal partners, with equal opportunity and access for entities based out of North Karnataka, to explore synergies and co-create solutions that benefit young people.

The key gaps in Karnataka's Skill Development landscape are centred around the issues of **access and quality, industry relevance of the training imparted at the government-run ITI's, issues around fragmented implementation of Recognition of Prior Learning (RPL) programme, and information asymmetry around industry requirements due to the absence of effective state-level Labour Market Information System (LMIS).** The issue of access is particularly relevant given the stark divergence in the industry needs, avenues for economic opportunity, and the aspirations of young people across rural and urban setting, and particularly between north and south Karnataka. While the state has been implementing several initiatives through SDEL and is proactively attempting to democratise access to these initiatives

²⁴ Retrieved from:
<https://www.thehindu.com/opinion/op-ed/creating-jobs-for-young-india/article29559283.ece>

using digital solutions, uptake remains limited and the year-on-year targets have seen a successive decline—this may be due to the larger systematic issue where the courses being offered are often not aligned with the industry demand, and further, due to misalignment of the aspirations of young people and the economic opportunities offered post skill training. Additionally, there is vast scope for improving the user experience of the state-run job portals — in the absence of a seamless and intuitive interface, the uptake by vulnerable communities, that are not as digitally versed, will remain minimal. Lastly, there is an acute need to design and offer skill training modules that are aligned with the industry-needs at the level of micro-geography, this is going to be particularly relevant in the current scenario where there is mass COVID-19 related reverse-migration.

The third and the fourth themes in this report are that of **Employment and Entrepreneurship.** The report analyses the policy landscape of aspirational economic opportunities available to the young people via the mechanisms of both employment and entrepreneurship. **One million young people turn 18 every month and start looking for economic opportunities in India.**²⁴ However, the limited quantum of skilling at secondary level of education, coupled with the paucity of internships and apprenticeships foster a landscape of poor skills with limited economic returns **unemployment is higher among youth in India (17.8%) than those over 30 years of age (1.5%).**^{25,26}

²⁵ Sattva Analysis of PLFS

²⁶ YuWaah! Report on young people in India, 2019

In Karnataka, unemployment rate for youth (15.8%) is marginally lower than the national rate- there is negligible variation in the rate of unemployment of youth between rural and urban areas.²⁷ However, the overall unemployment rate has exasperated nationally and in Karnataka, in the first quarter financial year (FY) 2020-21 due to COVID-19 related national lockdowns, and as of May 2020 the 30 day moving average stood at 23.5 and 20.4 respectively.²⁸ Encouragingly, the State fares well in terms of employability in comparison to the rest of India with a 52.8% employability rate and is among the top five states with high employability. Further, the state is ranked fourth in female employability. It also boasts a relatively high Labour Force Participation Rate (LFPR) among young women (15-29 years) - 18.2% and amongst young men (15-29 years)- 61.4%, both of which is above the national average.²⁹ Overall, GoK is invested in aiding the creation of a seamless job market, where the role of the state is focused around addressing the information asymmetries of the job market. To ensure the holistic design of employment exchanges that adequately address the needs of both the job seekers and the job providers, GoK is proactively consulting and partnering with critical stakeholders.

Key policy gaps that impede job creation are the absence of an **contextualised state level employment policy, lack of uptake of the National Career Services Portal (NCS), inadequate mechanisms in place to monitor, collate and analyse the data generated by the state flagship portals designed to bridge job seekers and**

employers, lack of focus on digital integration of young people, and negligible investments in transferable skills. While the Government of Karnataka (GoK) has made credible strides in improving the ease of doing business to support business and generate jobs in the state, the absence of a state-level employment policy has resulted in serious limitations. While the state has initiated the concept of a localised job exchange with the launch of the Youth Employability (YES) centers and district employment exchanges — critical gains can be made by aggregating the data of these exchanges to map out skill gaps across the districts of the State. Furthermore, with a growing gig-economy, the government needs to track the emerging requirements of the industry and work out institutional mechanisms that provide aspects of social security to gig-workers.

To supplement employment generation, **we need a cadre of young entrepreneurs who are job creators and not job seekers- as a higher-educated Indian youth is more than five times (35%) as likely to be unemployed as an uneducated one (6.2%).**³⁰ The government has recognised young start-up's as engines of job creation— hence, promoting and enabling businesses has been a policy priority for both GoK. The skill strategy is complemented by specific efforts to promote entrepreneurship to create ample opportunities for the skilled workforce. The National Policy of Skill Development and Entrepreneurship (2015) notes that an ideal entrepreneurial environment has five pillars: access to funding, entrepreneurial culture, supportive regulatory and tax regime, an

²⁷ Sattva PLFS- refers to people in the age group of 15-29 years.

²⁸ Retrieved from: <https://unemploymentinindia.cmie.com/>

²⁹ Taggd and Confederation of Indian Industry. 2020. India Skills Report

³⁰ Sattva Analysis of PLFS

educational system that promotes entrepreneurial mindsets, and a coordinated approach that links the public, private and voluntary sector.³¹

Key gaps in the entrepreneurship policy landscape are around **the need to expand the incentives to include non-technology and non-Bengaluru based startups**. Specifically, it is been observed that while provisions have been made for technology startups, the criteria inhibiting non-tech startup participation in government tenders impede the growth of entrepreneurship; more incentives are needed to support the startups in non-technology space; the need for prioritised focus on young entrepreneurs; facilitation of entrepreneurship in academic institutions; and the need for subsidised incubation through Public Private Partnership (PPP) model for startups.

The fifth area analysed in this report is that of **Engagement of Young People**. While young people represent ~ 30% of India's population, civic participation amongst young people in India is amongst the lowest in the world.³² 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.³³ The index ranks countries based on five parameters, namely, education, health, employment, civic participation, and political participation.

While national programmes like the National Service Scheme (NSS), National Cadet Corps (NCC), and Nehru Yuva Kendra Sangathan (NYKS) exist to encourage youth civic participation, there is a need to track and monitor the impact of these programmes at both the national and the state-level.

With over eight lakh student volunteers within the NSS, Karnataka is the frontrunner in the implementation of this scheme compared to other states. However, this level of proactiveness is not reflected in other schemes such as NYKS.³⁴ Nationally, India's participation score is captured by the youth development index developed by Rajiv Gandhi Institute of Youth Development, Karnataka outperforms the national average on this Index in terms of the youth education index, youth development index, youth work index, and youth civic participation index. However, it underperforms in youth political participation index, youth social inclusion index, and youth gender development index.³⁵

Key gaps that have emerged in the state policy landscape analysis in the area of engagement and development of young people, are centred around the lack state governments focus on engagement of young people, improving monitoring and evaluation systems to address the limited visibility of the on-ground impact of both national and state initiatives, and setting up systems for increased stakeholder collaboration. Despite a state youth policy,

³¹ Ministry of Skill Development and Entrepreneurship. 2015. National Policy for Skill Development and Entrepreneurship

³² Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India. (Calculated from Table C-13)

³³ Commonwealth Secretariat. (2016). Youth Development Index (YDI) Retrieved from: <https://thecommonwealth.org/youthdevelopmentindex>

³⁴ Primary interview with state NSS team

³⁵ RGNIYD. (2017). Youth Development Index. Retrieved from: http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf

Karnataka does not have adequate institutional state-level initiatives to promote engagement of young people- GoK has not initiated any schemes to supplement central programmes, such as the NSS, NCC and NYKS programmes. This coupled with the insufficient data sharing around key activities initiated under the state youth policy makes it difficult to understand and track the engagement ecosystem in the state. Further, in addition to the absence of structured programmes for engagement between GoK and young people, there are limited provisions for collaboration among various stakeholder within the ecosystem of engagement and development of young people. Lastly, there is a need for a platform where various key stakeholders, in the development and engagement ecosystem of young people, can convene to co-create innovative solutions and collaborate to leverage synergies— currently, there is no such platform in this space in Karnataka.

This report has identified policy white spaces and thematically catalogued them based on the gap analysis of five themes of Secondary Education, Skill Development, Employment, Entrepreneurship and Engagement of Young People. **Four buckets of recommendations have emerged, these are, to Strengthen existing policies and implementation, Catalyse knowledge generation & innovation, Holistic ecosystem engagement and Targeted policy advocacy.** The sub-recommendations under these broadheads have been mapped across state-level stakeholders, that is, members of the YuWaah partnership — Policymakers and implementing government bodies, UNICEF, funders, and other stakeholders, such as NGOs, CSOs, social sector enterprises and private organisations that are active and

integrated within the youth development ecosystem. All these stakeholders find themselves functioning in the same policy landscape and are limited by different dimensions of similar policy gaps. Addressing these gaps with co-created solutions will address important issues impeding engagement of young people in the state.

The four buckets of recommendations are based on the board set of observations that while several national and state-level initiatives and programs have been implemented to address the critical needs of young people, programs with holistic designs often face systematic governance issues, such as poor monitoring and inadequate cadence between officers at various levels of the bureaucratic hierarchy. Additionally, this report is cognisant that relevant pathways emerge when informational asymmetries are addressed. These informational asymmetries exist on both sides of the stakeholder spectrum — the policymakers do not have a clear grasp of the key requirements of the young people and young people are not aware of how to effectively interact with the government machinery to make their needs heard, understood and met. This highlights a clear need to leverage digital solutions to ensure holistic participation of all the stakeholders and to co-create well-rounded solutions. Further, given the vast spectrum of stakeholders involved, there is an urgent need for holistic engagement of the ecosystem to unleash collaborative synergies and to bring young people to the center of policy design. Lastly, the overall ecosystem of youth development is multi-dimensional and while existing policies cover wide aspects of this ecosystem, certain aspects have been left unaddressed, such as evidence-based

systematic incorporation of youth economic aspirations in policy decisions — there is a significant need for evidence-based policy advocacy to mainstream these aspects into the national and state government policies.

To best address these gaps, this report has identified three operational solutions for the YuWaah partnership. Since YuWaah is envisioned to bring together government, non-governmental, private and development sectors, social enterprises and young people, these operational solutions are designed to be participatory, to best develop co-created solutions on the long list of identified gaps that currently impede synergies in the space. The first solution entails **establishing a YuWaah state stakeholders' taskforce** to facilitate exchange and collaboration across the dynamic spectrum of stakeholders. Such a platform does not exist in Karnataka and will make for critical value addition in the young people development and engagement ecosystem. To ensure a focused, representative, and agenda driven taskforce, this report further recommends the setting up of an advisory group, three or more thematically focused working groups — including an innovations working group, and a young people's reference group.³⁶

The second operational solution involves the design, development and launch of **YuWaah**

Knowledge Commons. This tool will be designed to track innovations at micro-geographies, catalysing knowledge creation and innovation. This will help funders identify and invest in innovative solutions, both young people led and centric, and ultimately allow for cross-cutting synergies across engagement landscape of young people in Karnataka. The innovations working group of the state taskforce should spearhead the beta and the final development of this tool in close collaboration with teach-experts like NASSCOM, industry bodies that are representative of the initiatives of young start-ups, SDEL (especially, KSDA and CEDoK), and KGMSDC. The tool is envisioned to be a social innovations aggregator, one where innovations can be tracked at micro-geographies, to develop a thriving ecosystem by playing the role of market-maker — both funders and government will have easy access to the emerging innovative solutions that address the needs of young people.³⁷

Lastly, this report endorses **investment in digital outreach tools** — these tools should build upon existing initiatives such as the Ureport (that captures supply-side aspirations via surveys) to address informational asymmetries in the ecosystem.³⁸ While the Ureport can collate and aggregate the opinions of young people on important issues, there is scope to further

³⁶ A dedicated working group to track, catalogue and facilitate innovations in the young people's engagement and development landscape.

³⁷ Knowledge commons tools are extensively used for knowledge management internationally, especially libraries. In the development sector, UNESCO MGIEP used this tool to facilitate and support young people's engagement on topics of peace and sustainability. In this context, the tool will be designed for knowledge management of social innovations with the larger idea to support the entrepreneurship at micro-geographies.

³⁸ U-Report India is a free tool for community participation, designed to address issues that the

population cares about. Once a U-Reporter has followed @UReportIndia on Twitter or Liked U-Report India Facebook Page, polls and alerts are sent via Direct Message and real-time responses are collected and mapped on this site. Results and ideas are shared back with the community and policymakers. Issues polled include health, education, water, sanitation and hygiene, youth unemployment, HIV/AIDS, disease outbreaks and anything else people want to discuss. Retrieved from: <https://india.ureport.in/>

develop the tool to enable and engage young people as social changemakers. The platform should provide state-level resources and information that enable young people to develop into active citizens, thought leaders and, eventually, impactful social changemakers — these resources should also be made available in the Kannada. The platform should further leverage digital tools to encourage participation of young people in governance, policies, and politics. The importance of digital solutions has dramatically increased under the current COVID-19 pandemic. Given the states extensive technology ecosystem, intelligent digital outreach tools that leverage the deep penetration of social media networks in the state will serve to reach more young people. YuWaah Karnataka should aim to be the frontrunner in this space to leverage the

extensive pre-existing technology ecosystem in Karnataka.

Working on all these areas in tandem with a systematic approach is essential to enable young people who are going to be the future decision-makers of India. By streamlining intervention models, sharpening delivery to the targeted beneficiary, and leveraging knowledge around best practices- YuWaah's vision of partnering with 300 million young people as change makers, facilitating 200 million young people to gain relevant skills for productive lives and building pathways to aspirational socio-economic opportunities for an additional 100 million can be achieved.³⁹

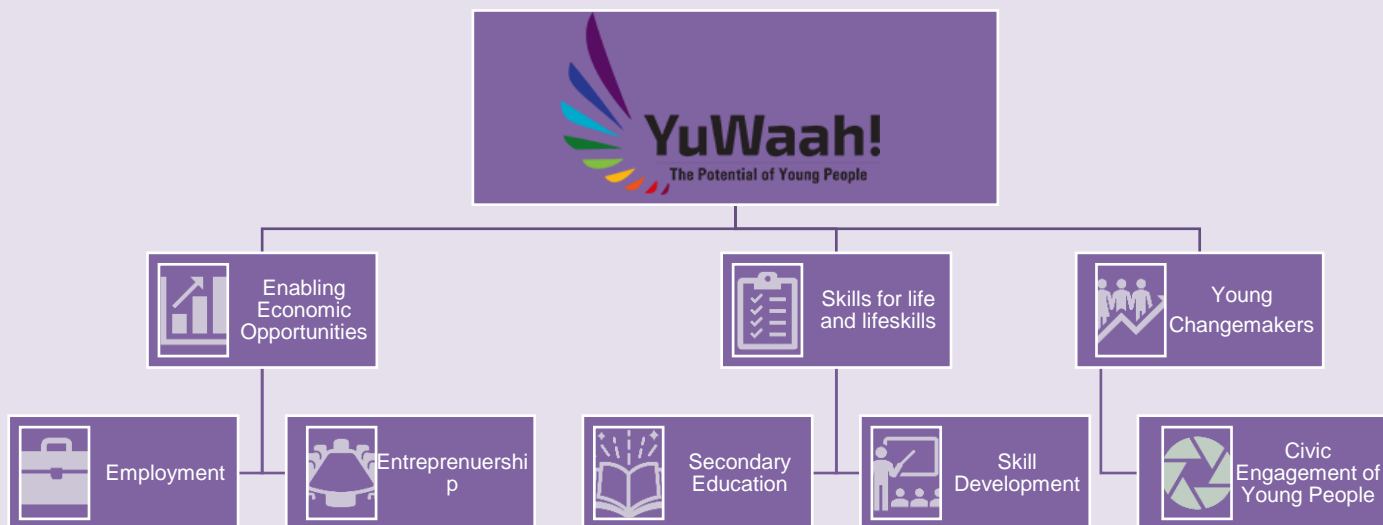
³⁹ GenU Updated country investment agenda with solutions

Context

UNICEF initiated the global Generation Unlimited partnership in 2018 to meet the urgent needs of expanding education, skill development and employment opportunities for young people (10-24 years) across the world. Within the overall Sustainable Development Goals framework, and the new UN Youth Policy 2030, Generation Unlimited provides a universal agenda– all countries can and must do more to support the education, skills, and empowerment of youth. In this context, the India chapter of Generation Unlimited – YuWaah – was launched in 2019.⁴⁰ 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.

YuWaah envisions to build pathways to aspirational socio-economic opportunities for 100 million young people, facilitate 200 million young people to gain relevant skills for productive lives and the future of work, and partner with 300 million young people as change makers and create spaces for developing their leadership.⁴¹ Each goal has a set of priority focus areas which have been classified under **3 pillars** of **Skills And Pathways**, **Aspirational Economic Opportunities**, and **Social Changemakers**.⁴²

Figure 1: Pillars and Five Focus Areas of YuWaah



⁴⁰ UNICEF. (2019). New Alliance To Transform Education, Skilling And Employment With And For India’s More Than 300 Million Youth. Retrieved from: <https://www.generationunlimited.org/press-releases/india-launches-bold-new-youth-initiative-YuWaah!>

⁴¹ GenU India Strategy

⁴² GenU Country Investment Agenda

The initiative is unique in its commitment to identify high-impact, scalable initiatives and enable roll-out at scale by brokering investments and shared value partnerships. It also aims to detect whitespaces and foster breakthrough innovation by co-creating solutions with young people to ensure they are drivers and agents of social change.⁴³

India is home to 20% of the global young– people aged between 10-24 years, making it the youngest nation in the world.⁴⁴ In absolute numbers, this demographic cross-section consists of about 375 million individuals, claiming 27% of the national population share.⁴⁵ In the past decade, there has been a lot of discussion around India’s demographic potential—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. However, demographic dividend is not India’s destiny, but rather a demographic phenomenon that the country must take advantage of by making timely investments in education, skilling, health, and by promoting economic policies that enable labour market flexibility.⁴⁶

A focused analysis of the **education** sector in India reveals that by 2017, India had achieved near-universal primary school enrolment with a 1.01 score on the Gender Parity Index (GPI), as well as a reported ~90% literacy in the 15-24 age group.^{47,48} However, only 50.3% of class V students can read textbooks meant from class II students- highlighting critical gaps in foundational skills.⁴⁹ This compounds into a situation where over 17.06% of the students drop out at the secondary level education, adding to the 4% drop out rate at both the primary and upper-primary levels.⁵⁰ For enrolled children, it is essential that year-on-year learning outcomes are improved, possibly by upgrading curriculum and using innovative pedagogy with an overall focus on foundational skills. For out-of-school children (OOSCs), a dual balance between mainstreaming them back to formal schooling along with providing these young people with opportunities for training, skill development, and additional education is critical- especially, given the goal of linking them to aspirational economic opportunities.

Further, secondary education does not adequately equip students with **relevant skills** to navigate the job market. To enable aspirations of the Indian young people, it is fundamental to empower them with marketable skills- vocational as well as technical- that align with industry demand. There is an urgent need to integrate 21st century skills (life skills & digital skills) in the core K-2 curriculum. A holistic strategy that enables education to work transition would involve both career counselling and placements—the career counselling dimension will help young students to align their aspirations to industry demand while the institutional placement support would aid in matching demand and supply of skilled labor.

⁴³ GenU Country Investment Agenda

⁴⁴ The national definition of 'youth' according to the NYP (2014) is defined as a person in the age-group of 15-29 years. For this policy report, we will refer to youth as a person in the age group of 10- 24 years.

⁴⁵ United Nations, Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, custom data acquired via website.

⁴⁶ Economic Survey of India, 2016-17.

⁴⁷ <https://www.unfpa.org/data/world-population/IN>

⁴⁸ <http://uis.unesco.org/en/country/in>

⁴⁹ ASER annual report, 2018-19.

⁵⁰ Average Annual Drop-Out Rate in School Education (2014-15), ESAG-2018

One million young people turn 18 every month and start looking for **employment**.⁵¹ However, the limited quantum of skilling at secondary level of education, coupled with the paucity of internships and apprenticeships foster a landscape of poor skills with limited economic returns - unemployment is higher among 18+ young people in India (13.5%) than those over 30 years of age (1.5%). The problem is compounded by the fact that India has evolved into a skill-intensive service sector economy. This calls for an urgent focus on upskilling young people of India while also a critical focus on increasing the quantum of quality jobs across sectors. To supplement this, we need a cadre of young **entrepreneurs** who are job creators and not job seekers- as a higher-educated young Indian is more than five times (35%) as likely to be unemployed as an uneducated one (6.2%).⁵²

Availability of quality data on employment is a challenge since a relatively small proportion of the overall workforce is employed in the formal sector and the sample size is also small. About 86% of India's 500 million workers are in informal employment and over 90% are in the unorganised sector.⁵³ India's strong and steady economic growth has not yet yielded a corresponding improvement in terms of broadening access to quality formal employment, and within the current scenario of a global pandemic these employment repercussions are going to exacerbate.⁵⁴ The enormity and the promise of the country's socio-economic landscape have allowed for the development of numerous policies, schemes, and models, both by the government and private sector, to address the needs and aspirations of young people. Government of India (GoI) has announced Skill Development and Employment Generation of India's young people as national priority.^{55,56}

While young people represent ~27% of India's population, **civic participation** amongst the young people in India is amongst the lowest in the world. 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.⁵⁷ The index ranks countries based on five parameters, namely, education, health, employment, civic participation, and political participation. Any policy decision related to education, skilling and enabling entrepreneurship impacts the young people- hence, there is a need to develop innovative models to ensure that their aspirations, concerns, and co-created solutions find representation in the policies offered to them. In other words, there is a need to equip young people as problem-solvers and engaged members of civil society. YuWaah partnership has been uniquely designed to keep of engagement of young people at the core of its strategy.

⁵¹ United Nations, Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, custom data acquired via website.

⁵² Sattva Analysis of PLFS

⁵³ Bonnet, F., Vanek, J., & Chen, M. (2019). Women and men in the informal economy: a statistical brief. International Labour Office, Geneva.

⁵⁴ Ambarkhane, S. (2019). State of Jobs In India 2019. Grameen Foundation India.

⁵⁵ Ministry of Skill Development and Entrepreneurship, GoI. (2015). National Policy for Skill Development and Entrepreneurship.

⁵⁶ <https://in.one.un.org/un-priority-areas-in-india/>

⁵⁷ Retrieved from: <https://thecommonwealth.org/youthdevelopmentindex>

Objective

Based on national and state-level consultations along with a national landscape analysis by Boston Consulting Group, YuWaah has identified four states - Maharashtra, Karnataka, Punjab, and Gujarat to operationalise YuWaah. Sattva's landscape analysis aims to identify the white spaces in the development and engagement ecosystem of young people in Karnataka. The analysis will recommend potential areas of work, an operational way forward and the possible roles that YuWaah partners can play under the broad themes of education, skill development, and enabling aspirational economic opportunities for young people. The report will offer an implementation roadmap that leverages best practices from successful programmes in serviced and non-serviced areas in conjunction with policy advocacy.

Karnataka, with a population of ~6.1 crores, is the ninth most populous state of India and seventh largest in terms of geographical area. It is a moderately urbanised state with 38.7% population living in towns, a literacy rate of 75.4%, and unemployment rate of 4.8%. **Roughly 30% of its population falls under the definition of young people.**⁵⁸

Karnataka was one of the first states in the country to adopt an Evaluation Policy in 2000. Karnataka Evaluation Society (KEA) was set up in 2011 with the objective of enabling transparent, effective, and efficient practice of evaluation of Government's development policies and programmes. Evidence-based evaluations enable optimal use of resources for maximising the intended and measurable outcomes and, hence, citizen satisfaction. This focus on evaluation is aligned with YuWaah's objective of identifying and bridging the white spaces in the development ecosystem for young people. Moreover, the state had established the Department of Skill Development, Entrepreneurship and Livelihood (SDEL) in 2016 to help young people in acquiring necessary skills and expertise to increase their employability. The pro-active state has also launched a start-up policy (2015) to give institutional and intellectual support to the new budding entrepreneurs. The policy underscores the state's focus on entrepreneurship — encouraging job creation over seeking jobs. With a young population, a vibrant ecosystem, and a dynamic government- Karnataka makes for a fertile ground for the roll-out of the YuWaah partnership.

⁵⁸ Calculated from C-13 Table, Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India.

Research Methodology

For this report, a mixed-methods research approach was utilised in which qualitative and quantitative secondary research was conducted to map the landscape of Government initiatives across the five core areas of **Secondary Education, Skill Development, Employment, Entrepreneurship and Engagement of Young People**. Primary research was undertaken via structured interviews with subject-matter experts to validate the white spaces identified in secondary research in each of the five areas. Data from these two exercises was analysed to understand gaps, challenges, and whitespaces and formulate the overall recommendations and way forward for UNICEF Karnataka. The tables below depict the research methodology adopted across each stage:

Secondary research

- Conduct an in-depth literature review on the 5 core areas at both national and state-level
- Identify policies, programmes, and schemes that target young people to present a holistic young people’s focused landscape in terms of national and state policy priorities
- Map innovative young people centric solutions by NGOs, CSR, and private space across the 5 areas
- Conduct a gap analysis of the overall government initiatives targeted at young people to map the whitespaces in the 5 areas

Primary research

- Develop a primary research framework and questionnaire based on white spaces identified through the secondary research
- Identify relevant subject matter experts for primary interviews
- Conduct structured interviews with shortlisted experts
- Analyse and synthesise insights and corroborate with data collected from secondary research
- Finalise the gap analysis and formulate the overall recommendation and way forward plan

Karnataka



THE ENVIRONMENT FOR YOUNG PEOPLE IN THE STATE

According to the 2011 census, Karnataka has seen a decadal growth of 15.6% in its population with over two crore citizens in urban areas and over three crores in rural areas. The state's sex ratio of 973 is better than the national sex ratio of 943.⁵⁹ Overall, the young people constitute approximately 29% of the state's population, with the same ratio across rural and urban areas (29%).⁶⁰ About 60% of the state's population is in the working-age group (15 to 59 years), however, only about 45% is working. Of the total workers, 55% are involved in agriculture alone, either as cultivators or agricultural labourers. The state's expected contribution to the all-India GDP in FY 2019-20 is 8.3%. Karnataka also boasts a high expected per capita income of INR 2,31,246 showing a rise of 8.8% during 2019-20. Karnataka's expected 2019-20 per capita income is higher than the India per capita income by 58.4%.⁶¹

Owing to its large population of young people, Karnataka is heavily invested in working with them and, in comparison to the other Indian states, has a relatively matured engagement ecosystem for young people. Karnataka has strong socio-economic conditions providing an ideal ground for laying down new initiatives.

1 Education

Government of Karnataka (GoK) has budgeted Rs 28,967 crores for Education, Sports, Art, and Culture, of which Rs 1,080 crores has been allocated to government secondary schools and Rs 1,314 crores to government colleges. Overall, Karnataka has allocated 13% of its expenditure for education in 2020-21. While, this is lower than the average education expenditure of 15.9% allocated for education by other states, the State's secondary education enrollment is 83.22%, approximately 3% above the national average of 80.01%.^{63,64} Encouragingly, 72% of schools in Karnataka are funded by the Department of Education, and 55% of enrollments in Karnataka are in schools funded by the Department of Education.⁶⁵

⁵⁹ Economic Survey of Karnataka 2019-20

⁶⁰ Calculated from Table C-13, Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India.

⁶¹ Economic Survey of Karnataka 2019-20

⁶³ PRS. (2020). Karnataka Budget Analysis 2020-21. Retrieved from:

https://www.prsindia.org/sites/default/files/budget_files/State_Budget_Analysis_KA_2020-21_Final.pdf

⁶⁴ Educational Statistics at a Glance. (2018). Retrieved from:

https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf

⁶⁵ Department of Primary and Secondary Education. (2018-19). School Education in Karnataka

Figure 2: Performance Grade Indicators- School Performance

Domain	Total Score	National Score	Karnataka Score	% Score
Learning outcome and quality	180	137	160	75% 50% 25%
Access outcomes	80	65	69	75% 50% 25%
Infrastructure and facilities	150	96	100	75% 50% 25%
Equity outcomes	230	205	212	75% 50% 25%
Governance processes	360	190	165	75% 50% 25%
Total	1000	693	706	75% 50% 25%

The state, with a PTR of 15:1 at the secondary level, surpasses the ideal pupil-teacher ratio (PTR) of 30:1.⁶⁶ Moreover, Karnataka's overall literacy rate of 75.4% exceeds the national literacy rate of 72.98%⁶⁷ and its male and female literacy rates are also above the national average.⁶⁸ On an average, the state's education outcomes outdoes the national level outcomes- emphasising the state's focus on the education sector (See the figure 2).⁶⁹

However, key gaps lie in terms of learning metrics- only 26.6% of grade VIII students can subtract and just 39.0% are able to divide in rural Karnataka. This highlights the need for focus on building foundation skills across rural and urban areas.⁷⁰ Further, the state has a dropout rate of 8.08% in class IX and X alone, a sharp rise from the 1.6% dropout rate between class VI to VII.⁷¹

Lastly, while the urban male literacy rate in the State has crossed 90 per cent, rural female literacy rate in the State is yet to cross 60%- highlighting the urgent need to focus on the education among rural female population.⁷²

Additionally, while the Education Department participation in elementary education is significant with 85.42% in lower and 59.24% in higher primary schools being managed by the department, the same is not reflected in secondary education- the Department's participation is limited to just 28.12% of the high schools. With significant gains in primary education, the State has set in motion the planning process for universalisation of secondary education to achieve the target of 85% enrolment in 14-18 age group in classes 9 to 12. The concentration of the secondary schools in the private unaided sector may be one of the reasons for the low access to higher education among children from marginalised groups. Further, as against the total sanctioned posts of 106175 teachers in the secondary schools, 38401 are working in government schools, which constitutes 36%.⁷³ Hence, the state can leverage key opportunities by investing in strengthening

⁶⁶ Unified District Information System for Education. Secondary Education: State Report Cards. 2016-17. Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

⁶⁷http://www.mospi.gov.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/Chapter_3.pdf

⁶⁸ Economic Survey of Karnataka 2019-20

⁶⁹ Department of Primary and Secondary Education. (2018-19). School Education in Karnataka

⁷⁰ Retrieved from: ASER report 2018

⁷¹ Department of Primary and Secondary Education, GoK. (2018-19). School Education in Karnataka.

⁷² Economic Survey of Karnataka 2019-20

⁷³ Department of Primary and Secondary Education. (2018-19). School Education in Karnataka

secondary education services, especially by integrating career counselling across all secondary-age schools, in addition to a focus on imparting foundational skills and 21st century skill.

2 Employability

Figure 3: Unemployment Rate in Karnataka



In terms of workforce dynamics, while India has 17.8% unemployment for both men and women in the age group of 15-29 years, Karnataka's youth unemployment rate for is lower than the national rate (See the figure 3).^{74,75} However, the overall unemployment rate has exasperated nationally and in Karnataka, in the first quarter financial year (FY) 2020-21 due to COVID-19 related national lockdowns, and as of May 2020 the 30 day moving average stood at 23.5 and 20.4 respectively.⁷⁶ Promisingly, with a 52.83% employability rate, the State is among the top five states with highest employability. According to the India Skill Report 2020, Karnataka is ranked fifth in the State with most employable talent pool category, fourth in female employability, and sixth in male employability. Bengaluru ranks sixth in the list of Indian cities in

terms of employability of male candidates and ranks fourth on the count of female employability. This translates into a robust hiring environment- Karnataka had the highest hiring activity in 2014 and 2015 and third highest in 2017 and 2019- with a likelihood of it having the second highest hiring in 2020.⁷⁷

Moreover, the state boasts a relatively high Labour Force Participation Rate (LFPR) among young women (15-29 years) - 18.2% as compared to 16.4% at the national level. Similarly, amongst young men (15-29 years), 61.4% were a part of the labour force as compared to 58.8% in the same age-group at the national level.⁷⁸ Further, data reveals that a majority (32.17%) of youth in the age group of 25-29 years tended to domestic duties, followed by the sub-group of salaried (22.04%).⁷⁹

The distribution of workforce in the State is an area of rising concern—across the working age population in the state, 45.2% are self-employed while 44% are casual labourer, and wage earners account for another 10.8%. The State has a greater percent of casual workers than the

⁷⁴ PLFS 2017-18 Report (Age group 15- 29 years)

⁷⁵ Refer the footnote 2.

⁷⁶ Retrieved from: <https://unemploymentinindia.cmie.com/>

⁷⁷ Taggd and Confederation of Indian Industry. 2020. India Skills Report

⁷⁸ Ministry of Statistics and Programme Implementation. (2019). PLFS 2017-18 Report

⁷⁹ Sattva Analysis of Periodic Labour Force Survey

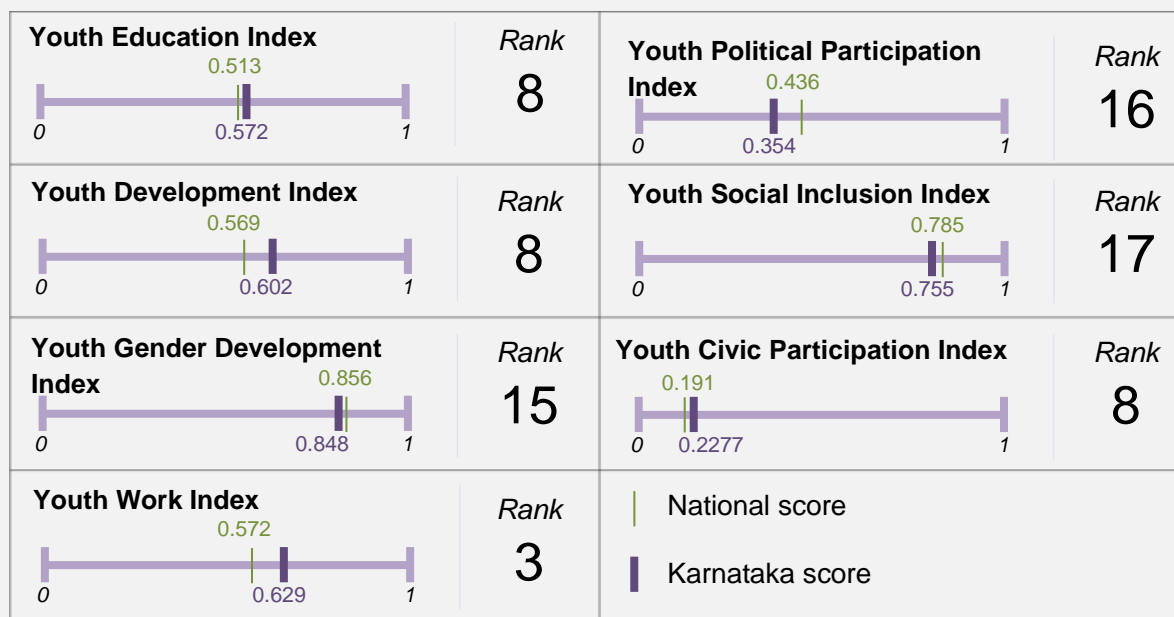
national average of 31.8%. This distribution among the total working force is raising the concern about sustainable livelihood opportunities for these workers.⁸⁰

However, crucial opportunities for the State are centered around the fact that, Karnataka is the IT hub of India and home to the fourth largest technology cluster in the world. The GoK has a special focus on the education and skills upgradation of the state to meet the demands of this thriving sector.

3 Engagement of Young People

To address the needs of the young people, GoK launched a youth policy in 2012, however, due to a large number of ministries and departments involved, and the absence of an umbrella monitoring system, the schemes launched under the policy are not adequately implemented and monitored. Consequently, Karnataka shows an average performance on the overall engagement of young people landscape (See the figure 4).⁸¹

Figure 4: Karnataka State Performance



Karnataka has the potential to improve its rank in terms of both civic and political participation. The key gap in the engagement of young people in Karnataka is centred around the lack of reporting around the data that is tracked and monitored by GoK in this space. With better digital documentation around the implementation of the schemes and initiatives as well as regular state-

⁸⁰ Ministry of Statistics and Programme Implementation. (2019). PLFS 2017-18 Report

⁸¹ Youth development Index and Report 2017-

http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf

level reports that track crucial metrics, the state will be equipped to make key interventions in areas of critical need.

Encouragingly, experts in the field of civic engagement of young people have highlighted promising statistics- Karnataka is the frontrunner in comparison to other states in terms of enrolment in the National Service Scheme (NSS) with over eight lakh students enrolled in the programme –the state has outperformed other major States, like Maharashtra that has about three lakh students enrolled in the programme. The NSS programme is designed to nurture young people as nation builders using the mechanisms of personality development and awareness programmes. With a strong emphasis on community service, the programme equips young people with knowledge on how to navigate civic institutions, like, the district administration, judicial services, and police services. It operates out of over 5000 offices set up across 52 universities in Karnataka.⁸² The proactiveness of NSS Karnataka is visible from the continuation of planned training for approximately 3 lakh volunteers during the COVID-19 national lockdown over video calls, with support from UNICEF state office.⁸³ These regular trainings are centered around grooming young people to become agents of change around civic issues, such as the importance of voting, cleanliness, and waste segregation — trained students are then engaged in activities that enable the spread of community awareness.

Overall, the ecosystem of development and engagement of young people has several active stakeholders such as CSOs, NGOs, social enterprises, and private entities who are actively trying address the engagement needs of young people – entities like Swami Vivekananda Youth Movement (SVYM), Deshpande Foundation India, and UNDP, among others, are well rooted in this ecosystem. However, there is no platform in Karnataka where these entities can collaborate and co-create solutions to meet the dynamic and emerging needs of young people in Karnataka.

⁸² Each university has an NSS unit and every unit has a minimum of 100 enrolled students.

⁸³ Primary interview with state NSS team

Policy Landscape

SECONDARY SCHOOL EDUCATION POLICIES

The **Right Of Children To Free And Compulsory Education (RTE)** act, 2009, confers the right to elementary education to all children in the age group 6-14 years, on the basis of equality of access to a formal school which satisfies certain essential norms and standards. Although there has been progress in reaching universal primary education through the expansion of equitable access to education this progress has not been accompanied by necessary provisions for ensuring quality, resulting in stunted impact on the lives of learners and decreased opportunities for social and economic participation. Moreover, such improvements are not necessarily followed by an equivalent transition to secondary education, vocational training, or entry into the labor market, especially for students from vulnerable communities and young women.

The education and training systems in India remain behind in providing young people with the basic foundational skills and 21st century skills needed to escape poverty and unemployment, even when they continue to receive formal education. To address these concerns, the government has initiated the process of formulating a **New Education Policy (NEP)**. It aspires to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics, and industry. The five pillars of the proposed NEP are accessibility, equity, affordability, quality, and accountability.⁸⁴

In Karnataka, the state's **Department of Primary and Secondary Education** has ensured near universalisation of primary education in the state by providing access to government-run schools across the state. However, the department does not hold the same presence in secondary education space with just 28.12% of the total secondary and higher schools run by the government, hence, secondary education is predominantly provided by private unaided schools. Despite issues of cost-based exclusion, the state's secondary education enrollment is 83.22%, approximately 3% above the national average of 80.01%.⁸⁵ This is a consequence of the proactive role of GoK in the education space- the state has shown an appetite for innovation and addition over and above the national schemes and programmes, apart from openness to collaborate with multi-lateral agencies, such as UNDP. While holistic programme design and monitoring mechanisms have been put in place, like most states, there is vast scope for

⁸⁴ MHRD annual report 2016-17

⁸⁵ Educational Statistics at a Glance. (2018). Retrieved from: https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf

improvement in the implementation of these programmes. Some of the key initiatives of GoK in the secondary education space have been discussed under:

The **Karnataka State Education Policy (KSEP)** was launched in 2016 to bridge the quality gaps in education and build a modern education system in the state. KSEP has been designed with the objective of building a knowledge society that is highly skilled and socially empathetic- capable of leading prosperous and sustainable economic lives. The policy aims to strategically address structural issues of geographically variant pupil teacher ratios (PTRs), high dropout rates at the secondary and higher secondary levels, and the lack of government schools in urban areas with an overall objective of addressing gender inequalities and other social inequalities in terms of both access and outcomes.⁸⁶

With over 77,000 schools, 1.03 crore students and 3 lakh teachers, the Karnataka Department of Primary and Secondary Education has undertaken various initiatives to improve the quality of education in the state. One such key initiative is the introduction of model **Karnataka Public Schools (KPS)** in every block, both rural and urban to address the quality of education and the falling enrolment in government schools. These schools provide an integrated education from the pre-primary level to the pre-university level to students under the same institution. Students will join the school at LKG, which will be the entry point, and will study till class XII in a single campus, hence, the KPSs will also help address the issue of school fragmentation resulting in optimisation of school sizes. Presently 176 schools have been selected as KPS with further addition of another 100 schools in 2019-20, taking the total number to 276 KPS.⁸⁷ Additionally, the 2019-20 GoK state budget announced that 1000 KPSs will offer lessons in English.⁸⁸ An online portal has also been developed for the KPS schools to capture relevant KPS related information such as number of schools, list of schools, student information, enrollment numbers, events, best practices, etc.^{89,90}

Shikshana Kirana (Students Achievement Tracking System - SATS) has been launched to improve monitoring and governance of the education system. It has been designed for online monitoring of the performance of students, teachers, and school managements. SATS uniquely tracks every child enrolled in school in terms of the student's regularity and academic performance and identifies dropouts among other indicators. It has captured data for over 1 crore students studying in all schools of the state.⁹¹

⁸⁶ Karnataka Knowledge Commission, Gok. 2016. Karnataka State Education Policy. Retrieved from: <https://karunadu.karnataka.gov.in/jnanaayoga/Other%20Reports/KJARRecommendationonKSEP.pdf>

⁸⁷ School Education in Karnataka 2018-19. Retrieved from: http://www.schooleducation.kar.nic.in/databank/GoKReport1819Final_230919.pdf

⁸⁸ Tanu Kulkarni .2019.1000 Karnataka public schools to have english medium sections, The Hindu. Retrieved from: <https://www.thehindu.com/news/national/karnataka/1000-karnataka-public-schools-to-have-english-medium-sections/article26240990.ece>

⁸⁹ School Education in Karnataka 2018-19. Retrieved from: http://www.schooleducation.kar.nic.in/databank/GoKReport1819Final_230919.pdf

⁹⁰ <http://164.100.133.7:81/dashboard.aspx>

⁹¹ Karnataka Economic Survey 2019-20.

The state adaptation of the national Sarva Siksha Abhiyaan is called **Sarva Siksha Karnataka (SSK)**. In 2019-20, SSK had identified 10,448 (7 to 14 years) dropout children in the state. RTE Act specifies that drop-out children should be mainstreamed in regular schools. Every dropout child is expected to be enrolled in a nearby school and provided with special training. Progress of the child is to be periodically assessed on a learning ladder based on which the child is admitted to an age-appropriate class – these metrics are systematically tracked and reported in Karnataka, unlike most other major states.⁹²

Further, GoK's targets to ensure quality education for 'Children with Special Needs' (CWSN). In 2019-20, 80,683 students were identified as CWNS from standard I to X. Out of these, 72,204 were regularly going to schools and School Readiness Programme (SRP) centers. The balance 8,479 were covered through home-based education. The approach, a part of the SSK, is to ensure the inclusion of children with special needs within the schools.⁹³

After achieving near universalisation of primary education, the focus is on expanding both the access and the quality of secondary education. In this context, GoK is implementing the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a centrally sponsored scheme (CSS), with the aim to provide a quality secondary school within a reasonable distance of any habitation to avoid exclusion and to provide necessary infrastructure to impart effective education in all the government high schools.⁹⁴ With the aim to converge existing initiatives in secondary education, to avoid duplication, and explore synergies, the following three initiatives have been subsumed under RMSA:

1. 70 Girls Hostels for students in classes IX and X in educationally backward blocks one in each block.
2. Integrated education for disabled children of secondary schools
3. Vocation education in secondary schools

Further GoK has implemented the new central scheme that aims to upgrade RMSA in alignment with the National Skills Qualification Framework (NSQF). The main objective of this programme is to introduce vocational courses, apart from regular courses, to equip the students with essential skills and competencies for employment. There are multiple points of intervention (a total of 10) under the programme beginning from class IX and going up till Ph.D.⁹⁵

In order to mainstream out-of-school girls, a total of 71 **Kasturba Gandhi Balika Vidyalaya (KGBV)** schools and 86 KGBV hostels are opened in 69 educationally backward blocks to admit dropout girl students to continue their education on priority basis.⁹⁶ These residential schools offer education to girls in VI-VIII standard. These residential schools target rural areas, weaker sections of society, SC/ST, and economically backward classes.⁹⁷

⁹² Students achievement tracking system Karnataka (SATS) 2019-20

⁹³ Karnataka Economic Survey 2019-20

⁹⁴ RMSA itself has been subsumed under the Samagra Siksha Plan under the larger initiative to dovetail existing initiatives. RMSA is a sub-component of the scheme.

⁹⁵ Karnataka Economic Survey 2019-20.

⁹⁶ Karnataka Economic Survey 2019-20.

⁹⁷ Students achievement tracking system Karnataka (SATS) 2019-20

The Karnataka Department of Education in collaboration with **UNDP-DISHA** has introduced career guidance cells in selected 50 government PU (Pre-University) colleges (XI-XII standards) in the state. The programme aims at providing insight into career opportunities of around 20,000 girl students in 50 Girls Pre-University College (GPUC).⁹⁸

Guru Chethna programme is a unique ground-up effort to revamp the teacher in-service system in Karnataka. The programme allows teachers to get trained in areas of personal interest to enable holistic skilling of teachers. The programme responds to issues faced by the teachers in their schools and is offered on a continuous basis. A curriculum framework of in-service teacher education has been developed along with 42 modules for the teacher training in English, Kannada, Marathi, and Urdu. This also includes the Teacher Tracking and Management System (TTMS), a platform to enable teachers to make specific choices from a host of programmes and courses.⁹⁹

GoK's keenness to serve young people in the state by empowering them with access to quality education stands out — no other major state has as many initiatives in the secondary education space as Karnataka. The willingness to design programme that borrow from international best practices, such as flexible modules for teacher training, and a step towards integrating career counselling in PU's with the help of subject matter experts in UNDP are all unique to Karnataka.

⁹⁸ Karnataka Economic Survey 2019-20 and UNDP India

⁹⁹ School Education in Karnataka 2018-19. Retrieved from:

http://www.schooleducation.kar.nic.in/databank/GoKReport1819Final_230919.pdf

SKILL DEVELOPMENT

Figure 5: Flagship Schemes on Skilling

Launch Dates

2011 Deen Dayal Antyodaya Yojna (DAY)
To reduce poverty of the urban poor households by enabling them to access employment.

DAY-Karnataka

Job oriented Training is provided for urban unemployed youth at a training cost of 15,000/- INR. The scheme is being implemented by 271 Urban local bodies (ULB's).

2014 Deen Dayal Upadhyaya Grameen Kaushal Yojana (DU-GKY)

Dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of rural youth.

DU-GKY Karnataka

Between FY 2017-18 and 2019-20, GoK aimed to train and place 1,00,000 candidates. 45166 students training commenced, 37871 completed training and 18780 achieved placements.

2015 Pradhan Mantri Kaushal Vikas Yojna (PMKVY)

Training is provided in sectors such as Agriculture, Apparel, Home furnishing, Automotive, Bamboo fabrication, etc.

PMKVY Karnataka

As of May 2020, Short term training component had 96958 enrolled and trained candidates with 89006 assessed candidates and Recognition of prior learning component had 204025 enrolled and trained candidates.

GoI framed the National Policy for Skill Development and Entrepreneurship in 2015. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out in the country, to align them to common standards and link skilling with industry demand.

In addition to laying down the objectives and expected outcomes, the policy also identifies the overall institutional framework which will act as a vehicle to reach the expected outcomes. The framework outlines eleven major paradigms and enablers (aspiration and advocacy, capacity, quality, synergy, mobilisation and engagement, global partnerships, outreach, Information and communications technology enablement, trainers and assessors, inclusivity and promotion of skilling among women) to achieve these objectives of skilling India. The policy links skills development to improved employability and productivity in paving the way forward for inclusive growth in the country (See the figure 5 for a list of flagship schemes on skilling in the country along with Karnataka specific data points).^{100,101,102,103,104,105}

The skill strategy is complemented by specific efforts to promote entrepreneurship

¹⁰⁰ Retrieved from: <http://nulm.gov.in/>

¹⁰¹ Karnataka Economic Survey 2019-20

¹⁰² http://koushalya.karnataka.gov.in/NULM/Pages/about_nulm.aspx

¹⁰³ <http://ddugky.gov.in/>

¹⁰⁴ <https://pmkvyofficial.org/>

¹⁰⁵ <https://www.pmkvyofficial.org/Dashboard.aspx> Last visited: 01-06-2020

to create ample opportunities for the skilled workforce. National mission-mode programmes such as Start-up India, Stand-up India, and Atal Innovation Mission have been launched to promote entrepreneurship.

Karnataka has witnessed sharp developments in the Skill Development space in the past decade, especially so in the past five years. The state government has instituted legal entities to implement and govern, apart from aid programme design and establish fresh partnerships with crucial stakeholders, across several fragmented skill development initiatives. The mandate and targets of these entities and the policies under which they have been instituted have been discussed under:

To align state initiatives with the National Skill Development Policy for focused and sustained skilling and employability, GoK approved a Skill Development Policy with an objective of providing suitable skill training for 25 lakhs job seekers by 2020-30 and to provide them placement. To achieve this vision, a separate Department of Skill Development, Entrepreneurship and Livelihood (SDEL) was established in 2016. Under this department the following wings are functioning:

- a. Industrial Training Institutes and Multi Skill Development Centres
- b. Karnataka Skill Development Authority (KSDA)
- c. Commissionerate of Industrial Training and Employment
- d. Centre for Entrepreneurship Development of Karnataka (CEDoK)
- e. Government Tool Room & Training Centre (GTTC)
- f. Karnataka German Multi Skill Development Corporation (KGMSDC)
- g. National Rural Livelihood Mission (NRLM)
- h. National Urban Livelihood Mission (NULM)
- i. Karnataka Skill Development Corporation

The mission has an industry and market interface to provide best facilities to skill young people, and hence, ensure employability. It aims to provide access to growth opportunities through upskilling, reskilling, and recognition of prior learning (RPL). The main objective of the skill department is to conduct surveys and identify the skill gaps and to train young people in the respective trades and to work as nodal department in providing jobs and placements. Table 1 describes the status of target achievement across the sub-components of SDEL.¹⁰⁶

¹⁰⁶ Karnataka Economic Survey 2019-20.

Table 1: Status of Target Achievement Across the Sub-Components of SDEL

Target Description	2017-18 achievement status ¹⁰⁷	2018-19 Target	2019-20 Target	2020-21 Target
Skill Development (3-6 months)	2,34,935	2,50,000	2,50,000	2,50,000
Apprenticeship training	50,000	50,000	30,000	50,000
Livelihood training (Local to Global)	55,743	50,000	20,000	20,000
Placement services through Job Melas and Employment Exchanges	76,920	1,00,000	25,000	25,000
Entrepreneurship Development Training	38,580	25,000	25,000	25,000

The scheme aims to provide equal opportunity for vocational education & training (3-6 months) to every child in the State who is unable to pursue formal vocational training or higher education. The long-term goal is to make full utilisation of the present state capacity in vocational training—currently, the proportion of children availing training to increase from present 14.62%, the programme aims to increase this to at least 60%. Additionally, to encourage apprenticeship training programme under Karnataka Apprenticeship Scheme, the State Government has been reimbursing stipend of Rs.1,000 per month to each apprentice, in addition to Rs. 1,500 per month per candidate as per National Apprenticeship Scheme (NAPS)- 12,000 such apprentices were trained as against an annual target of 30,000.¹⁰⁸

GoK is also implementing market-driven skilling, reskilling, and upskilling of young people in the age group of 18-35 years under the **Kaushalya Karnataka Yojna**. With a strong RPL component, the programme aims to provide skill training and placement of five lakh candidates. The candidates registered under kaushalya.karnataka.gov.in for various job roles of the sectors having potential job opportunities will be imparted skill training as per their aspirations.¹⁰⁹

¹⁰⁷ Unit of target setting, and achievement are 'no. of persons'

¹⁰⁸ Karnataka Economic Survey 2019-20

¹⁰⁹ Skill trainings will be conducted mainly in the following sectors. Textiles & Garments, Leather & Footwear, Gems & Jewellery, Food Processing Industries, Handlooms & Handicrafts, IT&ITES, Health Care Services, Education, Building, Construction & Real Estate, Tourism, Travel, Hospitality & Trade, Transportation, /logistics, warehousing & packaging, and Agriculture & allied activities

Further, the **Karnataka Vocational Training and Skill Development Corporation (KVTSDC)** was set up in 2008 with a target of imparting skills and employment to 12.5 lakhs persons in the succeeding five years from inception. As per the Action Plan 2019-20, the corporation has set a target of training 15,000 candidates under the **Chief Minister's Kaushalya Karnataka Yojane (CMKKY)** and a budget of Rs.15.00 crore for implementation of the programme. State, District and Taluka Kaushalya Missions have been constituted under SDEL Department to undertake Skill Development on Mission Mode.¹¹⁰

A “Local to Global” initiative, the **Chief Minister's Karnataka Livelihood Scheme (CMKLS)**, aims to provide skill training with support in design and marketing to 50,000 local artisans, especially women, in local handicrafts, handloom and other informal sectors for their sustained livelihood. This scheme is being implemented under CMKKY since 2017-18.¹¹¹

Karnataka German Multi Skill Development Centre (KGMSDC) has established two Multi Skill Development Centres (MSDCS) In Bangalore & Gulbarga to meet international standards for training in advanced technology areas with the technical collaboration with the German Technical Corporation (GIZ-IS), Germany. The objective of these centres is to offer specialised skills training programme at par with international standards and in alignment with the Industry requirement. Of the 27250 candidates trained up till 2019 and 15,263 candidates received placements.¹¹²

The **International Migration Centre (IMC-K)** was launched to skill the Human Resources of the state as per the requirements of the labour importing countries. This centre has been operationalised with a budgetary allocation of Rs. 5.15 crore.¹¹³

While Karnataka has shown a clear inclination to dovetail fragmented skill development initiatives, this trend is not unique to the state. Some states have not just set up such umbrella entities but have further holistically empowered existing structures—for instance, Maharashtra has delegated rural sector skill development to its rural livelihood mission (Maharashtra Rural Livelihood Mission- Umeed) despite setting up the Maharashtra State Skill Development Society. Maharashtra has hence been able reach a much higher number of target beneficiaries in the state, and overall, it is also easier to track impact data despite a more decentralised structure.

¹¹⁰ Karnataka Economic Survey 2019-20

¹¹¹ Karnataka Economic Survey 2019-20

¹¹² Karnataka Economic Survey 2019-20

¹¹³ Karnataka Economic Survey 2019-20

EMPLOYMENT

There has been a growing disconnect between economic growth and job creation. Automation, digitisation, and artificial intelligence are changing the nature of jobs and impacting new jobs, particularly at the lower end of the skills spectrum.¹¹⁴ The problem has been compounded by the fact that India does not have a national employment policy, and the country is still working to improve its LMIS.^{115,116}

The most significant attempt to aid job seekers is the National Career Services (NCS) portal, which is being implemented by the Ministry of Labour as a five-year mission mode project. The NCS provides a variety of employment-related services like career counselling, vocational guidance, information on skill development courses, apprenticeship, internships etc (See the Figure 6 for components of the NCS). It aims to provide job matching services in a transparent and user-friendly manner.

At the national-level, employment generation policies consist of several self-employment schemes which can be broadly clubbed as SME policies. These policies represent a patchwork of financial measures to mitigate the disadvantages of small businesses vis-a-vis their larger counterparts. National Rural Employment Guarantee Act (NREGA) is dramatically unique in this landscape, in that it creates a role for the government in the provision of employment with its rights-based framework. NREGA has already achieved a significant breakthrough in providing a certain level of employment security, particularly to rural informal workers and strengthening public works. However, these schemes do not provide a systematic engine for the growth of jobs in the private sector.

Further, there is an emerging gig-economy that is accelerating casualisation of workers. Gig workers have flexibility, allowing them to be self-employed or entrepreneurial, and use their spare time to additionally earn income. However, several gig workers rely on gig work as their main source of income. Fear of job security, the uncertainty of income, long and irregular working hours, lack of adequate skills, as well as issues regarding payment mechanisms do concern the gig workers.



Figure 6: Areas under National Career Services (NCS)

¹¹⁴ Ambarkhane, S. (2019). STATE OF JOBS IN INDIA 2019. Grameen Foundation India.
¹¹⁵ Ministry of Skill Development and Entrepreneurship, GoI. (2015). National Policy for Skill Development and Entrepreneurship.
¹¹⁶ ILO. (2013). Towards a More Effective Labour Market Information System in India.

To encourage job-creation in the gig-economy, GoI is planning to provide ESIC benefits to gig workers under the proposed Social Security Code Bill.¹¹⁷

Relying on its digital solution, GoK's strategy is centred around aiding the creation of a jobs market by enabling job seekers to register at employment exchanges and freshly designed, state-run job-portals.¹¹⁸ The state government is invested in engaging with the industry, the job providers, to use government job-portals and the local district-level employment exchanges to look for the requisite talent pool.

In Karnataka's rural sector, NREGA alone generated approximately 11.23 crore man-days with over 24.17 lakhs households were provided employment in FY 2019-20.¹¹⁹ In addition to NREGA, the National Rural Livelihood Mission (NRLM) is also a key initiative for generation of livelihoods in the rural sector through the creation of self-help groups (SHGs). The State Government is implementing this scheme in a phased manner through **Karnataka State Rural Livelihoods Promotion Society (KSRLPS)**, also known as "Sanjeevini". The society is also implementing the Deen Dayal Upadhyay Grameen Kaushalya Yojna (DDU-GKY), **Rural Self Employment Training Institute (RSETI)** and Rural Development and Self Employment Training Centre (RUDSETI). There are 33 RUDSETI / RSETIs in 29 districts with well-established infrastructure and human resource through which training on 112 different trades are imparted to the selected candidates. It is important to highlight that metrics around these programmes, such as total number of candidates trained under DDU-KGY, are difficult to track in the state.¹²⁰

To support job seekers in the state, GoK has launched the portal '**kaushalya.karnataka.gov.in**' where candidates can register to find suitable job matches. The portal aims to support job seekers by providing job-market matching services and enabling access to apprenticeship opportunities and skill development training. As of November 2019, 6,88,232 candidates have registered on the portal, however, less than 10% of these candidates were women. Moreover, data on how many candidates got placements through the portal is difficult to track and the target for providing placement services under the kaushalya mission have been sharply reduced as discussed in Table 1.¹²¹ An analysis of the share of registration for jobs on employment exchanges in Karnataka across different levels of education reveals that 67% of the total aspirants are matriculates or below, 13% hold ITI apprenticeship certification or other such certification, and 19% are graduates or above.¹²²

Additionally, the Department of Industrial Training and Employment (DITE), GoK, UNDP Disha and CII have upgraded 29 District Employment Exchanges as **Youth Employability (YES)**

¹¹⁷ https://www.business-standard.com/article/economy-policy/esic-may-cover-gig-economy-workers-as-part-of-new-social-security-code-bill-119120401436_1.html

¹¹⁸ Job market portals designed and supported by GoK include <https://www.kaushalkar.com/> and <https://kaushalya.karnataka.gov.in/>

¹¹⁹ NREGA data dashboard. Retrieved from: <https://nregarep2.nic.in/netnrega/dynamic2/ReportGenerated.aspx>

¹²⁰ Karnataka Economic Survey 2019-20

¹²¹ Department of Employment & Training, GoK

¹²² Department of Employment & Training, GoK

Centres. These centres aim to be a one-stop solution to promote apprenticeship and employment placements through connecting employers, Vocational Training Providers (VTPs), and NGOs/CSOs to job seeking young people in the State.¹²³

Further, under the larger apprenticeship scheme, GoK has established “Centres of Excellence” to ensure sustainability, accessibility, and industry linkages with focus on placements. Under this initiative, 34 employment exchanges will be upgraded by providing necessary infrastructure and human resources for training persons as per the industry demand. One of the key targets under this initiative is to provide registration assistance to candidates with the aim to get 9,80,000 such candidates registered on the ‘kaushalya.karnataka.gov.in’ portal.¹²⁴

Other examples of initiatives to give impetus to wage employment are undertaken under the larger Prime Minister Employment Generation Programme (PMGEP) and the Chief Ministers Employment Guarantee Programme (CMGEP) include major, medium and small irrigation projects, flood control, Watershed development, building roads, bridges and buildings.

GoK is invested in aiding the creation of a seamless job market, where the role of the state is focused around addressing the information asymmetries of the job market. To ensure the holistic design of employment exchanges that adequately address the needs of both the job seekers and the job providers, GoK is pro-actively consulting and partnering with critical stakeholders. In terms of the scale of investment made in such an approach, GoK is a clear frontrunner in India. Nationally, the National Career Services portal tries to play a similar role.

¹²³ State Level Workshop on Upgrading Employment Exchanges In Karnataka And Launch Of Yes Centres Report

¹²⁴ Karnataka Economic Survey 2019-20

ENTREPRENEURSHIP

Figure 7: National Policy of Skill Development and Entrepreneurship- Focus Areas

Enhance support for potential entrepreneurs through mentorship and networks	Encourage entrepreneurship as a viable career option through advocacy
Promote entrepreneurship culture and make it aspirational	Integrate entrepreneurship education in the formal education system
Foster innovation-driven and social entrepreneurship to address the needs of the population at the 'bottom of the pyramid'	Ensure ease of doing business by reducing entry and exit barriers
Promote entrepreneurship amongst women	Facilitate access to finance through credit and market linkages
Broaden the base of entrepreneurial supply by meeting specific needs of both socially and geographically disadvantaged sections of the society including SCs, STs, OBCs, minorities, differently abled persons	

The skill strategy is complemented by specific efforts to promote entrepreneurship to create ample opportunities for the skilled workforce. The National Policy of Skill Development and Entrepreneurship (2015) notes that an ideal entrepreneurial environment has five pillars: access to funding, entrepreneurial culture, supportive regulatory and tax regime, an educational system that promotes entrepreneurial mindsets, and a coordinated approach that links the public, private and voluntary sector.¹²⁵ To coordinate and strengthen factors essential for the growth of entrepreneurship across the country the policy proposes to strategically focus on nine areas. Under this policy, flagship programmes such as Start-up India, Stand-up India, and Atal Innovation Mission (AIM) have been launched to promote entrepreneurship in India.

To accelerate the start-up movement the government has expanded the Start-up India from the digital/ technology sector to a wide array of sectors including agriculture, manufacturing, social sector, healthcare, education, etc.; and from existing tier 1 cities to tier 2 and tier 3 cities including semi-urban and rural areas. While Stand-up India uniquely supports SC, ST, and women entrepreneurs, AIM's objective is to develop new programmes and policies for fostering innovation in different sectors of the economy, provide platform and collaboration opportunities for different stakeholders, and create an umbrella structure to

oversee the innovation ecosystem of the country.

Presently, Ministry of Skill Development and Entrepreneurship (MSDE) is implementing one scheme dedicated to entrepreneurship development 'Pradhan Mantri Yuva Udyami Vikas

¹²⁵ Ministry of Skill Development and Entrepreneurship. (2015). National Policy for Skill Development and Entrepreneurship <https://www.msde.gov.in/assets/images/Skill%20India/National%20Policy%20on%20Skill%20Development%20and%20Entrepreneurship%20Final.pdf>

Abhiyan (PM-YUVA)'. The scheme aims to create an enabling ecosystem for entrepreneurship development through entrepreneurship education and training in select institutes of higher learning.

Karnataka has one of the most mature Startup ecosystems in the country and that is the reason why Bengaluru is known as the Startup capital of India. Bengaluru (ranked 18th) was the only Indian city featuring in the top 30 global startup ecosystems in the Global Startup Ecosystem Report 2019. The State puts a clear emphasis on providing credit to entrepreneurs, fostering new ventures, and incubating innovative solutions. Overall, Karnataka enjoys a healthy entrepreneurship ecosystem.

GoK has shown its commitment to foster entrepreneurship through the launch of **Karnataka Start Up policy 2015-2020** with 4 key objectives:¹²⁶

1. Stimulate the growth of 20,000 technology-based startups including 6,000 product startups by 2020 in Karnataka
2. Achieve creation of 6 lakh direct and 12 lakh indirect new employments in the sector
3. Mobilise Rs. 2,000 Cr funding for investment in startups through government interventions by leveraging the fund of funds proposed to be put in place by the State Government
4. Facilitate generation of at least 25 Innovative Technology solutions with a focus on social impact in sectors like healthcare, food security, clean environment, education for all, etc.

To enable the ecosystem further, **New Age Incubation Network** has been established with the aim of encouraging students and alumni to identify local problems and propose technology-based innovative solutions. Dedicated mentor cloud from organisations like The Indus Entrepreneurs, National Entrepreneur Network, and NASSCOM has also been established to provide guidance.¹²⁷

GoK has also approved establishment of **DISHA Guidance Cells** in district headquarters under the sponsorship of Department of Skill Development, Entrepreneurship and Livelihood (SDEL), Department of Industries and Commerce, and UNDP. These cells have been launched in 16 district headquarters with the aim to:¹²⁸

- a) Compile and explain schemes of SDEL
- b) Motivate students in government colleges to undertake self-employment ventures
- c) Disseminate information on various self-employment schemes of Government
- d) Impart residential training to interested persons for guidance on business plan preparation
- e) Prepare videos for encouraging self-employment
- f) Guide prospective entrepreneurs with successful resource persons
- g) Compile information on available natural local resources

¹²⁶ https://startup.karnataka.gov.in/docs/Startup_Policy_Karnataka.pdf

¹²⁷ Economic Survey of Karnataka 2019-20

¹²⁸ Economic Survey of Karnataka 2019-20

To promote entrepreneurship among vulnerable communities, Social Welfare Department has introduced entrepreneurship development programme called **Samruddhi Scheme** for social and economic development of young people from schedule tribes. Under this scheme, in co-ordination with the renowned branded corporate companies, financial assistance will be provided in the form of subsidies up to Rs.10.00 lakh to promote adoption of up income generating self-employment activities. This scheme has been budgeted out of the Rs.100.00 crore allocated to the Corporation by Directorate of Scheduled Tribes Welfare. In 2019-20, INR 13.5 crores was provided as subsidies and 135 beneficiaries were covered under this scheme.¹²⁹

To encourage entrepreneurship among women, **Interest Subsidy Scheme to Women Entrepreneurs** was launched in 2015-16. Under the scheme, 10% interest subsidy is provided to the women entrepreneurs availing loan of INR 5-200 lakhs from Karnataka State Financial Corporation (KSFC) to set up small or medium scale industries and service units. Out of the 14% interest rate, 10% of interest subsidy is provided by the Corporation. For FY 2019-20, an amount of Rs.10 crores was budgeted for the scheme. Additionally, **Women Training Programmes** have been implemented with the aim of improving the skills of women- widows, destitute, physically challenged, belonging to SC/ST categories, and belonging to lower income group. Furthermore, during this year, **'Spoothi' Scheme** has also been implemented through Karnataka Health Promotion Trust (KHPT) in all the villages of Koppal taluk of Koppal District with UNICEF's assistance.¹³⁰

Overall Karnataka government's quantity and quality of initiatives to promote entrepreneurship surpasses majority of other similarly placed major states. These steps ensure a robust funding ecosystem, solid incubation support, and optimal ease of doing business. Lastly, the inclusive nature of initiatives empowers women entrepreneurs and entrepreneurs from other vulnerable communities.

ENGAGEMENT OF YOUNG PEOPLE

The National Youth Policy, 2014 (NYP-2014) 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. The NYP-2014 had identified five objectives and multiple priority areas under each of these objectives. These objectives and identified priority areas have clear concurrence with the YuWaah partnership and are summarised below:¹³¹

¹²⁹ Economic Survey of Karnataka 2019-20

¹³⁰ Economic Survey of Karnataka 2019-20

¹³¹ Youth here refers to the national definition of Youth of 15-29 years as define by the National Youth Policy (2014).

Table 2: NYP-2014 Objectives

Objectives	Priority areas
Create a productive workforce that can make a sustainable contribution to India's Economic development	Education
	Employment and skill development
	Entrepreneurship
Develop a strong and healthy generation equipped to take on future challenges	Health and healthy lifestyle
	Sports
Instill social values and promote community service to build national ownership	Promotion of social values
	Community engagement
Facilitate participation and civic engagement at all levels of governance	Participation in politics and governance
	Youth engagement
Support youth at risk & create equitable opportunity for all disadvantaged and marginalised youth	Inclusion
	Social justice

Figure 8: Key National Policies for Youth

Rashtriya Yuva Sashaktikaran Karyakram

The umbrella scheme subsumes the following programmes: Nehru Yuva Kendra Sangathan, National Youth Corps, National Programme for Youth & Adolescent Development, Youth Hostels, Assistance to Scouting & Guiding Organisations and International Cooperation.

National Young Leaders Programme

The central sector scheme was launched in 2014, with a view to develop leadership qualities among the youth to enable them to realise their full potential and in the process, to contribute to the nation building process.

Target: Youth (15-29 years)

National Service Scheme

National Service Scheme (NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service by participating in various government led community service activities & programmes.

The RKSYP, NLP, and the NSS are key national policies that are supporting the vision of the NYP-2014. Further, the Rajiv Gandhi National Institute of Youth Development (RGNIYD) functions as a vital resource centre with its multifaceted functions of offering academic programmes at

postgraduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development. At the national level, there is a clear trend towards engaging all sections of the youth holistically, whilst attempting to nurture wider civic participation of youth.

Karnataka is one of the leading states engaged in the promotion of youth empowerment activities in the country. National level initiatives like NSS, NCC, and NYKS are deep-rooted and widespread in the state. While sufficient attention has been given to such national initiatives and sports, political and social engagement among youth is still lagging. Further, there is limited collaboration between government and other ecosystem players, such as social enterprises, CSOs, NGOs, young people led enterprises, and private enterprises invested in the development and engagement of young people.

GoK addressed the requirements of rural, urban, student, and non-student youth that are essential for their pursuit of social, economic, sports and cultural development through the **Department of Youth Empowerment and Sports**, voluntary organisations, and sports associations. The Youth Empowerment & Sports Department was established in the year 1969-70 to encourage youth activities in all aspects. In the year 2012-13, this department was renamed as Youth Empowerment & Sports Department as per the recommendation of Karnataka Youth Policy.¹³²

The Karnataka Youth Policy was launched in 2012 with the aim to reach, engage and empower the youth of Karnataka in the age groups of 16-30 years, facilitating all round development of the society, Karnataka, India, and the world. The policy recommended a patchwork of initiatives across ministries to engage the state's youth.¹³³ However, most of these schemes were either not implemented, were budgetarily nascent or further, not adequately monitored.

Nevertheless, there is a clear focus on civic engagement of youth by the GoK. For instance, the GoK has launched various pre-university training initiatives to promote youth development.¹³⁵

- **Sports:** To promote sports among youth, the Department of Pre-University Education (PUE) supported sports activities by conducting 29 sports events at taluk, district, and state level in the academic year 2019-20.
- **National Cadet Corps (NCC):** NCC aims at developing character, comradeship, discipline, a secular outlook, the spirit of adventure and ideals of selfless service amongst young citizens. Further, it aims at creating a pool of organised, trained, and motivated youth with leadership

¹³² <https://ysd.karnataka.gov.in/info-1/About+Us/en>

¹³³ Karnataka Youth Policy 2012- Retrieved from: <https://karunadu.karnataka.gov.in/jnanaayoga/Archives/KJA%20Reports%20Sep%202008-March%202013/Karnataka%20State%20Youth%20Policy%20English.pdf>

¹³⁵ Economic Survey of Karnataka 2019-20

qualities in all walks of life.¹³⁶ Karnataka, with 933 institutions enrolled within NCC, is ranked 4th in terms of the number of institutions involved in NCC.¹³⁷

- **Youth Parliament:** In the academic year 2019-20, Youth Parliament competition was conducted at Pre-University level to support students in gaining knowledge around legislative processes of the country.

The young people engagement ecosystem of Karnataka is quite like that of other similar states in that it is centered on implementation of national schemes. There is little to no state-level initiatives to engage young people. Moreover, while there is a state-level policy for young people, insufficient information is available on the initiatives undertaken within it and its overall impact. Therefore, while Karnataka performs relatively well in the implementation of national level initiatives, the challenges faced by the state are similar in nature to other similarly placed states.

¹³⁶ Retrieved from: <https://indiancc.nic.in/aim-of-ncc/>

¹³⁷ State/UT-wise Details of Schools under Coverage of National Cadet Corps (NCC) units As on 30.09.2017 (From: Ministry of Defence)

Emerging Innovative Solutions

In the India Innovation Index 2019, Karnataka ranks first among the major states in overall Innovation index and the third among major states as an enabler for innovation. This demonstrates a strong enabling foundation in Karnataka to propel innovations for young people. Consequently, Karnataka is home to a multitude of young people focused innovations undertaken by several stakeholders including government, foundations, nonprofits, and private sector organisations. The following table lists down a few ongoing innovative programmes that have been shortlisted based on YuWaah Karnataka State Consultation Report and primary interviews.

Table 3: Innovative Programmes for Young People in Karnataka

Intervention / Organisation	Sector	Who	Description	Self-reported impact
UNDP- Disha	Entrepreneurship, Skilling, Employment	DFI	Disha project helps women become economically self-sufficient through training, employment, and entrepreneurial skill development; it tests innovative models of public-private partnership for scalability; and establishes a continuum that connects education with skills, jobs, and growth	Helped 20,000 girls across 50 Pre-University Colleges in 13 districts through Career guidance and counselling cells ¹³⁸
Deshpande Foundation India	Entrepreneurship	Nonprofit	Empowers ecosystem encouraging an entrepreneurial culture to promote problem-solving in the community	10,000+ young people trained and 10,500 + micro entrepreneurs trained
Quest Alliance	Education	Nonprofit	Quest Alliance equips young people with 21st century skills by enabling	Train 50,000 young people (age group of 16 to 35) on 21 st

¹³⁸ Based on information provided by UNDP Disha Karnataka team

			self-learning and making them career ready through scalable solutions that enable educators to address critical gaps and collaborative learning networks ¹³⁹	century skills in Karnataka by 2020 by partnering with 100 organisations across 30 districts in the state ¹⁴⁰
Global Alliance for Mass Entrepreneurship (GAME)	Entrepreneurship	Nonprofit	GAME aims to create a thriving environment for Mass Entrepreneurship (ME) led by young people in India, resulting in large-scale job creation. GAME partners with multiple players in collaborative models to accelerate the ME growth	10M entrepreneurs who create 50M jobs by 2030 ¹⁴¹
Swami Vivekananda Youth Movement (SVYM)	Engagement of Young People	Nonprofit	Acting as a key promoter-facilitator in the community's efforts towards self-reliance and empowerment, SVYM is developing local, innovative, and cost-effective solutions to sustain community-driven progress.	More than 45 projects impacting nearly 2.5 million people across the state of Karnataka ¹⁴²

The emerging innovations landscapes across the five areas of interest, based on secondary research analysis and expert interviews, are discussed under:

Within the spectrum of **education**, increasingly non-governmental organisations and social enterprises are trying to address the needs of OOSCs. These organisations try to intricately link education to employment through a vocational education model at secondary level, and to incorporate 21st century life skills and system-thinking approach into formal education.

¹³⁹ <https://www.questalliance.net/>

¹⁴⁰ <https://www.questalliance.net/location/karnataka>

¹⁴¹ <https://massentrepreneurship.org/about-us/>

¹⁴² <https://svym.org/aboutus>

Multilaterals and international organisations are also actively participating to improve outcomes in the education sector by employing innovative pedagogies. UNICEF and the British Council have worked together in partnership on several English Language Teacher Education and Development Programmes in Karnataka since 2009. These programmes have been designed and delivered to increase teacher confidence when using English in the classroom, to introduce learner-centred methodologies and to support the National Curriculum Framework (NCF) 2005 and the implementation of Continuous Comprehensive Evaluation (CCE). The programmes enhance the soft skill quotient of both students and teachers via the mechanism of teacher training.¹⁴³

One potential pathway for reducing the dropout rates is using a bridge course to engage students in vocational education. This way students can transition from 'fail' to 'eligible' for skill training, attaching a positive connotation to **vocational education**. An interesting model for vocational education is the dual system of training (Germany), in which learning takes place using two mediums, the vocational training centers and the industry or a company. The Karnataka German Multi Skill Development Centre (KGMSDC) is an innovative collaboration between GoK and GIZ- IS to scale up this approach. Further, there is scope for expanding the reach of digital platforms like MHRD's SWAYAM, which has a strong local language component, to give equal opportunity to access to quality vocational education.¹⁴⁴

For solidifying the **skilling** initiatives, aspiration matching, multi-layered skilling, and career counselling have to be treated as foundational concepts and should be tailored to address vulnerable young people such as women, people with disabilities, young people needing care, SC/STs, etc. To address this, Accenture has launched a rural community development centre in Karnataka. Leveraging ICT based learning, the initiative will provide life and work-skills training in areas such as confidence, gender sensitisation, sewing, stitching, computer skills, local crafts, reading and writing.¹⁴⁵

To propel **employment** initiatives, micro-sensing of talent demand could be integrated with skill training providers to ensure demand-centric offerings. Furthermore, while a multitude of platforms exists to track talent demand, a platform to track this at a micro-geography level will substantially speed up the process of matching demand to supply. This is going to be particularly relevant in the reverse-migration post-COVID scenario. Government can further enable industry in better sensing of talent by taking concrete steps to formalise the labor market through a multi-pronged approach (labor policy & regulation, investment, private sector commitments, etc.). For speedy and reliable assessment of individual skills and expertise, efforts should be made to develop a "skill score" that provides credits to individuals by aggregating a range of inputs (education, micro-credentials, prior learning etc.).

While GoK has shown immense appetite for partnership in this space with the setting up of the Youth Employability Centers (YES), the UNDP-DISHA project stands out. The international organisation is bringing various actors, including the government and civil society to enable young

¹⁴³ Retrieved from: <https://www.britishcouncil.in/programmes/english-partnerships/state/karnataka>

¹⁴⁴ Karnataka Economic Survey 2019-20

¹⁴⁵ Retrieved from: <https://indiacsr.in/accenture-and-read-india-partner-to-empower-women-in-rural-karnataka-india/>

people to secure employment or start their own enterprise. For dissemination, motivation and promotion of self-employment Disha Guidance Cells are established in 16 districts.¹⁴⁶

Entrepreneurship initiatives can be strengthened by partnership between government and other organisations such as GAME which acts as a convening body that brings alignment within the ecosystem and mobilises action to address systemic challenges with the aim to facilitate advanced growth of mass entrepreneurship through innovative collaborative models.¹⁴⁷ In this respect, DFID is committed up to USD 48.4 million to the Indian startup ecosystem in 2018, first two tech clusters under this initiative are in Karnataka and Maharashtra.¹⁴⁸

For **engagement of young people**, initiatives of social enterprises and young people led organisations are focused on developing holistic platforms for young people to interact, access information, and participate in civic, social, or nation-building activities. There is a rich ecosystem of social enterprises and socially oriented startups targeting young people in Karnataka. These organisations can be leveraged to holistically engage young people at grassroots focused problem solving, innovative thinking, and other constructive activities. The dearth of a common platform to facilitate exchange between these organisations and the government is critically felt.

LetsTagOn is an excellent example of an organisation centred around engagement of young people in Karnataka. It attempts to facilitate effective and efficient exchange between young people and the development sector by acting as an ecosystem partner leveraging technology innovation as a key enabler. The digital platform offers a wide range of curated social impact experiences in the form of sensitization workshops, social immersions, social internships, and volunteering opportunities. However, the impact of such organisations is concentrated in south Karnataka where the digital integration of young people is far greater than their peers in north Karnataka.¹⁴⁹

While Karnataka government policies have identified some technology initiative such as **'Shikshana Kirana'** (Students Achievement Tracking System - SATS) to digitally monitor the performance of students, teachers, and school managements, the overall technology adoption of initiatives centered around young people has been slow and the innovations are currently happening in silos.¹⁵⁰ Sikshana's Technology in Education programme was launched in association with Dell to motivate schools to engage and integrate technology in their daily teaching and learning processes. This is enabled through the hardware provided by Dell and the offline content package and other inputs developed by Sikshana. Through the partnership, Dell aims to help the underprivileged children learn the use of technology and new-age skills, thus enabling a brighter future. The program reaches 300 plus schools, impacting more than 15,000 students.¹⁵¹

¹⁴⁶ Economic Survey of Karnataka 2019-20

¹⁴⁷ Retrieved from- <https://massentrepreneurship.org/about-us/>

¹⁴⁸ <https://inc42.com/features/uk-india-futuretech-festival-to-fastrack-funds-for-indian-startups-says-uk-trade-director-south-asia-rhiannon-harries/>

¹⁴⁹ Retrieved from- <https://www.letstagon.com/#/aboutus>

¹⁵⁰ Karnataka Department of Primary and Secondary Education

¹⁵¹ Retrieved from: <http://www.uniindia.com/karnataka-in-association-with-dell-launches-sikshana-s-tech-in-education-program-in-57-public-schools/states/news/1350539.html>

While social enterprises that work with young people in Karnataka have developed innovative engagement models it is necessary to proactively bring them at the forefront by recognizing their contribution and engaging with them as equal partners. Therefore, UNICEF needs to increasingly leverage **technology and partnerships** across private organisations, foundations, nonprofits, social enterprises, and government to synthesise the efforts in these five areas and form synergies to create a sustainable impact on the Indian young people.

Gap Analysis

SECONDARY EDUCATION

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of the GoI, to enhance access to secondary education and improve its quality. In the state of Karnataka, this scheme is managed by the Department of Primary and Secondary Education. During 2018-19, expenditure incurred on secondary & higher secondary education by the State Government was INR 39573.04 crore.¹⁵² To supplement government effort, industry spent 287.67 crores in FY 2017-18 to strengthen the education sector through the mechanism of Corporate Social Responsibility (CSR).¹⁵³

Some of the key highlights of the secondary education ecosystem in Karnataka are:

1. The **Department of Primary and Secondary Education** funds 72% of all schools (including primary schools) in Karnataka, and 55% of enrollments in Karnataka are in schools funded by the department of education. However, the departments participation is limited to just 28.12% of the high schools.¹⁵⁴
2. Under **Samagra Shiksha Abhiyaan**, GoK has allocated 19.3% of its total allocated budget for the scheme on secondary education under Samagra Siksha Karnataka.^{155,156}
3. **National Institute of Opening Learning (NIOS)**: The national Institute of open schooling, NIOS, is one of the biggest open schooling platforms for senior secondary and secondary candidates. Karnataka hosts the boards regional office and has a few schools that offer education under a flexible module.
4. **Guru Chethna** programme is a unique ground-up effort to revamp the teacher in-service system in Karnataka. The programme offers 42 modules to teachers for their holistic development as educators.¹⁵⁷

The strengths and gaps in the overall secondary education ecosystem can be understood by analysing the following 4 areas:¹⁵⁸

¹⁵² Economic Survey of Karnataka 2019-20

¹⁵³ Retrieved from: CSR.gov.in

¹⁵⁴ Department of Primary and Secondary Education. (2018-19). School Education in Karnataka

¹⁵⁵ SSA is called SSK in Karnataka

¹⁵⁶ Samagra Shiksha PAB minutes for 2019-20 for individual states. Available online at <https://seshagun.gov.in/pab-minutes>. Last accessed on 22 May 2020.

¹⁵⁷ School Education in Karnataka 2018-19. Retrieved from:

http://www.schooleducation.kar.nic.in/databank/GoKReport1819Final_230919.pdf

¹⁵⁸ Unpacking School to Work Transition, UNICEF

Table 4: Secondary Education- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
Accessibility to education	<ul style="list-style-type: none"> GoK launched the Karnataka State Education Policy with the view to impart holistic education with emphasis on developing both cognitive and non-cognitive skills to ensure creation of a productive workforce and active citizens. GoK's action plan to introduce a KPS in every block as a model school to ensure equity in access to quality is a strong step. The state has a strong mapping and identification strategy around CWSN. 	<p>Limited access due to-</p> <ul style="list-style-type: none"> Overall: Quality schools are concentrated in south Karnataka, clustered around Bangalore. Only 276 KPS have been launched. Cost: Inadequate government/ aided secondary schools, with just 10,100 schools in rural Karnataka and 8667 schools in urban areas.¹⁵⁹ The rural-urban split of the state is 61.33% rural and 38.67% urban- this is not reflected in the density of school provision. Location: Limited government secondary schools in both rural and urban areas result in high school dropouts – 8.08% in class IX and X alone, a sharp rise from the 1.6% dropout rate between class VI to VII.¹⁶⁰ Zero ramp facility for CWSNs.¹⁶¹
Quality of education	<ul style="list-style-type: none"> The state adaptation of the national Sarva Siksha Abhiyaan is called Sarva Siksha Karnataka (SSK). SSK offers a range of additional services, over the national CSS programme. GoK has implemented the new central scheme of embedding National Skills Qualification Framework (NSQF) in the RMSA programme. Teacher training is a necessary 	<ul style="list-style-type: none"> Despite a PTR of 15, the NER in grade IX-X is 66.34%, this highlights the need for flexible education amongst the OOSC's. There is a need to develop quality learning-level appropriate bridge courses and offer them at scale. For this to happen holistically, there is a need to mainstream the issue of OOSCs at the state-

¹⁵⁹ UDISE, Secondary Education- State Report Card. Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

¹⁶⁰ Department of Primary and Secondary Education, GoK. (2018-19). School Education in Karnataka.

¹⁶¹ UDISE, Secondary Education- State Report Card Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

	<p>component for ensuring sustained management in the quality of education imparted. The Guru Chaitna programme provides a curriculum framework of in-service teacher education, 42 modules available for the teacher training in English, Kannada, Marathi, and Urdu.</p>	<p>level.^{162,163}</p> <ul style="list-style-type: none"> ● Inadequate foundational skills for language and arithmetic among students ● Limited focus on 21st century, life, and digital skills. Only 30% schools report the presence of a computer lab- this results in lop-sided access to opportunities late.¹⁶⁴ ● Insufficient focus on career guidance and lack of quality implementation of programmes that focus on vocational education. ● Limited student retention especially among poor & women
<p>Monitoring and governance of education initiatives</p>	<ul style="list-style-type: none"> ● The Students Achievement Tracking System (SATS, Shikshana Kirana) has attempted to digitise the records of the Department of Education and has become a base platform to expand the ambit of the performance monitoring of students, teachers, and schools. ● Guru Chaitna programme also offers the Teacher Tracking and Management System (TTMS) to enable teachers to make specific choices from a host of programmes and courses. 	<ul style="list-style-type: none"> ● Scope for improving data sharing- some UDISE reported data points on the state are not consistent with the states SATs findings. This results in reporting of outlandish data points, such as, a reported 99.93% dropout rate for class IX in the UDISE report.¹⁶⁵ ● Scope for improvement in the governance cadence for officers across districts, blocks, and clusters to collaborate to improve the education ecosystem.

¹⁶² Department of Primary and Secondary Education, GoK. (2018-19). School Education in Karnataka.

¹⁶³ UDISE, Secondary Education- State Report Card. Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

¹⁶⁴ UDISE, Secondary Education- State Report Card Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

¹⁶⁵ UDISE, Secondary Education- State Report Card Retrieved from: <http://udise.in/Downloads/SEMIS-STRC-2016-17/29.pdf>

SKILL DEVELOPMENT

Skill development is a national priority of the GoI and, hence, a natural priority for all states of India. As discussed earlier, Karnataka has demonstrated its willingness to adapt to the emerging needs of its population on the issue of skill development by implementing a state-specific Skill Development Policy in 2016. It plans to equip 25 lakh people with employable skills between 2020 to 2030. As per the NSDC Skill Gap report for Karnataka, the state requires a cumulative of 8.47 million skilled manpower in various sectors between the year 2012-22.¹⁶⁶

Some of the key highlights of its skilling ecosystem are as follows:

1. **Department in the name of Department of Skill Development, Entrepreneurship and Livelihood (SDEL):** The society is the single nodal agency for planning, coordination, execution & monitoring of all skill development initiatives of the GoK was established in 2016 under the state government's Skill Development Policy. It aims to align both the demand and supply side needs by aligning aspirations to industry needs.¹⁶⁷
2. **Karnataka Vocational Training and Skill Development Corporation (KVTSDC):** It was founded in 2008 with the aim of equipping 12.5 lakh youths with marketable skills within five years of inception. As per the its 2019-20 Action Plan, it intends to train 15,000 youth with a budget of 15 crore under the CMKKY. The corporation works under the umbrella structure of SDEL. In addition to this, the corporation has also taken up the responsibility of training 1000 members of SHGs on behalf of the Department of Women and Child Development under the Chief Minister's Kaushalya Karnataka Yojane (CMKKY) at the cost of Rs.2.50 crores.^{168,169}
3. **Chief Minister's Karnataka Livelihood Scheme (Chief Minister's Kaushalya Karnataka Yojane):** This "Local to Global" initiative aims to provide skill training with support in design and marketing to 50,000 local artisans, especially women, in local handicrafts, handloom and other informal sectors for their sustained livelihood. As against an annual target of training 43,600 candidates, training was completed for 41,324 candidates, of these, 11,743 took up entrepreneurship/ self-employment.¹⁷⁰
4. **National Apprenticeship Training Scheme (NATS)** in India is a one-year graduate and Technical Apprenticeship programme run by Ministry of Human Resource Development (MHRD) with the aim to equip technically qualified youth with practical knowledge and

¹⁶⁶ National Skill Development Corporation (NSDC). 2012. District wise skill gap study for the State of Karnataka. Retrieved from: <https://nsdcindia.org/sites/default/files/files/karnataka-exec-summary.pdf>

¹⁶⁷ Karnataka Economic Survey 2019-20

¹⁶⁸ Karnataka Economic Survey 2019-20

¹⁶⁹ Youth here refers to the national definition of Youth of 15-29 years as define by the National Youth Policy (2014).

¹⁷⁰ Karnataka Economic Survey 2019-20

skills required in their field of work. As of 2017, 16820 apprentices have been trained in Karnataka- fifth highest in India but dramatically lower than its neighbouring state of Maharashtra that trained over 50 thousand apprentices in the same period.¹⁷¹

The strengths and gaps in the overall ecosystem can be understood by analysing the following 6 areas:

Table 5: Skill Development- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
Access and Quality	<ul style="list-style-type: none"> ● Focus on strengthening the career counselling structure. ● Improving financial access to disadvantaged socio-economic groups. ● Improving quality of delivery through a quality assurance framework ● Focus on relevant curriculum and practical oriented training. ● Attempts to create and promote a culture of life-long learning. 	<ul style="list-style-type: none"> ● A clear framework for horizontal and vertical mobility for students opting for vocational education is still under development. ● Vast scope for improvement in the course design of the of ITI's to better meet industry demands. ● Scope for improvement of 'koushalya.karnataka' portal- it needs to clearly and intuitively catalogue the schemes offered with registration forms for better uptake of the skill development services offered. ● Missing regular annual reports on state-run portals. These should be disseminated not only to promote a culture of transparency and governance but also capture the month-on-month state-level labour market dynamics, that is, demand and supply fundamentals.
Accreditation & Recognition of Prior Learning	<ul style="list-style-type: none"> ● Recognition that govt accreditation increases credibility and allows for scalability. ● Conscious attempt to recognise informal on-the job training. 	<ul style="list-style-type: none"> ● Many young players with credible skill development model are not accredited with the government due to missing effective platforms for them to engage with the state government. ● Insufficient uptake of RPL

¹⁷¹ <https://data.gov.in/resources/state-ut-wise-apprentices-trained-undergoing-training-under-national-apprenticeship>

		<p>programs to accurately capture the skilling landscape in the state. In Karnataka, RPL is focused on the construction sector with needs of workers in other sectors remaining unaddressed.¹⁷²</p>
Labour Market Information System	<ul style="list-style-type: none"> ● GoK set up SDEL to capture skill requirement and skill gaps in the state at high frequency. ● GoI has set up an LMIS portal to capture the dynamics of the labour market in India and hence capture national-level skill gaps. 	<ul style="list-style-type: none"> ● The national and state-level LMIS is not adequately leveraged, can be used to generate quarterly and annual skill gap reports. ● Registration of all job seekers enrolling with Govt education institutions such as ITI, polytechnics, CSCs etc. on the LMIS website (perhaps by expanding the scope of https://www.kaushalkar.com/) has not yet happened.
ITI's	<ul style="list-style-type: none"> ● Focus on ITI's and Multi-skill development centres spearheaded by SDEL. 	<ul style="list-style-type: none"> ● Not leveraged the trade specialised centers for creating hub-ITI's to expose students to the latest technology.¹⁷³ ● Poor economic returns against uptake of training at ITI's result in many candidates taking up gig jobs over joining the MSME sector in Karnataka. This results in a situation where several skilled young people suitably equipped to meet industry demand are not willing to provide their services due to high associated opportunity costs.
Faculty Development	<ul style="list-style-type: none"> ● Improved the quality of instructor development training to encourage and reward faculty/ instructors. ● Set aside adequate funding for 	<ul style="list-style-type: none"> ● Need to assess the region-wise and trade-wise vacancy among faculty or field staff.¹⁷⁴ ● Need to investment in upskilling/

¹⁷² Insight based on primary interviews

¹⁷³ Insight based on primary interviews

¹⁷⁴ Insight based on primary interviews

	instructor development activities.	reskilling trainers.
Industry Participation	<ul style="list-style-type: none"> ● Improved linkage with industry through meaningful engagement with industry at all stages of industrial training. ● Recognises the importance of aligning with industry requirements-setup of sector skill councils. 	<ul style="list-style-type: none"> ● Absence of mechanisms that enable industry to provide cluster-based mentoring in ITIs where special modules can be designed and delivered. ● Need to operationalise National Board for Skills Assessment and Certification (NBSAC) to enable industry to quantify the skills of workers with informal training.

EMPLOYMENT

The unemployment rate in India for FY18 is at 5.3% in rural India and 7.8% in urban India and 6.1% overall - a 45 year high. Availability of quality data on employment is a challenge since a relatively small proportion of the overall workforce is employed in the formal sector and sample size is also small.¹⁷⁵ Unemployment, especially youth employment, is recognised to be a major policy hurdle in Karnataka as well. In the age group of 15-29 years, unemployment stands at 15.8%, marginally lower than the national average of 17.8%.^{176,177}

Some of the key highlights of its employment ecosystem in Karnataka are as follows:

1. **Kaushalya Karnataka:** The new mission will strive to conform to the National Skill Qualification Framework (NSQF) and promote mobility between vocational and general education and accelerated Global mobility by standardization and consistency. This mission will take up all the roles and responsibilities of various departments on skilling where such departments do not have any comparative advantage.¹⁷⁸
2. **NREGA:** The National Rural Employment Guarantee Scheme in India has already achieved a significant breakthrough in providing a certain level of employment security, particularly to informal workers and strengthening public works. In FY 2019-20, 41,31,194 persons were allotted NREGA work in Karnataka.¹⁷⁹
3. **Youth Employability Centers:** GoK, UNDP Disha and CII have upgraded 29 District Employment Exchanges as **Youth Employability (YES) Centres**. These centres aim to be a one-stop solution to promote apprenticeship and employment placements for young people seeking jobs in the State.¹⁸⁰

The strengths and gaps in the overall ecosystem can be understood by analysing the following 4 areas:

Table 6: Employment- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
Quality and access	<ul style="list-style-type: none"> ● National Skills Qualification Framework (NSQF) ensures that 	<ul style="list-style-type: none"> ● Poor uptake of NCS is highlighted by the fact that there

¹⁷⁵ Unpacking School To Work Transition- UNICEF 2019
¹⁷⁶ Sattva PLFS
¹⁷⁷ Refer the footnote 2.
¹⁷⁸ Retrieved from: <http://koushalya.karnataka.gov.in/Pages/introduction.aspx>
¹⁷⁹ https://nregarep2.nic.in/netnrega/dynamic2/dynamicreport_new4.aspx
¹⁸⁰ State Level Workshop on Upgrading Employment Exchanges In Karnataka And Launch Of Yes Centres Report

	<p>the education, training, and skill development system is aligned with the changing requirements of the labour market- meeting the need of flexible learning.</p> <ul style="list-style-type: none"> • Launched NCS as a single national umbrella mechanism that provides career counselling and placements. • Set up Karnataka Skill Development Authority to centralise the skill development initiatives of GoK. 	<p>are only 29 listed counsellors, 194 Local Service Provider (LPS), and 134 skill providers listed in Karnataka. As of March 2020, there were 77078 people in the age-group of 18-24 listed on NCS from Karnataka (59.83% of the total people listed from Karnataka).</p> <ul style="list-style-type: none"> • Insufficient focus on data monitoring and tracking, of both quality and access, of privately provided career counselling and placement support. • Missing link between the https://www.kaushalkar.com/ and http://koushalya.karnataka.gov.in/ to better assist the job seekers. • Scope for integrating career counselling from secondary level education—this state is currently offering these services through YES centers.
<p>Regulatory overburden</p>	<ul style="list-style-type: none"> • Karnataka ranked 8th in terms of the ease of doing business, jumping from 13th rank in 2016.¹⁸¹ • Make in India, Startup India and standup India are supporting young entrepreneurs to become job creators. 	<ul style="list-style-type: none"> • Need for coordination and coherence across policy initiatives and programmes in different sectors though a new employment policy.¹⁸² • Need to design MSME policies such that there are adequate incentives to grow & create jobs-many SMEs remain small to avoid regulatory overburden.¹⁸³
<p>Digital integration & focus on non-</p>	<ul style="list-style-type: none"> • GoK has launched Karnataka German Multi Skill Development 	<ul style="list-style-type: none"> • Need to address concerns around income instability &

¹⁸¹ State-wise Ease of Doing Business Rank- RBI. Retrieved from: <https://m.rbi.org.in/Scripts/PublicationsView.aspx?id=18911>

¹⁸² <https://www.niti.gov.in/niti/content/national-employment-policy-india-perspective>

¹⁸³ Ministry of Finance, GoI. (2019). Nourishing Dwarfs to become Giants: Reorienting policies for MSME Growth. Retrieved from: https://www.indiabudget.gov.in/budget2019-20/economicsurvey/doc/vol1chapter/echap03_vol1.pdf

<p>transferable skills</p>	<p>Centre (KGMSDC) to provide skilling in advanced technology areas</p> <ul style="list-style-type: none"> ● GoK has launched the International Migration Center (IMC-K) to train the workforce in accordance with the requirements of labour importing countries. ● MHRD has launched SWAYAM 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. ● Gol launched Digital India to mainstream digital integration across the country. 	<p>social protection and well-being of gig economy participants. (In Karnataka, ITI trained graduates often join the gig-economy due to aspirational misalignment with the economic opportunities that the MSME sector offers.¹⁸⁴</p> <ul style="list-style-type: none"> ● Not holistically addressed need of young people to be at least digitally literate to manage linkages, negotiation, sales, and overall relations- elements of the gig economy. ● Absence of a digital economy corporation that is tasked to shift underemployed young people into the gig economy.¹⁸⁵
<p>Monitoring and evaluation</p>	<ul style="list-style-type: none"> ● Labour bureau and PLFS designed to give regular updates on the labour market. ● Designed and launched Labour Market Information System (LMIS) for identifying skill shortages, training needs and available employment opportunities at state and district level. 	<ul style="list-style-type: none"> ● Dearth of statistical data on the labour market poses constraints to employment planning and promotion- issues with both frequency and sample size. GoK is yet to leverage information gathered from its employment exchanges, YES centers, https://kaushalya.karnataka.gov.in/ and www.kaushalkar.com to address information asymmetries of the labour market. ● No plan to design an effective synergy of LMIS and NCS with private sector participation that can capture labour dynamics at micro-geography.

¹⁸⁴ Insight based on primary interviews with sector experts.

¹⁸⁵ The Malaysia Digital Economy Corporation, a public agency, has set up several programmes to shift underemployed Malaysians onto gig economy platforms- World Bank (2018). WDR

ENTREPRENEURSHIP

The Government of Karnataka has been steadily undertaking initiatives towards creating a strong entrepreneurship ecosystem in the State. As per the Department of Industrial Policy and Promotion (DIPP), Karnataka with a total of 1,973 startup registrations (out of 14,565), was ranked second in the Startup Ranking 2018 and has achieved the status of a **'Top Performer'**.¹⁸⁶

Some of the key highlights of Karnataka's entrepreneurship ecosystem are as follows:

1. **Centre For Entrepreneurship Development of Karnataka (CEDOK)**, established in 1992, is a GoK promoted organisation sponsored by the Department of Industries and Commerce. It has now been transferred to Department of Skill Development, Entrepreneurship and Livelihood, GOK. Its mission is to augment the supply of entrepreneurs through education and training. CEDOK had trained 3,96,176 candidates in 7,647 programmes by the end of March 2018.¹⁸⁷
2. **Karnataka Start Up policy 2015-2020** was launched in 2015 with a vision to create a world-class startup ecosystem in the state through strategic investment and policy interventions leveraging the robust innovation climate.¹⁸⁸
3. **Karnataka Startup Cell** has been established with an aim to promote Bangalore and Karnataka as the ultimate startup destination in the world. The cell supports startups through startup hotline, legal and accounting advice, administration of incentives and concessions, VC and mentor connect, and one stop shop for all information.¹⁸⁹
4. **Karnataka State Financial Corporation (KSFC)** is a state level financial institution established in 1959 by GoK under the provisions of SFCs Act, 1951 to cater to the long-term financial needs of Micro, Small & Medium Enterprises (MSMEs) in Karnataka. KSFC takes pride in being the pioneer in serving MSMEs of industrial and service segments in the state for the past 60 years. The cumulative gross sanctions of the Corporation reached 17,216.91 crore covering 1,73,507 cases as on 31st Mar 2019.¹⁹⁰

The strengths and gaps in the overall ecosystem can be understood by analysing the following 4 areas:^{191,192,193}

¹⁸⁶ https://www.startupindia.gov.in/content/dam/invest-india/compendium/Startup%20India%20-%20National%20report_Final%20Version_web.pdf

¹⁸⁷ <https://cedokdwd.in/a-brief-note/>

¹⁸⁸ https://startup.karnataka.gov.in/docs/Startup_Policy_Karnataka.pdf

¹⁸⁹ <https://startup.karnataka.gov.in/about-us/>

¹⁹⁰ Economic Survey of Karnataka 2019-20

¹⁹¹ Startup India- Karnataka Top Performer- State Startup Ranking Exercise- Ministry of Commerce and Industry

¹⁹² Economic Survey of India, 2019-20

¹⁹³ Economic Survey of Karnataka 2019-20

Table 7: Entrepreneurship- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
Existing policies and implementation	<ul style="list-style-type: none"> • Dedicated Startup portal (startup.karnataka.gov.in) with all the relevant information for stakeholders • Robust mentor network comprising of experts from industry, academia, and Startup ecosystem. • Robust mechanism for monitoring the progress of policy implementation through Startup Council.¹⁹⁴ 	<ul style="list-style-type: none"> • Limited incentives for non-technology-based startups.¹⁹⁵ • Limited support for non-Bengaluru-based startups.¹⁹⁶ • Limited prioritised focus on young entrepreneurs.
Incubation and funding support	<ul style="list-style-type: none"> • Policy talks about reserving 10% incubation space for women entrepreneurs. • Provision of seed funding under the 'Idea2PoC' scheme of Startup policy of Karnataka 2015-20. • Support for angel funds in form of matching funds by GoK. • Venture capital funds such as KARSEMVEN Fund, KITVEN3, KITVEN4, etc. have been established. • Over 250 Startups have been provided subsidised incubation and over 170 Startups have been provided Government supported seed funding in the State between January 2016 and April 2018. 	<ul style="list-style-type: none"> • Requirement for incubators in top academic institutions to promote young entrepreneurs. • Need for more incubators in PPP mode to supplement the growth of incubator ecosystem in the state. GoK has supported six incubators between 2016-18.^{197,198} Currently, while there is a single window incubator accreditation mechanism, the exact number of PPP incubators in the state is unclear.^{199,200} • Need to explore alternate models for seed fund provision such as loan interest subsidy and reimbursement of lease rental. • Insufficient focus on setting-up dedicated angel fund that can co-invest along with angel groups in state registered startups.

¹⁹⁴ Retrieved from: <https://startup.karnataka.gov.in/monitoring-review/>

¹⁹⁵ Insight based on primary interviews with sector experts.

¹⁹⁶ Insight based on primary interviews with sector experts.

¹⁹⁷ Ministry of Commerce and industry, DIPP, GoI. December 2018. State Startup Ranking Exercise. Retrieved from: https://www.startupindia.gov.in/content/dam/invest-india/compendium/Startup%20India%20-%20State%20report_Karnataka.pdf

¹⁹⁸ As of December 2018, Government of Karnataka has signed MoUs with 11 partners to set up Incubators and facilitate Startups with relevant infrastructure. Retrieved from: https://www.startupindia.gov.in/content/dam/invest-india/compendium/Startup%20India%20-%20State%20report_Karnataka.pdf

¹⁹⁹ Retrieved from: <https://startup.karnataka.gov.in/en/partner-incubators/>

²⁰⁰ Retrieved from: <https://startup.karnataka.gov.in/docs/PPP-Incubators-Operational-Guidelines.pdf>

Ease of doing business	<ul style="list-style-type: none"> ● State labour department issued a notification for self-certification for Startups. ● The state has linked State Startup portal with labour department portal (labouronline.kar.nic.in) for Startups to self-certify under specified regulations ● Provision of user manual for Startups applying self-certificate. ● Removal of criteria inhibiting tech startups from participating in government tenders. 	<ul style="list-style-type: none"> ● Inadequate time-bound grievance redressal mechanism for startups. ● Deficient focus on non-tech startups.
Awareness and outreach	<ul style="list-style-type: none"> ● Multiple outreach events- ELEVATE, Bengaluru Tech summit, AgriTech event, etc. ● State Government organised five bootcamps at various schools and colleges and 3 hackathons. ● Support by GoK in form of free stall space and partial reimbursement of participation fees and travel for participation of Startups in National and International events. ● State Government formed partnership with countries such as Australia, Finland, Netherlands, USA, France, and Germany. 	<ul style="list-style-type: none"> ● Need to set-up entrepreneurship cells across educational institutions to boost entrepreneurship mindset & innovation among young people. ● Requirement to scale-up training programmes across educational institutions to support aspiring young entrepreneurs.

ENGAGEMENT OF YOUNG PEOPLE

Karnataka Youth Policy (2012) considers development of strategies for youth to take on greater responsibilities in multiple spheres, become active participants, and partner in the all-round development and growth of the state as one of its key objectives. The policy, therefore, emphasises on social justice, coordinated effort for all-round growth and development, and government partnerships for participation and progress as the some of the policy Navratnas (nine jewels).²⁰¹ This focus was further solidified by the National Youth Policy- 2014, in which youth participation and civic engagement has been identified as priority areas.²⁰²

Some of the key highlights of Karnataka's youth civic engagement are as follows:^{203,204}

1. **Tribal Youth Exchange Programme** was implemented to sensitise them to the rich cultural heritage of the country.
2. Karnataka has 4 **Youth Hostels** to promote youth travel and to enable the young people experience the rich cultural heritage of the country.
3. **National Integration Camp** was organised to promote national integration of youth by bringing them together from different parts of the country on a common platform.
4. **District and state level youth seminar, workshop, and training** are being organised for the members of youth clubs to build intellectual capability awareness and give guidance to the rural youth. For this organisation of this programme, funding has been released to 20 districts and arrangement has been made to release funds to the remaining 10 districts.
5. **Youth camps and rallies** are being organised at taluk, district, and state level to encourage folk arts among the youths of rural areas in Karnataka.
6. In recognition of the social service rendered by individual youths as well as youth clubs, **State Youth Awards** have been given to 10 individuals and two youth clubs in the state.

The strengths and gaps in the overall youth civic engagement ecosystem can be understood by analysing the following 4 areas:^{205,206,207}

²⁰¹ Karnataka Youth Policy 2012- Retrieved from: <https://karunadu.karnataka.gov.in/jnanaayoga/Archives/KJA%20Reports%20Sep%202008-March%202013/Karnataka%20State%20Youth%20Policy%20English.pdf>

²⁰² Youth here refers to the national definition of Youth of 15-29 years as define by the National Youth Policy (2014).

²⁰³ Ministry of Youth Affairs and Sports Annual Report 2018-19

²⁰⁴ Retrieved from: http://202.138.101.168/youth_festival.php

²⁰⁵ National Youth Policy 2014

²⁰⁶ Karnataka Youth Policy 2012- Retrieved from: <https://karunadu.karnataka.gov.in/jnanaayoga/Archives/KJA%20Reports%20Sep%202008-March%202013/Karnataka%20State%20Youth%20Policy%20English.pdf>

²⁰⁷ UNICEF. (2020). YuWaah Karnataka State Consultation Report

Table 8: Engagement of Young People- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
Existing policies	<ul style="list-style-type: none"> ● Robust policy for youth at the central level, National Youth Policy (2014). ● Multitude of national level schemes such as Rashtriya Yuva Sashaktikaran Karyakaram, and Rajiv Gandhi National Institute of Youth Development. ● Policy for youth at the state level, Karnataka Youth Policy (2012). ● Frontrunner in the implementation of NSS at the state level and strong NCC implementation.²⁰⁸ 	<ul style="list-style-type: none"> ● Inadequate focus on implementation of some of the national level initiatives- Karnataka had consistently not met its targets for initiatives under NYKS in 2016-17.²⁰⁹ ● Insufficient visibility on the on-ground impact of national level initiatives. Further, limited information (and data) available on state-level initiatives, their implementation and consequent impact. ● Limited state level initiatives for engagement of young people. ● Non-alignment between policy initiatives and aspirations of young people. ● Poor coordination around promotion of engagement of young people in politics and governance- Karnataka is ranked 16th in Youth Political Participation Index.²¹⁰
Existing young people engagement ecosystem	<ul style="list-style-type: none"> ● Large number of volunteering organisations such as Youth for Seva, LetsTagOn, etc. ● Multiple technology interventions such as U-report to connect with youth. ● Readiness to collaborate among various stakeholders including the government, nonprofits, youth led organisations, etc. as was concluded in YuWaah Karnataka State Consultation meeting. 	<ul style="list-style-type: none"> ● Inadequate structured programmes for engagement between GoK and young people. ● Limited provisions for collaboration among various stakeholders in h civic engagement of young people ecosystem. ● Absence of systematic channels for young people to provide inputs to the government — this is essential to address the

²⁰⁸ Primary interview with state NSS team

²⁰⁹ Ministry of Youth Affairs & Sports. (2017). Nehru Yuva Kendra Sangathan Annual Report 2016-17

²¹⁰ RGNIYD. (2017). Youth Development Index. Retrieved from:

http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf

		<p>systematic mismatch between the needs of young people and the policies formulated to address them.</p> <ul style="list-style-type: none">● Limited readily available information on initiatives for young people in India.
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Recommendations

Effective focus on development and engagement of young people is complex- it demands a coordinated and multi-pronged strategy to achieve effective and rapid results. Due to the complexity of this objective, it is often challenging for organisations focused on development and engagement of young people to track and identify the constantly emerging needs of the young people and provide them with holistic solutions. Presently there are multiple bodies invested in enabling and facilitating development of young people ranging from government ministries and departments, non-government organisations, funders, to industry players, etc. However, the intervention designs stakeholders adopt to achieve these common goals vary immensely. On analysing the gaps across the five areas of enquiry, the study finds that the solution space to work with and for young people today lacks a multidisciplinary and a coordinated multi-sectoral approach to ensure comprehensive development. Effective delivery of interventions needs systematic engagement of stakeholders including young people working across the spectrum of the landscape. More importantly, collaborative efforts and measures need to be taken up at the design, implementation, and evaluation stage to ensure comprehensive action and a holistic forward movement towards development and engagement of young people — YuWaah is aptly positioned to drive this collaboration. The operational solutions for YuWaah in terms of partnering and engaging with the wide spectrum of stakeholders, to effectively implement the recommended solutions, are explored in the Way Forward section of this report.

The study proposes the following four levers for strengthening the solution ecosystem for young people:

1. Strengthen Existing Policies and Implementation
2. Catalyse Knowledge Generation and Innovation
3. Holistic Ecosystem Engagement
4. Targeted Policy Advocacy

The following section will elaborate on the long list of recommendations within the four wide recommendations. **These sub-recommendations have been mapped across state-level stakeholders, that is, members of the YuWaah partnership — Policymakers and implementing government bodies, UNICEF, funders, and other stakeholders, such as NGOs, CSOs, social sector enterprises and private organisations that are active and integrated within the ecosystem of development and engagement of young people.**

01 Strengthen Existing Policies and Implementation

Several national and state-level initiatives and programmes have been implemented to address the critical needs of young people. While there is a clear focus on creation and implementation of contextualised state-level policies by the GoK, this analysis finds that programmes with holistic designs often face systematic governance issues, such as, poor monitoring and absent cadence between officers at various levels of the bureaucratic hierarchy. Additionally, it is clear that given the varying, and broad, definitions of youth used by various stakeholders, in terms of age inclusion, the needs of the target beneficiary themselves largely evolve- from foundational education, secondary education, skill development, to larger issues around economic aspirations—hence, by design a number of specialised interventions need to be developed and, as a consequence, are spread across disparate national and state ministries. A need for strengthening well designed policy initiatives by addressing existing lacunae, expanding budget allocation, and by collaborating across the board for unleashing synergies is recommended. Table 9 delves into deeper details:

Table 9: Recommendations- Strengthen Existing Policies and Implementation

Recommendations	Stakeholders	
	Lead	Support
<p>The following two areas for potential quality upgrades stand out:</p> <ul style="list-style-type: none"> • Scale up investments in teachers training, modernising school infrastructure, study material etc. in secondary schools to increase retention especially among vulnerable communities and women – Both the KPS and Guru Chaitna programme have been holistically designed to meet these needs and require additional support from the state. • Invest in imparting foundational skills and 21st century skills using innovative pedagogies to enhance learning and to warrant smooth movement from primary to secondary education and reduce dropouts in secondary education. This aspect of the education continuum is a policy blind spot in Karnataka. 	<p>Policy Makers and Government Implementing Bodies</p>	<p>UNICEF and other Implementing Organisations²¹¹</p>
<p>Invest in skill trainers at skill centers and offer them defined career pathways. Specifically:</p>	<p>Policy Makers</p>	<p>YuWaah, UNICEF,</p>

²¹¹ **Implementing organisations here refer to social enterprises, NGOs, CSOs and private organisations that are active and integrated in the youth development ecosystem.**

<ul style="list-style-type: none"> Invest in upskilling and reskilling trainers to keep their skill sets relevant and aligned to industry standards. Define possible career pathways for skill trainers may enhance the uptake of the profession as well as incentivise the trainers to keep up with industry standards. 	and Government Implementing Bodies	Funders, Other Implementing Organisations
<p>Address issues of exclusion:</p> <ul style="list-style-type: none"> Accelerate the speed of introduction of government aided model secondary schools and intergrated KPS to non-Bengaluru areas, especially in rural areas to increase accessibility among rural young people. The programme plans to introduce a model government school with integrated career guidance cells in very block/ taluk to address issues of geographical exclusion in a staggered manner. Address policy blind spots where they exist in terms of access of vulnerable young people, such as, tribals, girls, young people from rural areas, OOSCs, young people with disabilities, SCs/ST, young people requiring care—with the objective to integrate them into mainstream activities across the five areas of interest. For instance, increase incentives for rural young people entrepreneurs by addressing their normative barriers. Further, looking at question of gender-based exclusion from a life cycle approach when designing policies. Link existing secondary education to vocational education to reduce alienation of dropouts by building effective bridge courses to engage them. This can be achieved by developing a state-level contextualized framework for horizontal and vertical mobility for students opting for vocational education. 	Policy Makers and Government Implementing Bodies	YuWaah, UNICEF, Funders, and other Implementing Organisations
<p>Strengthen monitoring systems for enhanced outcomes and to make timely investments:</p> <ul style="list-style-type: none"> Reinforce state-level data monitoring and evaluation systems for government initiatives to ensure complete understanding of strengths and weaknesses and visibility on the impact of both national and state-level initiatives in Karnataka. For instance, increase the frequency of reporting of the Karnataka Evaluation Authority. Define a governance cadence for officers across districts, blocks, and clusters to ensure holistic implementation and management. 	YuWaah, UNICEF and other Implementing Organisations	Government and Funders

- Strengthen existing data systems to ensure consistency in data reported across platforms. For example, the numbers reported by U-DISE should be in line with the numbers reported by SATS.

02 Catalyse Knowledge Generation and Innovation

Relevant pathways emerge when informational asymmetries are addressed. These informational asymmetries exist on both sides of the stakeholder spectrum — the policymakers don't have a clear grasp of the key requirements of the young people and the young people are not aware of how to effectively interact with the government machinery to make their needs heard, understood and met. In the absence of a functional information aggregation system- these issues become structural. For instance, in the broad age-group of 10-24 years of age, what avenues do young people have to enable 'learning' that equips them to become responsible citizens and future thought leaders? To answer such crucial policy questions, there is an urgent need to generate credible knowledge. Overall, it is recommended to leverage digital solutions to ensure holistic participation of all the stakeholders and to co-create well-rounded solutions. Table 10 details out this thematically:

Table 10: Recommendations- Catalyse Knowledge Generation and Innovation

Recommendations	Stakeholders	
	Lead	Support
<p>Generate credible knowledge around the needs of the various stakeholders by increasing their participation in designing and implementation of programmes by:</p> <ul style="list-style-type: none"> • Developing holistic technology platform for interaction between government, young people, and other stakeholders to ensure design of programmes is aligned to the requirements of young people. This will ensure sustainable uptake of designed solutions.²¹² 	<p>YuWaah, UNICEF and other Implementing Organisations</p>	<p>Funders, Industry groups</p>
<p>Address information asymmetries on the demand and supply aspects of the job market and explore synergies:</p> <ul style="list-style-type: none"> • Leverage the LMIS to hasten the matching of demand-supply of job by registration of all job seekers enrolling with 	<p>Policy Makers and Government Implementing Bodies</p>	<p>Funders, Industry groups</p>

²¹² As discussed in Table 12: To guard against issues of exclusion, its recommended to expand the participation of young people in north Karnataka by leveraging social media platforms most used in the area, A social media platform may be used to direct young children to the platform developed for holistic collaboration with the development sector and the state government.

<p>Govt education institutions and competitive exams on the LMIS website. Currently, fragmented, and disparate employment exchanges are playing the role of market makers in the states job-market. While setting up district-level employment exchanges is a step in the right direction to strengthen the employment ecosystem at micro-geographies—these exchanges stand to gain immensely when backed up with strong state-level LMIS.</p> <ul style="list-style-type: none"> • Leverage the trade specialised centers for creating hub-ITI's to expose students to the latest technology 		
<p>Embedding school to work transition mechanisms in secondary age school and leveraging digital solutions by:</p> <ul style="list-style-type: none"> • Creating a career guidance system embedded in secondary education to ensure aspirational alignment, reduce dropouts, and increase productivity in employment. The model KPS's will prove to be a good point for integrating this intervention sustainably. • Strengthening Recognition of Prior Learning (RPL) programmes to create a level playing field for OOSC. Example- inclusion of a RPL component in the proposed skill scores, giving out accreditation to upcoming non-governmental skill training institutes, especially those that leverage digital solutions. • Expanding the scope of existing education and skill development system to include 21st century skills, life skills, and socio-economic and digital skills to ensure smooth school to work transition and success at work. 	<p>UNICEF and Government Implementing Bodies</p>	<p>Funders, Industry Groups, other Implementing Organisations</p>
<p>Leverage technology innovations:</p> <ul style="list-style-type: none"> • Collate and synergise LMIS and NCS data with private sector participation to capture labour dynamics at micro-geography. • Operationalise National Board for Skills Assessment and Certification (NBSAC) to enable industry to quantify the skills of workers with informal training. 	<p>Government</p>	<p>Funders, Industry groups</p>

03 Holistic Ecosystem Engagement

Given the large age-group and a variety of requirements, the young people development ecosystem in India involves multiple ministries including Ministry of Education, Ministry of Skill Development and Entrepreneurship, Ministry of Youth Affairs and Sports, Ministry of Youth Affairs and Sports, Ministry of Social Justice and Empowerment, etc. Further, there are several implementing organisations, who again attempt to address the broad spectrum of needs of the young people - many of these organisations have innovative solution designs in terms of pedagogies, engagement models and digital interventions. There is an urgent need for holistic engagement of the ecosystem to unleash collaborative synergies and to bring young people to the centre of policy design. Table 11 presents key action areas:

Table 11: Recommendations- Holistic Ecosystem Engagement

Recommendations	Stakeholders	
	Lead	Support
<p>Develop systems to facilitate inter-government ecosystem collaboration:</p> <ul style="list-style-type: none"> Develop systems that facilitates seamless information exchange across various government departments on policy initiatives and programmes in different areas of engagement of young people. This will aid in facilitating access to best practices across areas of interventions, and hence, allow for leveraging of synergies. 	<p>YuWaah, UNICEF, and Other Implementing Organisations</p>	<p>Government Ministries, Funders</p>
<p>Incentivise collaboration across government, private sectors, CSOs, and NGOs (including both national and international organisations) to synergise the isolated young people development initiatives, with special focus on north Karnataka, by developing:</p> <ul style="list-style-type: none"> Public Private Partnerships incubators and incubators in top academic institutions. State-led angel funds to co-invest along with angel groups in state registered startups Enable industry to provide cluster-based mentoring of ITIs where special modules can be designed and delivered. Involve guest industry lecturers to appraise students on the latest technology and its applications. Incentivise SMEs to grow & create jobs. 	<p>Government Implementing Bodies, YuWaah, and UNICEF</p>	<p>Other Implementing Organisations, Industry Groups, Funders, Other Relevant Stakeholders</p>

<p>Encourage intrer-stakeholder engagement in designing interventions and implementation of initiatives, such as:</p> <ul style="list-style-type: none"> • Involvement of qualified professionals in mentor networks and for training across educational institutionals. • Entrepreneurship cells or events to boost entrepreneurship & innovation in schools & colleges— possibly, replicating and building on the programme design of UNDP DISHA READY-STEADY-GO 	<p>YuWaah, UNICEF, other Implementing Organisations</p>	<p>Community, Government</p>
<p>Overall ecosystem engagement with specific focus on the young people as stakeholders:</p> <ul style="list-style-type: none"> • Develop platforms, systems, and initiatives to ensure collaboration between the young people and rest of ecosystem working for the development of young people to incorporate young people’s voice and beliefs into the initiatives for them. For example, develop tech-based platform, embedded in commonly used social media applications, solutions for engagement between GoK and young people. 	<p>YuWaah, UNICEF, other Implementing Organisations</p>	<p>Government, Funders</p>

04 Targeted Policy Advocacy

The overall ecosystem of young people development is multi-dimensional and while existing policies cover wide aspects of this ecosystem, certain aspects, such as evidence-based systematic incorporation of young people’s economic aspirations in policy decisions, have been left unaddressed. Particularly in Karnataka, there is need for increased focus on entrepreneurship promotion in non-Bengaluru, non-tech areas. Further, additional focus is needed on state-level young people engagement initiatives. Overall, there is a significant need for concentrated effort to mainstream these aspects into the national and state government policies. Given the broad existing needs of the young people and new emerging needs due to the shock of COVID-19 across the landscape of stakeholders, there is need to invest in targeted policy advocacy to maintain the relevant concerns of the young people as policy priorities. Fresh areas of fiscal spending will emerge at both the national and at the state-level, hence, to lend greater credibility to the advocacy efforts it will be essential to do so as a collective- as a group of all relevant stakeholders. Table 12 details out possible areas for advocacy:

Table 12: Recommendations- Targeted Policy Advocacy

Recommendations	Stakeholders	
	Lead	Support
<p>To address the existing policy white spaces, focus should be on:</p> <ul style="list-style-type: none"> • Strengthening state-level government initiatives, by equipping them with robust programme monitoring and evaluation, for young people engagement across the five areas of interest. Areas highlighted in Table 10 should be prioritised. • Mainstream OOSCs, which is currently not a government priority, through focused inclusion in education, skill development, and employment initiatives. This can be achieved by, perhaps, introducing a Second Chance Education programme in the state.²¹³ • Further, a potential area for policy advocacy includes young people engagement in politics and governance. • Strategic evidence-based advocacy for systematic incorporation of young people’s aspirations in policy decisions. • Increased focus and incentives for non-technology-based startups, young people led startups, and startups outside of Bengaluru. 	<p>UNICEF, Funders, and other Implementing Organisations</p>	<p>Policy makers, Government Implementing Bodies,</p>
<p>Advocacy for enabling economic aspirations of the young people by:</p> <ul style="list-style-type: none"> • Structure policies to formalise the informal labour market and social protection for gig workers to ensure income stability. • Promote non-tech startup participation in government tenders to give young entrepreneurs equal access to opportunity. This will also build momentum towards systematic information exchange between young 	<p>UNICEF and Other Implementing Organisations</p>	<p>Policy makers, Government Implementing Bodies, Funders</p>

²¹³ World Bank Blog. 2020. Second-chance education should not be second-class: the Philippines’ Alternative Learning System. Retrieved from: <https://blogs.worldbank.org/eastasiapacific/second-chance-education-should-not-be-second-class-philippines-alternative-learning>

entrepreneurs and the government- resulting in better aligned policy design in the entrepreneurship space.

The following captures YuWaah, role and the feasibility of each of the four areas of recommendations:

Table 13: YuWaah's Role and Feasibility

Areas of work	YuWaah's Role	Feasibility		
		UNICEF's capability	Government priority	Stakeholder needs
Strengthen existing policies and implementation	Coordinator, Convener, Collaborator, and Advisor	Medium	High	High
Catalyse knowledge generation and innovation	Collaborator, Facilitator, Innovator, and Executor	High	Medium	High
Holistic ecosystem engagement	Collaborator and Advisor	High	Low	High
Targeted policy advocacy	Knowledge Creator, Advisor, and Visionary	High	Low	High

Way Forward

Based on the policy gap analysis across the landscape of development and engagement of young people, this report has developed an operational way-forward for the YuWaah partnership. Since YuWaah is envisioned to bring together government, non-governmental, private and development sectors, social enterprises and young people together — these operational solutions are designed to be participatory, to best develop co-created solutions on the long list of identified gaps that currently impede synergies in the space.

01 Yuwaah State Taskforce:

To **strengthen existing initiatives and implementation and ensure targeted policy advocacy**, YuWaah should act as a convening secretariat and establish a taskforce across all the stakeholders- young people, government, CSO's, private sector, academia and think-tanks. A shared platform that facilitates agenda-driven and informed exchanges between accredited members, across learning, skilling, employment, and engagement of young people, will lead to the creation of shared solutions. This is particularly relevant as the core areas of YuWaah's mandate- secondary education, school to work transition, skill development, employment, entrepreneurship and engagement of young people- are deeply enmeshed, hence there are wide possibilities of exploring inter-sectoral synergies. Hence, the State Taskforce will enable **platform-level work** by providing a convening space – this will lead to the generation of **collaborative solutions across stakeholders**, and ultimately aid in the achievement of **Youth-centric programming**.

The proposed skeletal structure of the secretariat:

1. State-level taskforce: A young people-centric convening secretariat that helps bridge the gap across stakeholders in the young people engagement space in Karnataka. The taskforce will include:
 - Advisory Body: The taskforce will function with the support of an advisory body that will curate the agenda and identify larger mechanisms of aligning stakeholders on the emerging issues of the young people.
 - Young people's reference group: To ensure inclusive action, a young people's reference group should be set up within the taskforce.
 - A representative group of **NGOs, CSOs, social enterprises** and private service providers that are active and well embedded in the young people's development and engagement ecosystem.
 - Representatives of all ministries and departments that play a key role in the areas of YuWaahs mandate, as have been mapped in this report.
2. Working groups under taskforce: Three or more working groups to convene agenda-driven consultations and facilitate solutions-oriented linkages across stakeholders.
 - There should be a dedicated working group to track, catalogue and facilitate innovations in the young people's engagement and development landscape.

This report recommends that the state task force leverage its convening capabilities to address the highlighted gaps, in the policy landscape, across education, skill development, employment, entrepreneurship and civic engagement, to move towards the holistic development of young people in the country.

02 YuWaah Knowledge Commons:

State-level knowledge commons that track innovations at micro-geographies will **catalyse knowledge creation and innovation**. This will help funders identify and invest in innovative solutions, both led and cantered around young people. Given the broad interest of YuWaah, this will allow cross-cutting synergies across the young people's development and engagement landscape of Karnataka.

The innovations working group of the state taskforce should spearhead the beta and the final development of the tool in close collaboration with tech-experts like NASSCOM, Industrial bodies, institutions bodies like SDEL (especially, KSDA and CEDoK), KGMSDC, and representative of young start-. The tool should be envisioned as an aggregator of social innovations, tracked at micro-geographies, to develop a thriving ecosystem by playing the role of market-maker – both funders and government will have easy access to the emerging innovative solutions that address the needs of young people. Ultimately, the tool will be designed to help achieve the priority of **scaling up new & existing solutions** in the state. Over time, with the expansion of the YuWaah partnership, these state-level knowledge commons can then be integrated and amalgamated under a national umbrella Knowledge Commons tool.

03 Digital outreach and engagement tools

Tools that build upon existing initiatives such as the Ureport (that captures supply-side aspirations via surveys) are essential for **ecosystem engagement**.²¹⁴ While most stakeholders will be able to collaborate and co-create via the mechanism of the YuWaah state taskforce, digital outreach and engagement tools will prove to be an essential mechanism to capture the demand, needs and voices of young people in the state — proving that YuWaah captures both the demand and supply dimensions of the young people's development and engagement landscape. However, the scope of the function of digital outreach and engagement under the YuWaah partnership will not just be limited to enabling the capturing of the voices of young people on important issues of policy but will also support the development of young people into **social changemakers**.

While the Ureport can collate and aggregate the opinions of young people on important issues, there is scope to further develop the tool to enable and engage young people as social changemakers. The platform can be further developed, or a new platform can be designed, to provide state-level resources and information that supports young people to develop into active

²¹⁴ U-Report India is a free tool for community participation, designed to address issues that the population cares about. Once a U-Reporter has followed @UReportIndia on Twitter or Liked U-Report India Facebook Page, polls and alerts are sent via Direct Message and real-time responses are collected and mapped on this site. Results and ideas are shared back with the community and policymakers. Issues polled include health, education, water, sanitation and hygiene, youth unemployment, HIV/AIDS, disease outbreaks and anything else people want to discuss. Retrieved from: <https://india.ureport.in/>

citizens, thought leaders and, eventually, impactful social changemakers — these resources should also be made available in the Marathi. The platform should further leverage digital tools to encourage participation of young people in governance, policies, and politics. Additionally, the enhanced tool should be designed to have a **strong monitoring and evaluation functionality** to track the uptake of resources across geographies among other metrics, apart from providing the discussed contextualised resources in a pedagogically appropriate manner for the development and engagement of young people in the state.

Finally, inputs from findings of U-report and results from the M&E component of the suggested tool/portal can be leveraged to construct holistic **youth-centric communications and narratives**. To inform the inclusive construction of such narratives, the state taskforce’s “young people’s reference group”, should be holistically involved to better reflect the on-ground realities and challenges that young people negotiate and face. The young people’s reference group will play a critical role in the informing and balancing the **offline and online modes of youth engagement** – to achieve this, the reference group should be fortified with support from YuWaah’s local partners and coalition. =

In conclusion, the state taskforce should spearhead the development of this platform in close collaboration of both the young people’s reference group and the state taskforce advisory group, under the overall guidance of experts in experimental pedagogies. To leverage combined synergies, it is recommended that the YuWaah knowledge commons be intricately linked to the designed platform.

About 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, Delhi, and Paris.

Sattva Research works on research and insights to influence decision-making and action towards social impact in the ecosystem in Asia. Sattva Research has partnered with organisations such as CII, USAID, AVPN, DFID, GIZ and Rockefeller Foundation to publish research, case studies and insights, and engages sector leaders through roundtables, conferences, and impact circles.

CREDITS AND ACKNOWLEDGEMENTS

Contributors from UNICEF:

Project Advisors: Aarti Mohan, Shambhavi Srivastava

Project Leads: Geetika Dang, Aishwarya Heda

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Reach us at: knowledge@sattva.co.in