
STUDY ON YOUTH LEADERSHIP AND GLOBAL CITIZENSHIP INITIATIVES

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The British Council Division
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I	Secondary research
II	Interview guide
III	List of organisations interviewed
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(Please note that the Annexures have been appended separately to this report)

LIST OF ABBREVIATIONS

ASER	Annual State of Education Report
BPO	Business process outsourcing
BPL	Below the poverty Line
CBO	Community-based organisation
CEO	Chief Executive Officer
CII	Confederation of Indian Industry
CSR	Corporate social responsibility
CYDA	Centre for Youth Development and Activities
CYP	Commonwealth Youth Programme
ETS	Educational and technical services
GenY	Generation Y
Gol	Government of India
HRD	Human resource development
ICDE	Inter-Cultural Dialogue and Exchange
ICYE	International Cultural Youth Exchange
IGSSS	Indo-Global Social Service Society
IIPM	Indian Institute of Planning and Management
IIPS	International Institute of Population Sciences
IL&FS	Infrastructure Leasing & Financial Services Limited
IT	Information technology
ITI	Industrial Training Institute
LAMP	Legislative Assistance to Members of Parliament
LWE	Left-wing extremism

LIST OF ABBREVIATIONS

MDG	Millennium Development Goals
MP	Member of Parliament
NASSCOM	National Association of Software Services Companies
NGO	Non-governmental organisation
NSDC	National Skill Development Corporation
NSS	National Service Scheme
NYKS	Nehru Yuvak Kendra Sangathan
PPP	Public-private partnership
PRI	Panchayati Raj Institutions
PRS	PRS Legislative Research
RGNIYD	Rajiv Gandhi National Institute for Youth Development
RTI	Right to Information
SAHER	Society for Awareness Harmony and Equal Rights
SEC	Socio-economic class
SSC	Sector Skill Council
TFA	Teach For America
TYPF	The Youth Parliament Foundation
UK	United Kingdom

SECTION 1 EXECUTIVE SUMMARY

The opportunities for participation that young people experience in their communities are likely to influence their development and the kind of transitions they make to adulthood. Youth participation in civil society is increasingly being recognised as an important development objective towards global citizenship. As partners in development, young people also need twenty-first century skills and networks supporting them in shaping the future in their countries, and in realising the Millennium Development Goals (MDGs). As the decision-makers of tomorrow, youth need to be involved in the process of decision-making today.

The Indian scenario represents a dynamic and evolving youth-participation landscape. In recent years Indian youth have gained significantly greater access to information and technology — though levels of exposure strongly vary within regions in India. Greater access to information has led them to seek increased engagement with civil society, while greater access to technology has led to increased mobility and engagement with varying cultures within the country and outside. They have become more global in their outlook and behaviour — though, as mentioned above, there are regional variations — and their desire to be informed of opportunities for greater participation in civil society in India and elsewhere, has increased. These trends clearly establish the need for programmes that help youth essay their roles as global citizens now and in future, and motivate them to utilise the opportunities that exist in this context.

India's demographic profile and population projections show that it may possess the largest youth workforce in the world by 2020. The effective engagement of youth populations (in civil society and as global citizens) is therefore a key development imperative, and building an appropriately skilled youth workforce is a key challenge. The Government of India has initiated a wide range of policy and implementation measures to address these concerns. The Draft National Youth Policy 2012 and the National Skill Development Council (NSDC) are among manifold initiatives of the Government.

Organisations that carry a 'global youth vision and mandate' as it were, can play a key constructive role in this regard. The British Council, among international organisations, is uniquely poised as an enabler to develop active citizens with knowledge and exposure to global mandates. The shared history between India and the United Kingdom (UK) provides a strong foundation upon which to build in the future. Furthermore, the British Council has a legacy and investment in understanding Indian society and building fruitful collaborations within the myriad dimensions of the Indian social fabric.

The British Council has successfully offered a range of programmes in English, the Arts, Education and Society in India. 'Re-Imagine: India-UK Cultural Relations in the Twenty-first Century' is one such.

It is an on-going research and dialogue initiative of the British Council and partner organisations in India and the UK. This research study was initiated as a response to ‘Re-Imagine: India-UK Cultural Relations in the Twenty-first Century’. The study aims to gain an appreciation of programme experiences engaging with youth and the emerging paradigms to build global citizenship and leadership. The study design includes primary and secondary research using qualitative research techniques.

The primary research sample comprised a diverse range of organisations that are engaged with youth on issues of concern. The sample includes organisations of British origin, those affiliated with the Government of India (GoI), corporate entities, youth associations and non-governmental organisations (NGOs).

The study aims to map experience of programmes engaged in development of youth in the context of global citizenship and leadership; gain an understanding of challenges faced by youth and by programmes; gain appreciation of aspects for effective engagement on youth programmes including potential channels to reach youth; and identify likely areas of engagement for consideration by the British Council. The study aims to support formative understanding for the ‘Re-Imagine: India-UK Cultural Relations in the Twenty-first Century’ project.

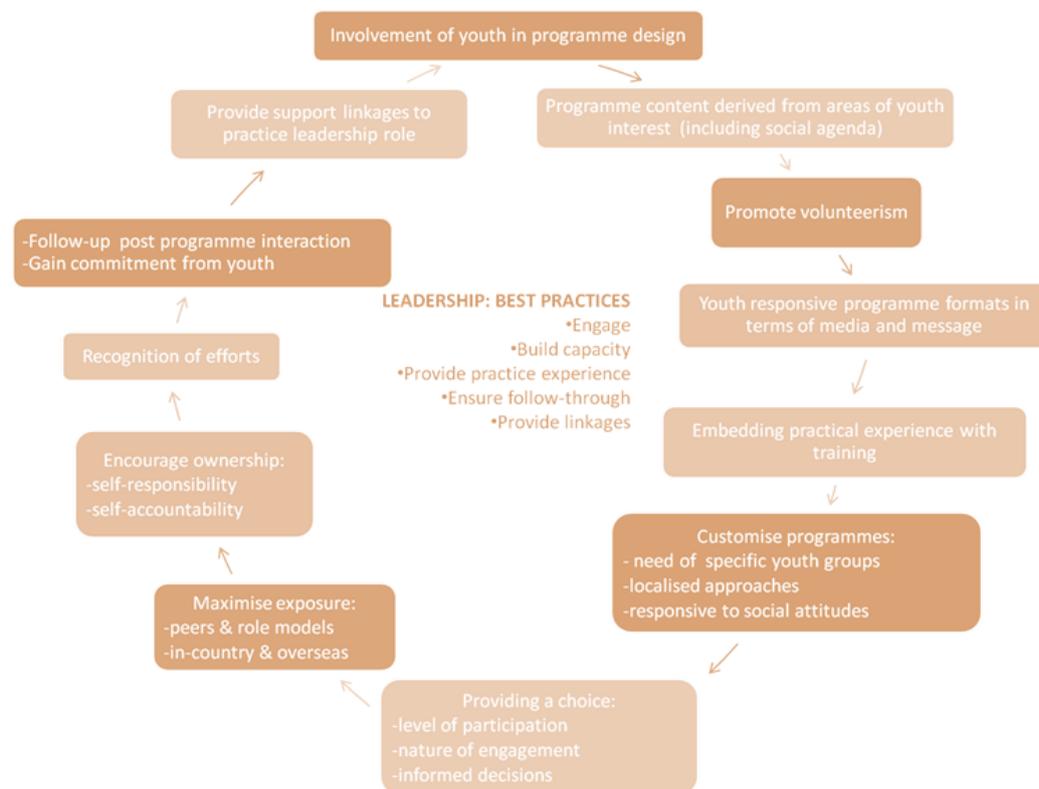
Findings emerging from the study indicate that youth leadership and citizenship concerns are being addressed in some measure by the gamut of respondents, and indicate a range of successful paradigms for youth engagement. However, they also bring forth concerns on the scale and nature of youth engagement. Key challenges that emerged from the study are represented in the chart below, towards consideration in programmatic engagements.

Chart 1: Key challenges

<u>Challenges faced by organisations engaged in youth development</u>	<u>Challenges faced by youth to participate in programmes</u>
<ul style="list-style-type: none"> • Involving youth in organisational governance • Retaining interest of youth over long durations • Responsive to changing trends: adapting to evolving youth linguistics without losing focus of the core programme mandate • Multi-faceted interests of youth: may not engage consistently despite programme being responsive to their interest • Need for strong functional interface, given the limited acceptance of “ambiguity” at the life stage of youth • Need to be seen as dynamic with visible programme outcomes • Challenges of societal attitudes and implicit hierarchies impacting participation of youth: recognising the prevailing social norms in programme design and implementation • Managing a balance between programme mandates being perceived as directive vs. participant led • Identifying programme advocates to develop strong word-of-mouth as a key aspect for the programme 	<ul style="list-style-type: none"> • Lack of awareness and limited access • Limited “voice” in certain key decision processes • Lack negotiation skills with family and elders • Need to follow normative protocols linked to education and career • Limited knowledge or access to platforms that enable knowledge on opportunities to participate • Low normative need to participate • Low risk perception of drop-outs or limited participation: inability in instances, to comprehend the larger picture in absence of self or peer experience • Strong need for programme to be seen as youth relevant in the local lexicon • Perception of relevance of programme mandate including functional utility of skills or other aspects • Low recognition in employer sectors of non-formal learning

Practices emerging from the study, for programmes to effectively engage with youth on aspects of citizenship and leadership are summarised in the chart below:

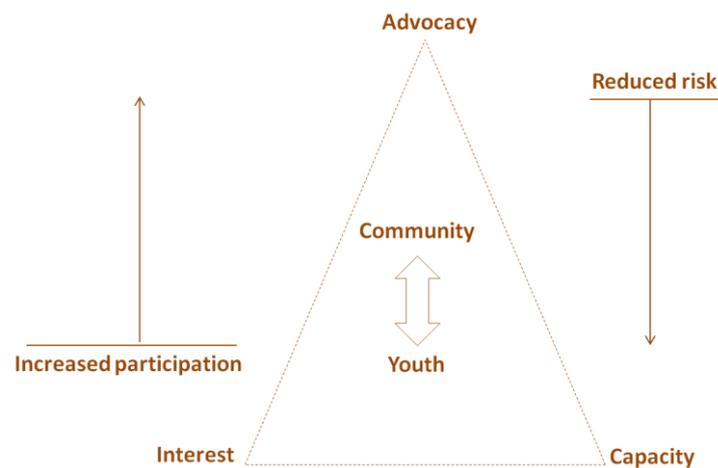
Chart 2: Emerging best practices for programmes engaged in development of youth



At an overall level, the findings suggest that organisations need to develop programmes that balance needs of youth on aspects of functional utility while responding to their continually evolving areas of interest. As emerging areas, it was suggested that programmes should actively consider an increased engagement with corporate entities and also support social entrepreneurship initiatives for youth. Concerns were expressed on the need for increased advocacy to dissolve age-hierarchy-led views on positions of leadership in various societal roles; the need to mitigate the ‘status skew’ associated with certain occupations that limits the choice of youth; the need to address gender inequities and the differing levels of participation among urban and rural youth; the need for greater participation of youth in policy and programme design as well as, the need to promote volunteerism. Concerns also emerged in context of implementation paradigms of the Draft National Youth Policy. The policy was appreciated as recognising youth as a future asset and considering the holistic development of youth as well as the heterogeneity among India’s youth population. However, it was felt that the implementation of the policy involves extensive coordination among multiple government bodies at the central, state and local level, which may lead to a dilution in effective implementation.

A broad implementation framework that emerged for consideration by a programme engaged in youth development is depicted in the chart below.

Chart 3: Framework of programme implementation



The framework suggests the need to create adequate interest among youth to participate in societal roles while simultaneously suggesting advocacy with other stakeholders in society to enable a reduction in perceived risk of youth participation. Further, the framework suggests the need to build capacities of youth by adequate mentoring, guidance and providing a safe space where the youth can explore and realise their potential as active citizens.

As part of this study, respondents were queried on their perception of the British Council. Overall, a high level of credibility and technical excellence is associated with programmes managed by the British Council. However, respondents opined that awareness of programmes was mainly limited to the English language and education services. There was limited awareness of other programmes conducted by the British Council and of the positive impacts thereof. Many respondents were interested in forming productive associations with the British Council. Some respondents shared that the British Council could be perceived as somewhat inflexible and committed to pre-set processes and suggested that it consider exploring partnerships on innovative formats with more informal processes, to change this perception. It was felt that youth policy and programmes in India could substantially gain from successful experiences in the UK. It was also opined that the British Council may consider extending its English language programmes to smaller towns to address the high levels of demand and also help introduce globally accepted standards for local organisations currently offering similar services in hinterland markets.

SECTION 2 BACKGROUND

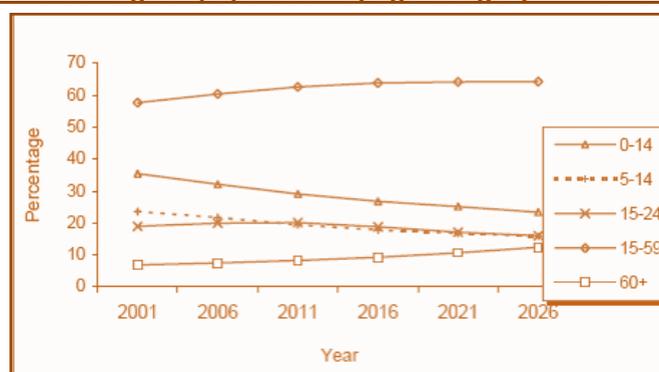
The population of India is expected to increase from 1029 million to 1400 million between 2001 and 2026. This translates to a 36 per cent increase in 25 years, at the rate of 1.2 per cent annually. As a consequence, population density is expected to increase from 313 to 426 persons per square kilometre¹.

The population share of below-35 year age group is expected to be significant. As of now, the Planning Commission places 700 million of India's one billion-strong populace under 35 years of age. Of these 700 million, around 400 million fall in the 15-35 year age-group. The youth population in the 15-24 year age-group is expected to increase from 195 million in 2001 to 240 million in 2011, and then decrease to 224 million by 2026. Its proportion to the total population is expected to fall from 19 per cent in 2001 to 16 per cent in 2026². The combined proportion of the 0-14 year and 15-24 year age-groups is expected to fall from 54 per cent in 2001, to 39 per cent in 2026. The average Indian will be 31 years old in 2026 compared to 23 years old in 2001³.

As partners in development, young people need twenty-first century skills and networks that will support them in shaping the future of their countries and in realising the MDGs.

Population projections of India estimated by age category are represented in the chart below.

Chart 4: Percentage of population by age category - India 2001-2026⁴



¹ Report of The Technical Group on Population Projections, by The National Commission on Population May 2006 http://nrhm-mis.nic.in/UI/Public%20Periodic/Population_Projection_Report_2006.pdf

² Ibid.

³ Ibid.

⁴ Census of India, Report of the Technical Group on Population Projections Constituted by the National Commission on People

The charts below depict the projected population pyramid of India in 2020 and 2026.

Chart 5: Population pyramid – India 2020⁵

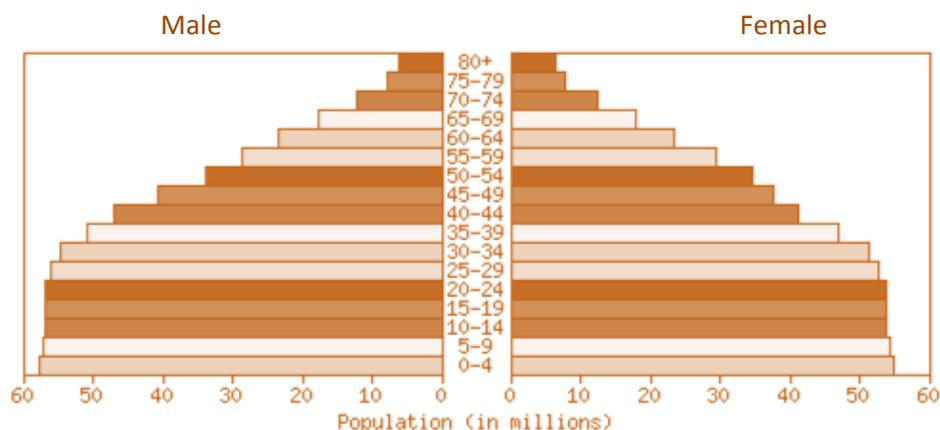
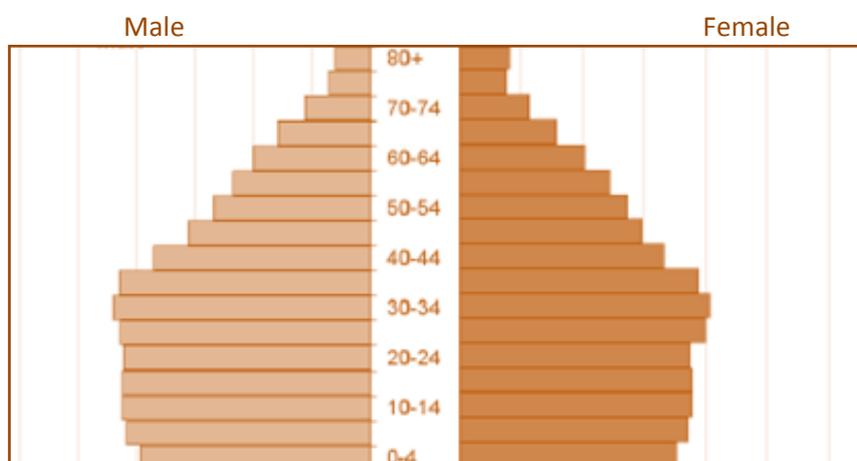


Chart 6: Population pyramid – India 2026⁶



Despite the projected decline in share of youth populations by 2026, youth will continue to represent a substantive share of the population. A significant percentage of the present youth population will fall between the 30-44 year age-group within the next few years — a stage where they can be responsible leaders and citizens if they so choose, creating a positive impact on their environment, local and global. An increased focus to effectively address youth population-needs could therefore bring rich dividends in coming years.

The population pyramids depicted in the chart below demonstrate a transformative shift between 1971 and 2016 that suggests a continuous decline of the dependency ratio. Recent years have witnessed a shift from the 0-14 year age-group, to the 15-59 year age-group, the employable age-group likely to generate an independent impact on social transformations.

These shifts however, serve to create two significant challenges: (i) the need for adequate investment in development, and (ii) the need for skilling human resources in a market-responsive

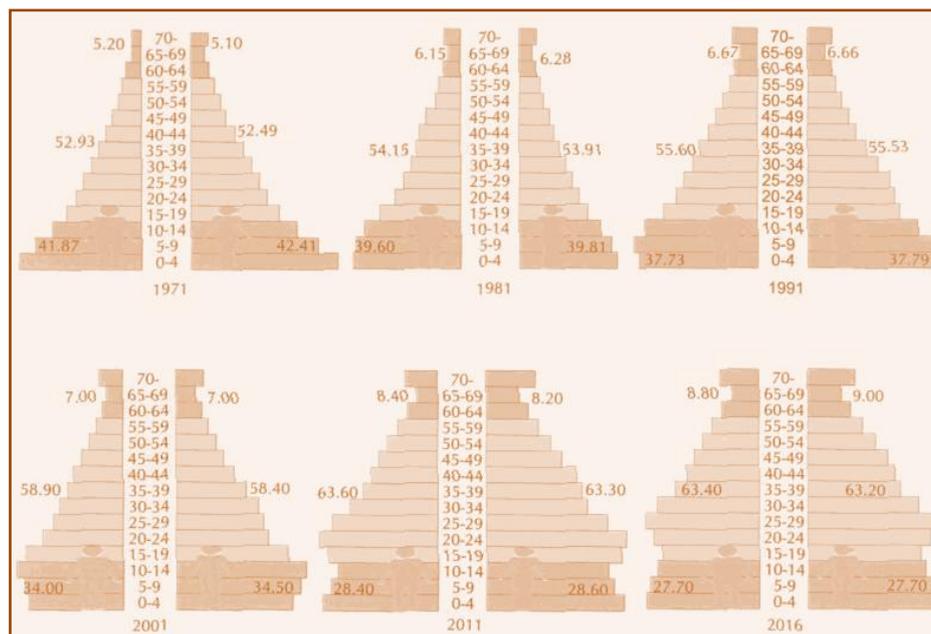
⁵ http://www.nationmaster.com/country/in/Age_distribution

⁶ Census of India, Report of the Technical Group on Population Projections Constituted by the National Commission on People

manner. Unless this is done, it may be a challenge to ensure that the large potential workforce becomes employable or productively engages with society.

In other words, addressing youth populations is a critical mandate that serves as a foundation for developing human resources, which in subsequent years will comprise a large share of the cohort in the 35-59 year age-range.

Chart 7: Shifts in population pyramid – India (1971-2016)⁷



Youth participation in civil society and political life is increasingly being recognised as an important development objective towards global citizenship. The opportunities for participation that young people experience in their communities may influence their development and the kind of transition they make to adulthood. For example, evidence (largely from developed countries) indicates that youth who participate in community activities or are connected to their communities are less likely than others to engage in risk-taking behaviours. Behaviours and attitudes relating to community participation adopted by individuals in their youth predict their lifelong civic affiliations and perspectives.⁸

A recent study⁹ by the International Institute for Population Sciences (IIPS) and the Population Council in six states of India (Andhra Pradesh, Bihar, Jharkhand, Maharashtra, Rajasthan and Tamil Nadu) studied key transitions experienced by young people. These states represent different

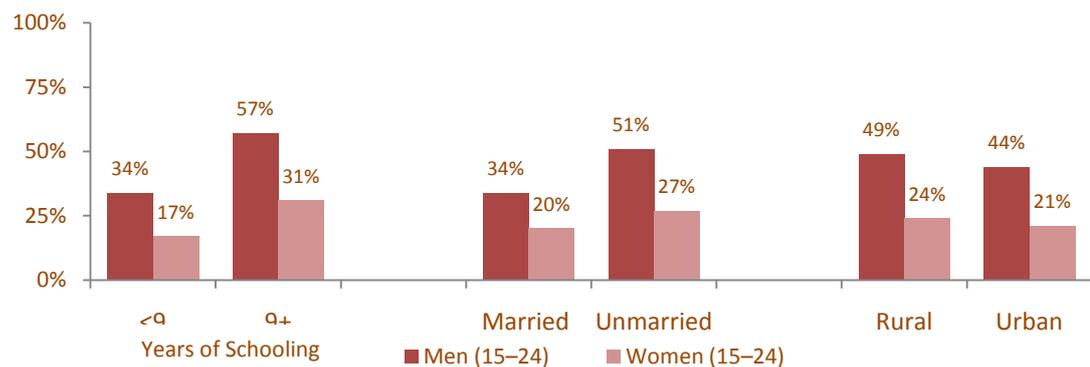
⁷ http://www.nationmaster.com/country/in/Age_distribution

⁸ International Institute for Population Sciences (IIPS) and Population Council. 2010. *Youth participation in civil society and political life in India, Youth in India: Situation and Needs 2006–2007, Policy Brief No. 30.* Mumbai: IIPS

⁹ *ibid*

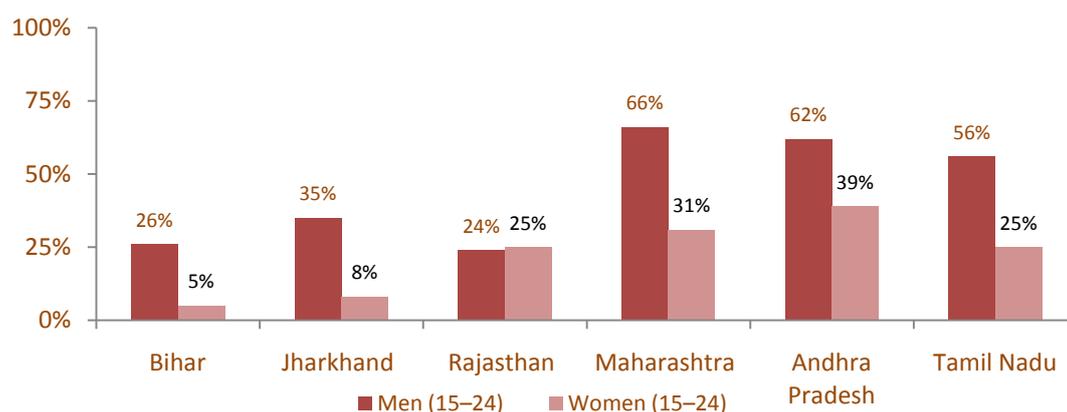
geographic and socio-cultural regions, and together represent two-fifths of the country's population. As depicted in the chart below, the study indicates a significantly higher level of participation of males in civil society, indicating the need to address gender equity in participation and also the possibility of leveraging existing participation for greater outreach among youth who have not done so.

Chart 8: Youth participation in civil society, according to selected characteristics



Further, the dispersion of youth participation across study geographies indicates substantial variations as depicted in the chart below. This suggests the need for localised area-specific programme approaches.

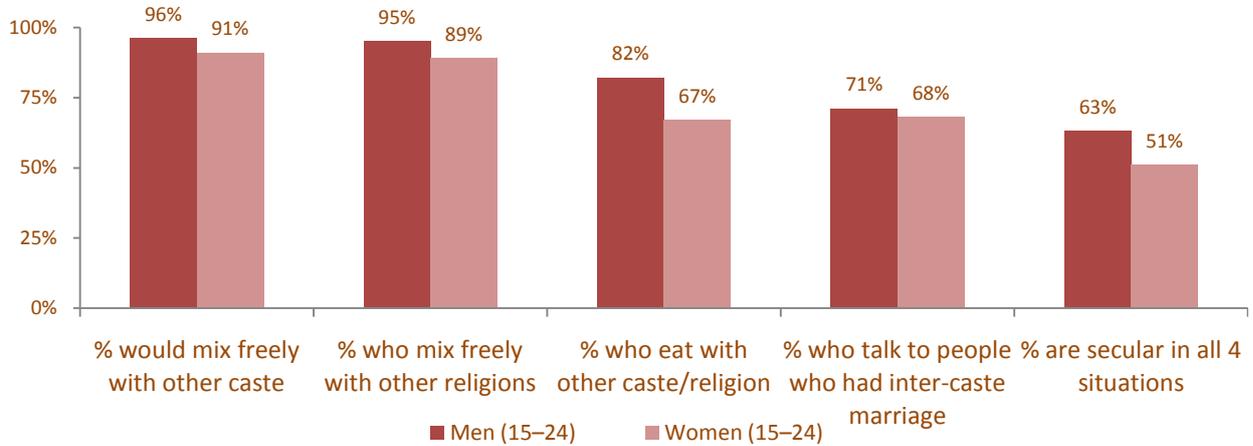
Chart 9: Youth participation in civil society, according to selected states



The IIPS study also examined aspects of young people's attitude to social interaction with individuals of different castes and religions. Specifically, youth were asked whether they would mix freely and eat together with a person from a different caste or religion, and would talk to someone who had an inter-caste marriage. The study also assessed young people's tolerance towards someone who challenged conventional morals. The findings as depicted in the chart below indicate that most

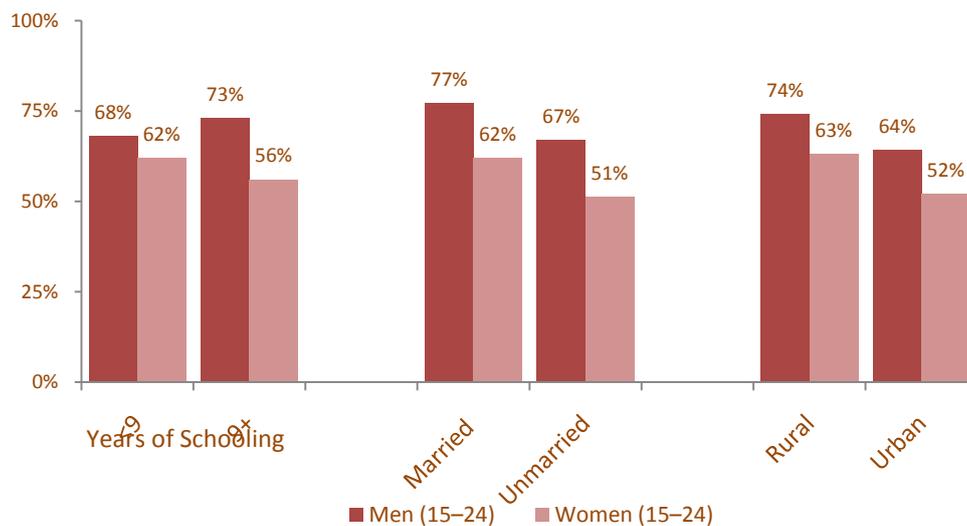
respondents were open to engage with others in society and were not restricted by historical norms that limit engagement.

Chart 10: Youth expressing secular attitudes



The study also explored aspects of participation of youth to engage with the political establishment. The findings demonstrated that though a significant share of the respondents had participated in the electoral process, a considerable proportion reported disillusionment with the commitment of political parties to work for change at the community-level. This may indicate the latent willingness of youth to engage in making a difference to their communities on being informed of possible avenues to do so, and being provided with adequate guidance. It also indicates the need to create platforms and inform youth to enable them to engage with political processes in a more meaningful manner.

Chart 11: Youth aged 20 years and above who had voted in the last election



All of the above indicates a greater need for programmes that effectively address youth to leverage the propensity of youth populations to participate in engagements with civil society.

Increased connectivity through mobile telephony and internet-based applications, as well as the changing paradigms of youth roles in the Indian social fabric, have led to youth gaining greater access to and experience of external developments, thus making them more aware. They have experienced increased mobility and engagement with varying cultures within the country and outside. Gaining appreciation of different cultures and learning to manage cultural differences has supported such youth to become more global in outlook and behaviour. It has also helped them in becoming more effective at the personal and professional level with a greater acceptance of heterogeneity. These developments have also increased the desire among youth to be informed of opportunities for greater participation in civil society in India and elsewhere. Though levels of exposure may strongly vary within regions in India, these aspects establish the need for programmes that enable youth to gain a better appreciation of their role as global citizens and of the opportunities that exist in this context.

A number of studies have been conducted to explore the concept of global leadership and traits that represent global leaders. The GLOBE Research Project developed further on Hofstede's research findings on global leadership dimensions to explore differences of cultures with data spread across sixty-two countries. The research identified nine cultural competencies, mentioned below.¹⁰

1. Performance orientation: the extent to which an organisation or society encourages and rewards group members for performance improvement and excellence.
2. Assertiveness orientation: the degree to which individuals in organisations or societies are assertive, confrontational, and aggressive in social relationships.
3. Future orientation: the degree to which individuals in organisations or societies engage in future-oriented behaviours such as planning, investing in the future, and delaying gratification.
4. Human orientation: the degree to which individuals in organisations or societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, and kind to others.
5. Collectivism I (institutional collectivism): the degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action.
6. Collectivism II (in-group collectivism): the degree to which individuals express pride, loyalty and cohesiveness in their organisations or families.
7. Gender egalitarianism: the extent to which an organisation or a society minimises gender role differences and gender discrimination.

¹⁰ Grove, C. (2005). Introduction to the GLOBE Research Project on Leadership Worldwide from <http://www.grovetwell.com/pub-GLOBE-intro.html>

8. Power distance: defined as the degree to which members of an organisation or society expect and agree that power should be unequally shared.
9. Uncertainty avoidance: defined as the extent to which members of an organisation or society strive to avoid uncertainty by reliance on social norms, rituals, and bureaucratic practices to alleviate the unpredictability of future events.

Articles in the *Harvard Business Review* share the following as essential qualities of a global leader¹¹ in context of business environments.

- Global leaders build partnerships. As the organisation standardises and integrates its operations worldwide, leaders are required to align themselves with supply chains which may appear seamless in a strategic plan but which, in reality, involve real people with diverse cultural backgrounds and communication styles. The new organisational prototype demands new individual skills to meet this complexity; it presents planning and communication challenges requiring new tools in response.
- Global leaders look at the big picture while at the same time consult with key stakeholders at every level.
- Global leaders have to successfully build trusting and long-term strategic relationships, internally and externally, and leverage those relationships, in order to get the job done.
- Global leaders need to be curious about other cultures and enjoy the challenges of communicating in a competitive, fast-paced global business environment.

According to Michael Byers, global citizenship empowers individual human beings to participate in decisions concerning their lives, including the political, economic, social, cultural and environmental conditions in which they live. It includes the right to vote, to express opinions and associate with others, and to enjoy a decent and dignified quality of life. It is expressed through engagement in the various communities of which the individual is a part at the local, national and global levels. It also includes the right to challenge authority and existing power structures — to think, argue and act — with the intent of changing the world. Therefore, global citizenship is a powerful term because those who invoke it do so to provoke and justify action.¹²

Further, global citizens may redefine ties between civic engagement and geography. The simultaneous deepening of globalisation and localisation is an interesting paradox of globalisation. The world shrinks as the local community (village, town, city) takes on greater importance. An interpretation given by several scholars is that ‘citizenship’ is a possibly changed institution if the

¹¹ Harvard Business Review Blog Network

¹² thetyee.ca/Views/2005/10/05/global_citizen/ Michael Byers

meaning of the word national itself has changed¹³. Some scholars believe that the conditions of life of fellow human beings in all parts of the world should be a matter of deep moral and political concern to us, our citizenship has an inescapable global dimension, and we should aim to become what might be called a 'globally-oriented citizen'.

Parekh's concept of globally oriented citizenship consists of identifying with and strengthening ties towards one's political regional community (whether in its current state or an improved, revised form), while recognising and acting upon obligations towards others in the rest of the world.¹⁴

The present research study aims to gain an understanding of issues in context of global citizenship and leadership among youth in India with an appreciation of initiatives by a range of stakeholders and to gain views from their experiences in the India context.

¹³ Sassen, Saskia (2003). *Towards post-national and denationalized citizenship*

¹⁴ Parekh, B (2003), "Cosmopolitanism and Global Citizenship", *Review of International Studies* 29: 3-17

SECTION 3 RESEARCH OBJECTIVES

The objectives of this research study are as follows:

- map experience of programmes engaged in development of youth in the context of global citizenship and leadership;
- gain an understanding of key challenges faced by youth and by programmes;
- gain appreciation of aspects for effective engagement on youth programmes including potential channels to reach youth; and,
- identify likely areas of engagement for consideration by the British Council

The study aims to support formative understanding for the 'Re-Imagine: India-UK Cultural Relations in the Twenty-first Century' project.

SECTION 4 RESEARCH METHODOLOGY

The research methodology consisted of a mix of secondary and primary research. The approach aimed to triangulate findings emerging from data gathered from diverse sources to address issues of concern in the study.

4.1 Secondary research

Secondary research comprised online desk research and review of documents and reports shared by bodies in India working with youth and civil society.

4.2 Primary research

Primary research comprised qualitative research by conducting in-depth interviews. These interviews were conducted with representatives of the British Government and related institutions, the Government of India and related institutions, corporate entities, youth associations and NGOs. The organisations were identified based on their current engagement with youth and responsive to the aim of including a diverse range of stakeholders in the study.

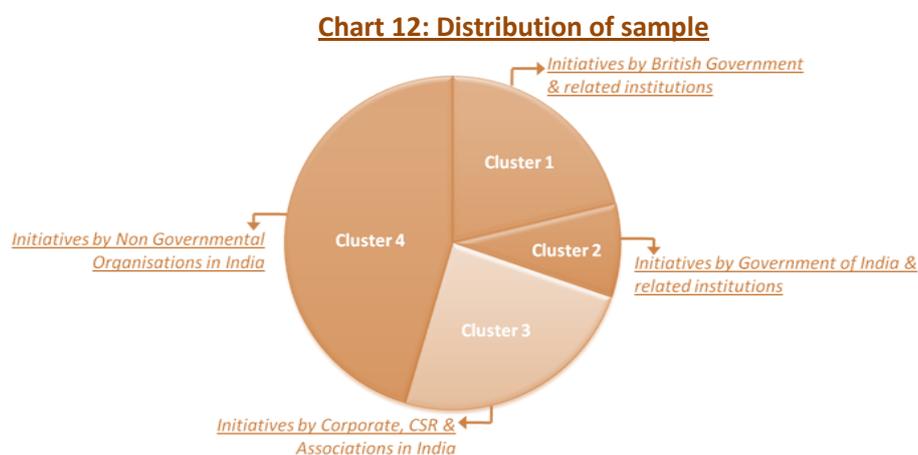
4.3 Key information areas

An overview of key information areas sought from respondents is given below.

- Views on youth leadership, global citizenship and youth policies in India.
- Programme experiences of the respondents, including best practices or practices that led to gainful outcomes.
- Imperatives to understand effective channels of communication to reach youth.
- Views on India-UK partnership with reference to leadership and global citizenship.
- Awareness and perceptions about the British Council's engagement with youth in India.

4.4 Study sample

Thirty-four interviews were conducted during the study. The distribution of the sample was planned to gain representation from clusters as depicted in the chart below.



- Cluster 1: The sample consisted of eight organisations representing the cluster of British Government and related institutions.
- Cluster 2: The sample consisted of three organisations representing the cluster of Government of India and related institutions.
- Cluster 3: The sample consisted of eight organisations representing the cluster of corporate entities and youth associations.
- Cluster 4: The sample consisted of 15 organisations representing the cluster of NGOs.

SECTION 5 RECOMMENDATIONS

Key programmatic recommendations emerging from the study are presented in context of generic mandates for programmes engaging for development of youth in India and aspects that the British Council may consider in its programme engagement.

5.1. Generic mandates for programmes

The following recommendations emerge from the study for consideration by programmes engaging in development of youth.

5.1.1 Programme communication: Media

Programme design should integrate wide outreach through programme communication to build greater awareness among targeted audiences. To do so, it is recommended to do an appropriate selection of media as per stage of the programme and the media access of targeted youth audiences. The latter would need examination of the socio-economic class (SEC) of targeted youth audiences, their access to media instruments and their media consumption habits. Further, programmes proposing to reach a narrow geography or a specific sub-group in the audience may consider to specifically select channels that have higher reach among these audiences. Virtual platforms including blogs and social networking sites should be given primacy to effectively reach urban youth in metros and large cities. At an overall level, peer referrals and mentors should be utilised as a key component of programme communication strategy in all stages of a programme life-cycle.

5.1.2 Programme communication: Messaging

Messaging content and formats should be developed in a format that is youth-centric and is perceived to be topical and current with youth concerns. It should be non-prescriptive and leave room for the youth audience to take an informed choice in their own life context. Programme messages should utilise innovative approaches to enable a core static proposition supported by a variety of formats that evolve in response to the changing scenarios of youth interest. Non-traditional and other media forms should be actively explored for integration with the programme such utilising folk art for involving rural youth or utilising films as mode for participants to express their views. Virtual platforms should be utilised to address urban youth who have access to the internet and use internet. These platforms permit rapid amendments in messaging strategies to help retain youth interest. They also enable two-way engagement on a very wide scale to facilitate exchange of views with participants.

5.1.3 Advocacy for increased societal support for youth participation

Programmes should integrate an advocacy component to increase youth-participation in formal and non-formal organisation systems, as well as decision-making within family and society. The

advocacy initiatives may consider a specific focus to bring about a change in attitudes toward youth volunteers and for female youth to participate.

5.1.4 Increasing youth engagement

Programmes should seek to develop additional forums for youth. The forums should aim to provide increase access to safe spaces where youth can express their views and also engage with external resources to gain knowledge and skills. Programmes should actively involve youth in all stages of the programme cycle to include programme design, implementation, monitoring and evaluation.

5.1.5 Retaining youth interest and heightening participation

Motivational tools should be incorporated as a core element in programme design including recognition and awards. Programmes should incorporate social concerns in the local geography or aspects that would help youth in terms of employability. Programmes should aim at involving youth in setting self goals for engagement with the programme and choosing the nature of engagement. Programmes should seek to build physical or virtual international experience sharing opportunities.

5.1.6 Create opportunities to apply skills

Programmes should invest to create practical opportunities at workplaces or other venues related to programme activities, for youth to apply acquired knowledge and skills.

5.1.7 Extend engagement to participants own life environment

Programmes should continue engagement with youth as they return to their own life environments to help them apply programme learning in their daily life.

5.1.8 Support social entrepreneurship

Programmes should explore developing and supporting social entrepreneurs among youth. Programmes should actively explore creation of experiential opportunities for youth with social entrepreneurship initiatives in India and overseas. The social entrepreneurship format inherently provides opportunity to build youth citizenship and leadership and presents a significant untapped opportunity.

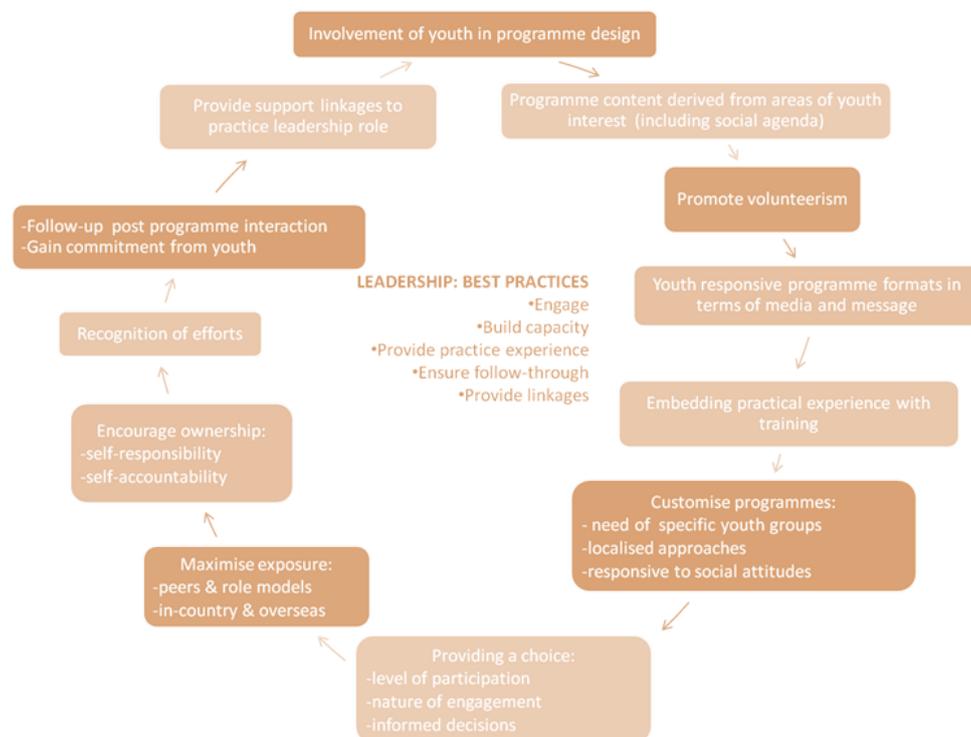
5.1.9 Increased engagement with corporate entities

Programmes should explore a greater degree of engagement with corporate entities to leverage untapped potential interest of corporates to engage with youth, CSR mandates to help companies build their brand equity and the possibility of increased youth participation due to popularity of corporate brands.

5.1.10 Promote volunteerism

Programmes should aim to promote increased levels of volunteerism. The youth represent an available resource with an inclination to involve themselves in areas of social concern. Programmes can therein promote volunteerism on a range of societal aspects among youth.

The chart below summarises the above recommendations:

Chart 13: Emerging best practices for programmes engaged in development of youth

5.2 Programmatic engagement by the British Council

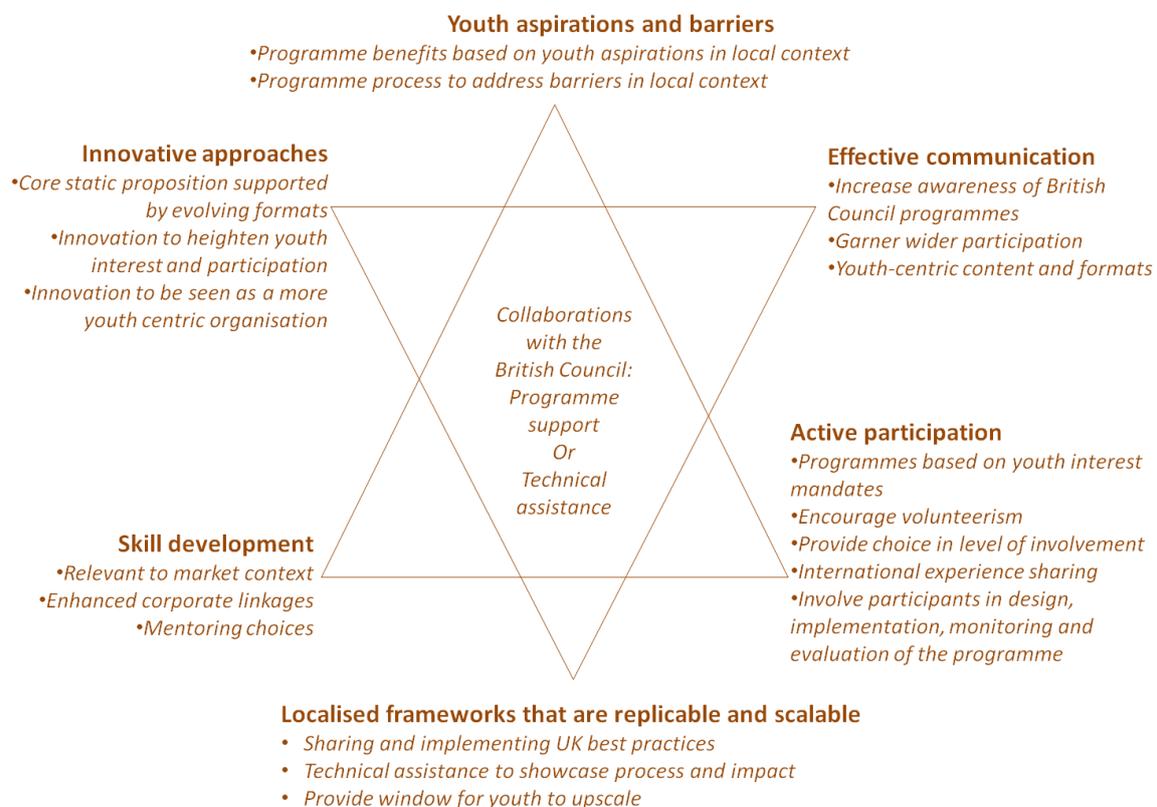
The following recommendations emerge from the study towards consideration by the British Council in its programmes for development of youth:

- Invest in communication efforts to increase awareness of the British Council’s programmes among youth and other stakeholders with an emphasis on increased awareness of programmes that extend beyond the domain of education and the English language.
- Develop forums to enable the British Council to provide technical inputs and share programme experiences based on successful experiences including best practices, in the UK and elsewhere in the globe.
- Creating programme frameworks at a local level to demonstrate best practices and create opportunities for participating youth to assume leadership roles to scale-up programmes.
- Extend English language programmes and education related services to tier 2 and tier 3 cities to address latent demand in these locations. The programmes and services may be extended either through virtual or physical interfaces. Language proficiency in English would enable significant increase in access to opportunities among youth in such locations. The British Council’s programmes would also serve to establish internationally accepted standards among other providers of similar programmes in these locations.

- Establish virtual platforms for experience sharing among youth and youth organisations in India with their counterparts in the UK.
- Create exchange programmes to provide experiential opportunities for Indian youth in industry sectors where the UK is among world leaders.
- Provide support to policy makers and think tanks in India, to share UK experiences of transforming societal attitudes towards a greater acceptance of youth participation and leadership.
- Support programmes that would assist in getting the Indian youth policy known among stakeholders and provide assistance to the stakeholders to engage with the policy.
- Support behaviour change communication initiatives aiming to transition societal attitudes in context of youth volunteerism.
- Engage in innovative programme formats with inclusion of more informal engagement protocols to help communicate the ease of access to the British Council.

The chart below presents a youth engagement model based on generic programme recommendations and those for the British Council emerging from this study:

Chart 14: Youth engagement model



SECTION 6 INFERENCES

The findings suggest manifold challenges faced by organisations engaging with youth as well as barriers that may hold back youth who wish to participate. Key challenges that emerged from the study are represented in the chart below:

Chart 15: Key challenges

<u>Challenges faced by organisations engaged in youth development</u>	<u>Challenges faced by youth to participate in programmes</u>
<ul style="list-style-type: none"> •Involving youth in organisational governance •Retaining interest of youth over long durations •Responsive to changing trends: adapting to evolving youth linguistics without losing focus of the core programme mandate •Multi-faceted interests of youth: may not engage consistently despite programme being responsive to their interest •Need for strong functional interface, given the limited acceptance of “ambiguity” at the life stage of youth •Need to be seen as dynamic with visible programme outcomes •Challenges of societal attitudes and implicit hierarchies impacting participation of youth: recognising the prevailing social norms in programme design and implementation •Managing a balance between programme mandates being perceived as directive vs. participant led •Identifying programme advocates to develop strong word-of-mouth as a key aspect for the programme 	<ul style="list-style-type: none"> •Lack of awareness and limited access •Limited “voice” in certain key decision processes •Lack negotiation skills with family and elders •Need to follow normative protocols linked to education and career •Limited knowledge or access to platforms that enable knowledge on opportunities to participate •Low normative need to participate •Low risk perception of drop-outs or limited participation: inability in instances, to comprehend the larger picture in absence of self or peer experience •Strong need for programme to be seen as youth relevant in the local lexicon •Perception of relevance of programme mandate including functional utility of skills or other aspects •Low recognition in employer sectors of non-formal learning

Further, inferences emerging from the study are presented below.

6.1 Need for an increased focus on communication

Communication emerged as a critical input for programmatic engagement with youth. The need for an increased focus on communication emerges due to the reported inadequate information among youth of programme efforts and opportunities for participation. Communication would also serve to encourage proactive engagement by youth. Further, the findings indicate the need to veer away from prescriptive messages and for messaging to respond to the constantly changing scenario of youth-interest and be perceived as ‘with the times’. Peer referrals and mentors emerged as an important component of programme media to elicit a positive response from youth. Additionally, media selection based on the profile of targeted youth audiences emerged as an important aspect. For instance, in case of urban youth, virtual platforms including blogs and social networking sites emerged as useful media.

6.2 Youth participation in policy and programme

The findings reveal limited participation of youth in policy-making and programme design as well as, hierarchal societal attitudes that limit the participation of youth in key societal roles. This indicates

the need for greater engagement of youth on policy and programme design and the need to dialog with other stakeholders in society to enable larger acceptance of youth participation.

6.3 Building participation of youth

Programme experiences indicate the need for involving youth in various stages of the programme life cycle to build ownership and participation. They also suggest the need for programme design to offer a choice to participating youth to determine their level of engagement in a programme and to set their own goals.

The findings inform on the utility of innovative approaches to retain interest of youth supported with motivational tools, such as rewards, as a core element of programme design. The findings also suggest that programmes may experience greater youth interest if they are likely to impact concerns in the youth's own environment or are likely to positively affect employability of participating youth. International exposure was reported to contribute to increased youth interest, learning from cross cultural exposure and an improved sense of confidence.

6.4 Enhancing programme impact

Peer led approaches emerged as a key programmatic imperative for better outcomes with participating youth. Youth tend to be driven by peer views and experiences. Further, they are at a stage of life where they seek to ascertain role models on various aspects of life. At another level, they are constantly seeking reassurance and the confidence to initiate efforts on their ideas.

The need for a greater focus on practical exposure emerged from perceptions that programmes providing opportunities for application of skills at a workplace or other environments were of greater value to youth participants. The value was perceived in terms of improved abilities to use learnt knowledge and skills, increased confidence to subsequently apply skills in own environment as well as increased employability of youth.

The findings suggest the need to continue engaging with youth on return to own environments to achieve desired programme impacts. This would assist the youth to usefully apply programme experiences in their own life context and manage challenges thereof.

6.5 Social entrepreneurship

The study ascertained the limited presence of social enterprises working exclusively in the youth domain, though there are social enterprises that have been initiated by youth or are working in sectors such as health and have youth as key stakeholders. In instances, programmes have developed entrepreneurship support models based on non-financial support structures wherein participants are provided requisite support such as training inputs and linkages to support networks that help achieve programme goals.

6.6 Increased engagement with corporate entities

The findings suggest the need for greater engagement with corporate entities. It was reported that there is untapped potential in companies that are likely to be interested to engage with youth development programmes but are currently not doing so or wish to increase their levels of engagement in this regard. An example of one such corporate entity is Nokia. Though the company has a current level of engagement with youth, they are seeking to further expand their engagement with youth. The findings also suggest that, programmes involving companies are likely to witness increased youth interest due to the equity of popular corporate brands among youth. Further, it emerges that engagement with corporate entities would be useful alliances for programmes with market linked mandates such as vocational skill building to enable programmes to respond more effectively in context of local and global markets.

6.7 Volunteerism

Volunteerism emerged as an important strategy for wider engagement with youth. It was reported that youth represent an available mass resource for volunteerism and there are manifold possibilities of volunteer based engagement on a range of societal aspects.

However, programme experiences indicate a multitude of challenges to initiate and sustain volunteerism. Some of these challenges include:

- The absence of a clear framework in the national youth policy on aspects related to promoting youth leadership and volunteerism. Further, central and state government policies need to echo on a similar basis to achieve desired goals.
- The current education system does not provide adequate time for students to participate in volunteer efforts. Therein, volunteers are mostly unemployed youth or those qualified in social work.
- The social systems preclude a large participation of female youth volunteers. Programme experiences suggest that typically less than a tenth of volunteers are females.
- Youth volunteers face parental pressure in engaging on volunteer based programmes. The pressure extends on financial aspects and parents tend to suggest the youth may better utilise time in an education programme or a programme that builds skills for employability.
- Due to parental pressure, academic commitments or other social commitments; volunteers often prefer to associate with programmes in their own local geographies.
- There are increased regulations regarding volunteers from overseas and these regulations negatively impact long-term volunteer based associations.

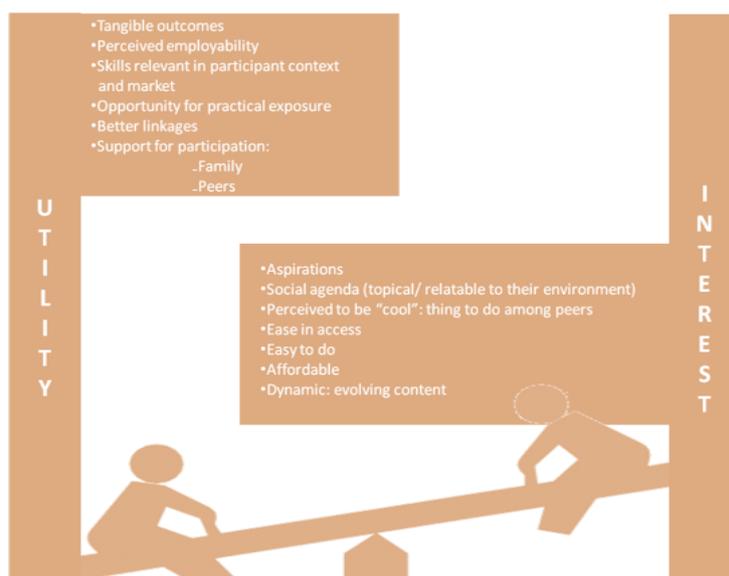
- The youth are today increasingly examining their own motivations to volunteer rather than the past scenario where volunteers used to come forward for a cause without an evaluation as to how it would affect them.
- Programmes need to plan for orientation and training of volunteers. Often, volunteers come in with little or no prior experience of engaging on social issues.

Programmes have been initiating measures to address these concerns. These include offering stipends or honorariums to volunteers, implementing reward and recognition mechanisms, planning for training of volunteers and also developing a longer term perspective for volunteer efforts. An example of the latter is the case of Pravah, wherein some of the programme staff began their association with the organisation as volunteers and continued with the organisation to transition into permanent staff roles. Organisations have also initiated building self-awareness as a part of programme interactions to address concerns of self goals for volunteering youth. Other strategies that work to retain interest and engagement of youth volunteers and help achieve programme objectives include providing volunteers an opportunity to directly engage with the community and set their own goals in context of their level of engagement. Programme experiences also suggest that volunteers who have engaged for a period of time tend to play a key role in developing new volunteers.

6.8 Engaging with youth

The chart below provides a depiction of factors that emerge as likely to play a role in the propensity of youth to engage with a programme.

Chart 16: The youth engagement balance



6.8 Inferences regarding perceptions of the British Council

The British Council is recognised as an international organisation with an understanding of Indian society and a legacy of contribution. It was however reported that there is a lack of adequate awareness on the wider span of the British Council's programmes and the British Council is primarily known for their English language programmes and education services. The findings also indicate that the British Council may be perceived as a large formal institution that is difficult to access. At the same time, the findings indicate that the British Council is among a few international organisations that has an in-depth understanding of the local idiom.

SECTION 7 LEVERAGING UK ASSETS

A key challenge towards building leadership and global citizenship among youth in India is to enable greater exposure to international developments. Even as the local environment ensures that young persons are more informed and engaged, the British Council, among international organisations is uniquely poised as an enabler to develop active citizens with knowledge and exposure to global mandates. The shared history between India and the UK offers a strong platform to build upon in the future. Furthermore, the British Council has the unique legacy of being an international organisation with a long-standing investment in understanding Indian society and building fruitful collaborations in myriad dimensions of India's social fabric.

7.1 UK's youth programme experiences

The British Council was perceived to have a strong technical understanding on youth engagement supplemented with global experiences that could prove very useful as programme management inputs to local organisations. It was also felt that youth policy and programmes in India could substantially gain from successful experiences in the UK. Successful development of skill-building institutions across geographies, for instance, is part of the UK experience, and sharing such experiences with organisations in India may be invaluable.

7.2 UK's language and education

A recent study identified the English language, UK education and culture as the top three factors supporting the UK's reputation overseas. The British Council has, in the past, successfully managed programmes on these aspects.

Given, the increasing penetration of information technology enabled connectivity and the emphasis on skilling resources in tier 2 and tier 3 cities, it was opined that the British Council may consider extending the English language programme and education related services to these geographies. These suggestions were based on respondent views that youth in metros and larger cities are advantaged in terms of higher levels of access to opportunities and thereby there is a need for organisations to develop programmes for youth in other geographies.

7.3 Developing e-platforms

Many respondents also sought a larger number of youth-led platforms to share experiences and connect youth with likely opportunities to fulfil aspirations. It was opined that the British Council could consider support to additional platforms. A web-based platform may also assist in seamlessly connecting India-based participants to those in the UK. The platforms could provide information on programmes and possibilities of engagement, as well as dialogue-based windows for youth and

other participant segments to share thoughts and experiences towards evolving modes of engagement. Increasing access to internet across India implies that such platforms are likely to be effective to reach a wider group of youth audiences, if they had localised content and used regional languages.

7.4 Identifying sectors for exchange and certification courses

The UK presents a leadership position based on technical knowledge, experience and quality of delivery in a number of industry segments. There are also sectors such as insurance wherein local certification practice is similar to that in UK and has possibly drawn on the UK experience.

Such sectors could be identified and mechanisms created for exchange programmes to provide youth with global practice exposure towards enhancing employability and improved skills and confidence to apply learnings in the local context. Another dimension in this context is the concern voiced by respondents that programmes when providing capacity-building and exposure, often do not provide an opportunity for participants to practice the skills gained in organisational and real world contexts. The exchange programmes may aim to provide such opportunities to youth participants.

It may also be considered for a specific focus to support sharing of social entrepreneurship experiences in the UK given the potential of youth focused social enterprises in India as an emerging domain.

7.5 Experience sharing of transition of societal attitudes

Respondents shared that age-driven hierarchy woven into the social fabric was a barrier for Indian youth wishing to assume leadership roles. It limited their ability to negotiate within the family and also limited the acceptance of youth candidates in key positions within formal and non-formal organisations. It also posed an implicit performance pressure on youth endeavouring to seek engagement outside of norms in the local culture. Indian society in many ways is transitioning on these aspects. The transition is more active and visible in urban centres, with youth increasingly becoming more aware and seeking life-choices driven by independent thought and understanding. The UK experience has possibly been through the stage of youth redefining normative paradigms on education, occupation or other aspects, and society transitioning into newer modes, with greater recognition and participation of youth. Programmes could draw from these experiences for a more effective engagement with stakeholders other than youth, who are likely to be gatekeepers or influence segments on youth choices.

The above suggestions have been developed on examining respondent views and drawing from an understanding of the UK assets. There may be many more possibilities that could be considered. Similar to the findings from a study commissioned in Pakistan by the British Council¹⁵ on the need to address youth populations effectively given the demographic dividend, India presents a demographic profile that would present a large youth population share in the ensuing years. It would thereby be of immense value to invest in modes of effective engagement for youth in India.

¹⁵ *Pakistan: The Next Generation Report, 2009*

SECTION 8 OVERVIEW OF PROGRAMME EXPERIENCES

At a broad level, findings emerging from the present research study indicate that: (i) youth and youth concerns are being addressed in some measure by the gamut of respondent entities; (ii) a range of successful efforts in youth engagement exist across respondent organisations; and (iii) there is a consistent trend in perception of need-gaps related to youth engagement at the level of policy and operational engagement.

The ability of youth to develop life-choice frameworks merits greater recognition at policy-level. The findings suggest the need to build an enabling environment supported by appropriate institutional mechanisms. Youth, traditionally play a limited role in decision-making on youth-related policy and programme processes. This can be redressed by programme design incorporating a youth-centric perspective, and by emphasising the need for a substantive increase in the participation of youth.

A brief narration of programme approaches utilised by respondent organisations is given below. It encapsulates key benefits perceived to have been bestowed by these approaches, and also reflects views of respondents on the need and the likely value proposition of these approaches.

8.1 CROSS-BORDER EXPERIENCE SHARING

Respondents engaged in international institutions shared positive experiences and a perception of positive impact from international experiences. Findings indicate the desirability of international sharing on policy deliberations and on programmatic engagement, across nations. It was also opined that international exposure as part of a programme mandate actively contributes to youth interest in programmes. Respondents cited gains from international experiences as: (i) such experiences led to increased participation of youth in civil society; (ii) exposure to different cultures and norms, and (iii) re-learning on existing paradigms; among others.

8.2 SKILLING: DEVELOPMENT AND PRACTICE

Programmes have invested in building capacity of youth and providing opportunities for application of skills in workplace environments, resulting in engagement with community and working closely with leaders to enhance learning and efficacy of such programmes.

When programmes incorporate work-experience they increase the employability of youth. Programmes have also been developed with mentor-based approaches and some of these have successfully used peer-based mentoring models.

8.3 LEVERAGING YOUTH INTEREST IN SOCIAL AGENDA

A number of programmes have innovated on programme mechanisms while retaining a core focus on issues of social concern at the local, national and global level, of interest to youth. This leads to proactive involvement by youth. Similarly, programmes are also seeking to promote responsible consumption by recognising the interest of youth to engage on this key global concern.

8.4 INNOVATING ON ENGAGEMENT FORMATS

Programmes have utilised a range of creative media to build interest and drive participation among youth. The choice of media is based on current interests of youth and span aspects such as sports, music, art forms, photography, film-making and creative writing.

In instances programmes have customised design to respond to participant needs by recognising life-stage (age segments), gender as well as individual needs.

8.5 BUILDING OWNERSHIP ON ENGAGEMENT

Programmes have followed varying methods to heighten youth engagement in the programme delivery process. These methods encourage participating youth to express goals related to programme mandates and, at times, include processes to enable youth to set their own goals. Programmes also offer formats that enable youth to make a choice on their level of involvement. Programmes utilise a range of methods to build volunteerism both as a component of programme participation and as an outcome of the engagement.

8.6 EXPERIENCE-SHARING AS A TOOL

Programmes have utilised tools to ensure wider engagement of participants with peers, role models and other stakeholders in civil society to maximise the sharing of experiences and render the process more useful and of interest to participant youth.

8.7 RECOGNISING INITIATIVE

A number of methods such as financial incentives, awards and certificates have been reported to incentivise participation and recognise participant achievements. These methods serve to enhance ownership among participants and augment learning from programmes. The use of certificates assists participants in leveraging their exposure to the programme in future endeavours, results in increased employability and enhances their status when engaging with others at home or in their work environment.

8.8 PARTNERSHIPS FOR SKILL APPLICATION

Programmes have developed follow-up models to enable participating youth to apply learning from programmes in context of their own surroundings, in daily life.

8.9 CORPORATE PARTNERSHIPS

Programmes have leveraged the equity and wider outreach of corporate brands to trigger greater youth engagement. Programmes that have active links with corporate brands also gain a better understanding of market mechanisms.

8.10 ENCOURAGING SOCIAL ENTREPRENEURSHIP

Programmes have developed entrepreneurship-support models based on financial as well as non-financial support structures, wherein participants are provided requisite support such as training inputs and linkages to support networks.

SECTION 9 KEY ASPECTS OF CONCERN

Respondent interaction suggested certain key aspects of concern in context of engaging with youth.

- Consideration of aspirations of youth and the barriers faced by youth in participation
- Skill development
- Increasing participation of youth and enabling proactive engagement
- Increased involvement of corporate entities
- Innovative programme approaches

A brief commentary on respondent views regarding these aspects, is provided below.

9.1 YOUTH ASPIRATIONS AND BARRIERS

Most respondents opined that youth present potential which can be channelised only after addressing barriers and providing avenues for them to achieve aspirations. It was shared that given the 'right direction' and guidance, youth can take up leadership roles. Some shared the view that many opportunities surround youth who may not be aware of these opportunities, or may not have the resources to exploit them.

It was opined that peer-based approaches and creating further platforms for youth to share views would be effective in gaining a better understanding of youth aspirations and barriers faced by them. It was also shared by a few respondents that it would be useful for organisations to address other constituencies such as parents, employer organisations and other stakeholders in civil society to create a climate for greater recognition of youth as citizens who could actively contribute in driving programme strategy and decision processes.

The youth policy of the Government of India is seen as a major step towards addressing the aspirations of the youth. Respondents were of the view that the draft National Youth Policy 2012 has taken into account the heterogeneity of youth including needs based on their place of residence (urban vs. rural), socio-economic status and their levels of access and exposure. The policy is thereby seen as a progressive and empowering document that recognises choices of the youth.

9.2 SKILL DEVELOPMENT

It was agreed by most that the vision of the National Skill Development Corporation (NSDC) is enormous. However, a number of respondents shared that the largest challenge faced by NSDC is effective outreach to young people. Some of these respondents opined that a few of the empanelled organisations working with NSDC have not been working directly with young people and thereby do not have the institutional strength for outreach to young people.

While the work done by NSDC is widely acknowledged, some respondents expressed concerns that NSDC initiatives do not address concerns of skill up-gradation or transfer that may emerge after initial skill development. NSDC's effectiveness in capacity-building youth to become leaders was also questioned by some respondents who perceive the programme formats convert youth into skilled labourers and not leaders.

Respondents highlighted the need for a greater involvement of corporate entities with NSDC. They opined that dearth of talent with requisite skills is a key challenge facing corporate entities. An approach to address this challenge could be corporate investments and support for organisations such as NSDC who are involved in skilling youth. This would serve to benefit both the programme mandate of NSDC as well as participating corporate entities.

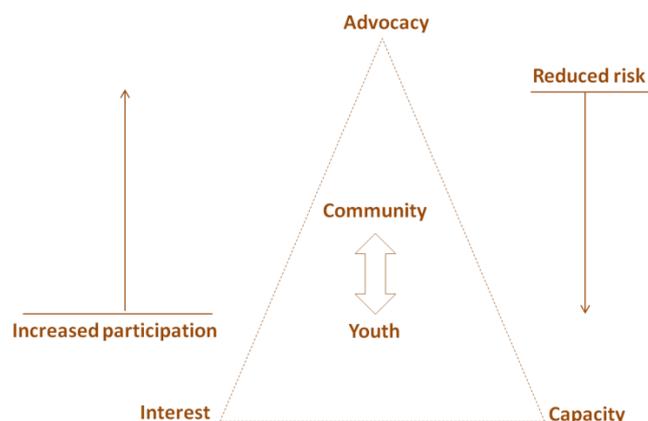
9.3 ACTIVE PARTICIPATION

Programmes appeared to be divided regarding youth-participation on two lines: (i) one set of organisations addressed youth constituencies with a development mandate; and (ii) the others sought to actively involve youth in programme design and management process.

Respondents emphasised the need for developing programmes with a primary focus on enhancing the ability of youth to become future leaders. They opined that key positions in India are held primarily by older people who are resistant to youth involvement in leadership roles. At the same time, respondents shared that the scenario is undergoing a transition and today, youth are being provided multifaceted opportunities to participate in leadership roles provided that they have the merit and ability.

It was suggested that a tri-level framework be considered for implementation by a programme aiming to engage with youth as depicted in the chart below.

Chart 17: Framework of programme implementation



The framework suggests the need to create adequate interest among youth to participate in societal roles while simultaneously suggesting advocacy with other stakeholders in society to enable a reduction in perceived risk of youth participation. Further the framework suggests the need to build capacities of youth by adequate mentoring, guidance and providing a safe space where the youth can explore and realise their potential as active citizens.

A few respondents opined that rural participation is likely to become the determining factor in inclusive development of the youth across India. As of now, it is the urban elite who have access to global citizenship because they have access to education, the English language, technology and information. Language and access constraints prevent rural youth from effectively participating in current formats.

Some respondents were of the opinion that increased partnership with other countries would encourage the concept of global citizenship. A few respondents opined that it may be easier to trigger engagement with neighbouring nations given the similarity in cultures. It was further opined that physical proximity would enable exposure programmes to be rendered more affordable. It was however opined that, only urban youth were likely to benefit from these programmes. Nevertheless, there were many countries that engaged actively in youth development, and Indian youth could benefit from them, it was felt.

Though several government agencies, international organisations, academic institutions and NGOs address cultural exchanges, there is scope to further develop links between youth in India with youth in other countries.

Some examples cited were fellowship programmes where youth are exposed to policy-making and administration of the democratic framework in other nations. Further, youth exchanges between various organisations, including corporate entities working towards similar goals in participating countries, exchange of artists in India and those studying similar arts in universities in other countries were some of the suggestions that came through. It was also opined that cross-border advocacy initiatives, would contribute significantly towards youth empowerment.

It was shared by most respondents that youth in India need to come together; become active citizens making informed choices and actively involved in the decision-making process. Many respondents shared that this process has begun and a number of young people in India are well poised in terms of ability, to connect at a global level. However, to facilitate this, national-level prioritisation and engagement are needed.

It was further shared that there is a significant need to create a dialogue between generations. It was therein opined that it is the responsibility of the older generation to empower and groom the next. Respondents opined that an emphasis on youth becoming aware and concerned about society is likely to lead to their becoming responsible citizens, concerned about the nation and contributing actively in a socially responsible manner.

9.4 ENGAGEMENT WITH CORPORATE ENTITIES

The findings indicate multiple engagements of corporate entities with youth. These engagements range from supporting NGO programme mandates, engaging on sectors emanating from the corporate entities area of work, supporting skill-building and creating employment avenues, as well as a youth-focus inherent to a corporate. An example of the different forms of engagement is provided below, by briefly describing efforts of a few corporate entities.

Nokia in partnership with Oxfam engages with youth through the 'Create to Inspire' Fellowships. The fellowships seek to engage young people with the issue of sustainable consumption through a variety of creative mediums like photography, theatre, films, music, dance, handicrafts and design. Youth participants are encouraged to use these different mediums and redefine how their college, peers or community look at sustainable consumption with the help of mentors.

Nike works with sports and differently-abled people and presents sports as a life skill to young people. Their programme concept builds from many success stories of people from small towns and rural areas who have achieved success based only on their sports merit.

Google is a very young organisation presenting a corporate that focuses on developing young people's capacities and capabilities and has an organisation-wide focus on providing manifold learning opportunities for young people.

Organisations such as NASSCOM, Bharti Telecom and PVR as well as programmes such as Jagriti Yatra (supported by multiple organisations including the TATA group) and the LAMP programme by PRS Legislative Research are among numerous examples of corporate entities supporting training and capacity-building efforts.

In the current Indian education system, a person who is not qualified in a technical or vocational stream usually does not possess adequate skills to enable employment.

Corporate entities often have to spend additional resources and thereby, many respondents opined that there is substantial potential for corporate involvement in youth skilling. Further, respondents shared that corporate entities have a high interest in youth audiences since the group is a pivotal segment and is emerging as a distinct group of discerning consumers.

A number of respondents were of the view that currently most corporate entities either work for causes that help in building their brand equity or consider engaging with youth for social development. To that extent, corporate entities are not actively engaging for youth development or leadership building however, there are a few programmes that are likely to directly or indirectly result in youth development.

It was further opined that corporate entities often have an inflexible mandate with pre-determined outcomes and goals. This approach tends to limit the possibility of holistic engagement which is important for a development programme effort. Further, it was shared that often a corporate partnership leads to development of partner power equations with the corporate entity wishing to become the more dominant partner.

9.5 INNOVATIVE APPROACHES

Rapidly evolving youth interest scenarios, impatience inherent to the life-stage, clutter in their engagement scenario, a need to define a unique identity in their engagement — if all of these are to be addressed then existing paradigms to effectively involve youth, must be revisited as per many respondents queried on imperatives to effectively engage with youth. At one level, this involves providing opportunities and showcasing the freedom of choice for youth engaging with the programme, and at another level suggests the need for programmes to develop a dynamic route of engagement to retain interest and heighten motivation of youth.

Many respondents noted that youth today was more aware and took an interest and worked towards social development. It was also shared that, as youth gained awareness of self and developed views on society, they would also seek to realise their responsibility towards society. Respondents cited examples of young people in their team who wished to work in the area of social development.

The study also engaged with many examples of innovative enterprises that have been started by the youth for the youth, such as Music Basti, Happy Hands Foundation, The Youth Parliament Foundation, Youth Ki Awaz, What's Up, Bharat, INDIAFRICA: A Shared Future and Youth Forum on Policy Development. These represent youth who are deeply concerned and wish to assume an active role in shaping the world. These initiatives are working on myriad social aspects, with a few engaged directly at the level of building youth participation in public policy. Initiatives such as INDIAFRICA: A Shared Future from IdeaWorks is one such example.

These organisations stated they sought inspiration from diverse sources such as Mr. Gandhi's notion of an equitable society, to the financial rigour and scalability of successful business enterprises.

Respondents also reported successful outcomes of international collaborations such as the *Ship for World Youth* programme that had representation from a number of nations including India, with Chennai being a port of call for the ship. A few respondents were of the view that it may be useful to conduct similar endeavours within India. Such efforts may help in providing exposure and understanding to youth on diverse cultures within the country and also serve to encourage youth to initiate collaborative efforts on their areas of concern and interest.

Many fellowship programmes that allow youth to be mentored by leaders today focus on enabling youth to explore their own entrepreneurial ability, find their talent and develop means to use that talent to build a more equitable society.

Overall, this suggests the need for developing further platforms and informing youth of possibilities of their taking the lead in promoting new initiatives on their own or by seeking to collaborate with others. It also suggests that there may be a large segment of youth who, in addition to mainstream activities of current engagement (academic- or occupation-led) would be keen to contribute through other forms of available engagement and seek roles of leadership to do so.

Corporate entities are also in some measure, revisiting existing engagement paradigms to innovate on methods of outreach and the nature of youth engagement. An example is the effort by Nokia that is engaging with youth across socio-economic categories through their 'Create to Inspire' Fellowships while emphasising 'responsible consumption'.

Youth are also likely to identify more closely with programmes that attempt to consider newer modes of engagement and it may thereby be useful to consider thinking out of the box as a key aspect in developing programme design.

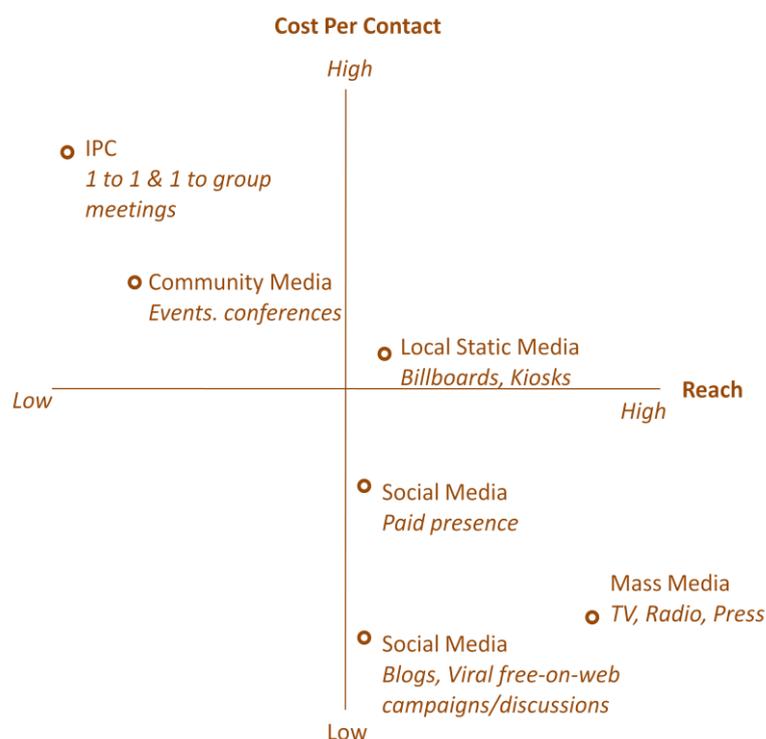
SECTION 10 CHANNELS OF COMMUNICATION

Communication, said respondents, was a critical input for programmatic engagement with youth. Effective communication could contribute significantly to proactive engagement with youth and to encourage innovating thinking.

Peer referrals and word-of-mouth sharing was shared to be an important criteria for young people to respond positively. Thereby message strategies could focus on these aspects. Further the dynamic and constantly evolving scenario of youth-interest, suggests that programme messaging needs to be dynamic and thereby perceived as current and 'with the times'. An important aspect on messaging content is the need to veer away from prescriptive messaging. Messaging ought to encourage participation, share benefits and inform of possible avenues instead of directing youth on necessary action and the rationale thereof.

Regarding media, the chart below provides a representation of the typical reach and cost per contact of available media options.

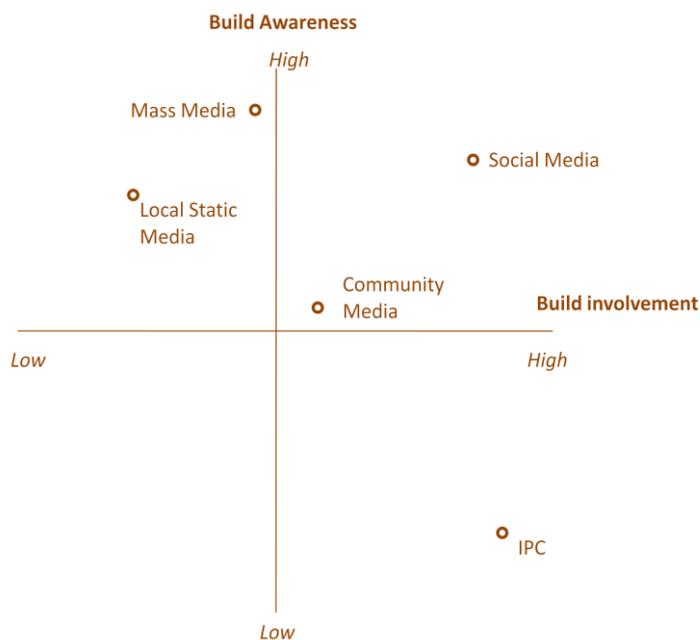
Chart 18: Overview of media reach and cost



It may be considered to evaluate these aspects in greater detail based on the socio-economic class (SEC) of targeted youth audiences, their access to media instruments and their media consumption habits. The utilisation of media would also be led by the stage of the programme and the

communication task. For example, initially a programme may seek to inform audiences and thereby media, that has a better delivery to build awareness, may be considered. At the same time, if the programme is proposing to reach a narrow geography or a specific sub-group in the audience, it may be considered to select channels that have higher reach among these audiences. The chart below provides a representation of the role of media in terms of building awareness and involvement.

Chart 19: Media efficacy - awareness and involvement



Respondents shared views on some channels of communication with youth when queried on efficacy of channels. Their views supported with a brief analysis are given below.

10.1 SOCIAL MEDIA AND MOBILE TELEPHONY

Social media on internet either accessed through computers or through mobile devices has gained a very high reach among youth in most metros and large cities of the country. Media content is an important influence in shaping youth attitudes and informing youth. Most youth in these areas have access to the internet and regularly connect with each other as well as on causes that they 'feel for'.

With the advent of android phones youth have a 24x7 hour access to social networking sites such as Facebook, YouTube and Twitter. These media channels thereby provide easy, cost-effective access to a large urban youth population. Further, given the media construct, internationalisation is inherent to these channels, with users seamlessly engaging with locations across the globe. It is

however, important in the Indian context to ensure that a programme does not limit engagement only through web platforms.

Mobile-based interfaces, going beyond voice calls, have led to a substantive increase in communication outreach across urban and rural areas. A number of corporate entities are viewing mobile handsets as a key advertising medium in coming years. Youth typically tend to be more technology friendly than aged populations and the e-interfaces permit rapid amendments in messaging and interaction strategies aligned with the need to maintain a dynamic interface to retain youth interest.

Further, these media offer immense opportunities for seeking views, creating platforms for dialogues as well as providing choice on the content area of such platforms. Youth programmes may therein consider these media as a preferred choice given the ease of responding to the youth lexicon and the depth of reach among certain youth segments. However, these channels may need continued deployment of resources to manage content.

10.2 INTERNET BLOGS

Typically, if a person feels about an issue and blogs about it, they tend to immediately get in touch with a number of people who may have a view on the issue of concern or are engaged in a similar domain. Thereby, blogs provide a focused media and messaging opportunity to activate discussion among youth and to spread awareness and build knowledge on issues.

At various levels, youth are continually engaged in discussion within their peer groups on issues affecting civil society. There is often a sense of healthy optimism reflected, on the premise that they would make the difference at a later point and would do things differently.

The challenge, in a number of instances, is clarity of understanding as to how they could contribute without affecting their existing way of life or current normative priorities of academic or professional or family commitments. Blogs offer an opportunity to engage on issues of concern, deliberate actionable strategies and gain useful information from elsewhere on actions that may be taken at a local level.

10.3 DIRECT INTERACTION

Some respondents were of the view that there was nothing more effective than talking directly with the youth. More so, if the conversations involved sharing of peer experiences.

An interactive session provides young people the opportunity to immediately clarify thoughts in context of their own experiences. They tend to attend such sessions with their peers who are likely to either participate with them in onward engagement or would be strong influence points.

As a media form such sessions may be more effective than media that reach out at an individual level. Further, an opportunity for direct interaction with someone else who has experienced the proposed engagement or a role model, tends to inspire youth and builds a high level of motivation.

10.4 SHARING SUCCESS STORIES

Respondents also suggested the efficacy of sharing 'success stories' of persons who have a similar background to the youth being addressed. For example, it may be difficult to encourage participation or establish salience of achievements in external geographies with a person living in a remote rural area with no formal education and large domestic responsibilities. However, the presence of a 'success story individual' with a similar background can be very effective.

In essence, the success story suggests: "look at me I am like you, I wanted to make a change and I did it and you can do it too and these people can help you like they helped me". It is likely that sharing of such experiences will have a high credibility to inspire the concerned youth and encourage them to plan their strategy and take the next step.

10.5 NGOS

Partnering NGOs to engage with youth audiences is a validated mode of effective outreach. The local representation of NGOs including staffing of NGOs with local youth, enables overcoming entry barriers and also helps to maintain a continuous informed engagement during the course of the programme.

Implementing NGOs typically tend to work closely with audiences in localised geographies, and are in a position to inform on local-area specificities that may need to be considered in the programme design.

10.6 PEER-BASED APPROACHES

Given their stage of life, youth tend to be led more by peer views and experiences rather than views from elders or sources perceived as the 'establishment'. Peer-led approaches thereby have a high level of efficacy in reaching out to young people. Further, such approaches enable a real-time integration of youth perspectives in the programme design. Programmes led by youth are also likely to be perceived as more accessible and relatable by other youth.

10.7 OUTREACH AT CONGREGATION POINTS

Respondents opined the need for programmes to consider wider engagement with educational institutions and other points of youth congregation such as youth clubs as an effective media point.

10.8 ADVERTISING ON MASS MEDIA

Respondents opined the need for programmes to consider utilisation of mass media tools such as TV, radio and press to build wide-spread awareness. It was shared that in many instances, youth were unaware of opportunities since these were often announced on websites and closed email groups. Further, the use of mass media could assist in creating a favourable climate among other stakeholders to encourage youth to participate.

SECTION 11 INITIATIVES BY THE BRITISH COUNCIL AND PERCEPTIONS

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide, i.e., working on cultural relations. The British Council over the last 75 years is established in six continents and in over 100 countries and brings international opportunities to life. Each year the organisation works with millions of people, connecting them with the UK, sharing their cultures and the UK's most attractive assets: English, the Arts, Education and their ways of living and organising society.

In line with the British Council's Royal Charter, it aims to bring high quality English materials to every learner or teacher who wants them around the world. The organisation works with governments to transform whole education systems to increase opportunity and employability through English. The team delivers English teaching and trains teachers by radio, web and broadcast in developing and post-conflict countries. In the Arts they work with British and international artistic and creative talent to develop events and collaborations which link thousands of artists, organisations and audiences worldwide. In addition to staging shows and exhibitions, they partner with others on joint Arts projects and help develop creative leadership, professional networks and cultural educational programmes worldwide.

The British Council's high profile work in English, the Arts, Education and Society helps people worldwide to learn about and experience creativity and excellence from the UK. Millions of talented people of all ages — particularly younger people — engage face-to-face and online with the British Council to learn English, develop new skills, experience life and study in the UK and earn UK qualifications. In addition, the organisation enables engagement of individuals across social spectra to include policy-makers, academics, researchers, artists, sports people, scientists, curators, creative entrepreneurs, and teachers with their counterparts in the UK to develop policy, professional standards and participation in English, the Arts, Education and civil society. In the process, the British Council creates new opportunities and possibilities for the UK and their own countries.

By teaching English, changing the way people see each other through the Arts, offering international educational opportunities and sharing the UK's ways of living and organising their society the British Council creates opportunity, trust, prosperity and security for the people of the UK and the many other countries they work in around the world. The British Council has successfully offered a range of programmes in English, the Arts, Education and Society in India. A narrative of some of these programmes is annexed to this report.

Here we briefly examine one of the Council's current programmes, 'Re-Imagine: India-UK Cultural Relations in the 21st century' — a research and dialogue initiative of the British Council and partner organisations in India and the UK.

Through this initiative the British Council seeks to re-imagine a mutually beneficial relationship that values the past while seeking to define the future together in the 21st century.

In a world that is rapidly changing, healthy cultural relationships between countries are of great importance: they help reduce prejudice and mistrust, allow for the sharing of ideas, knowledge, approaches and solutions in business and politics, and can underpin and facilitate significant increases in trade and tourism – all of which increases the quality and opportunity of people's lives. The shared history between India and the UK is rich and important, and the past offers a strong platform for building upon in the future. But the relationship is changing. There is no overarching vision of where the relationship stands today or how it will develop.

Respondents were queried on their perception of the British Council. They associated a high level of credibility and technical excellence with the British Council. Many respondents said they would be keen to associate with efforts of the British Council. Organisations expressing interest in collaborating with the Council included Global Shapers, Nokia, Happy Hands Foundation, ICDE and Restless Development (India).

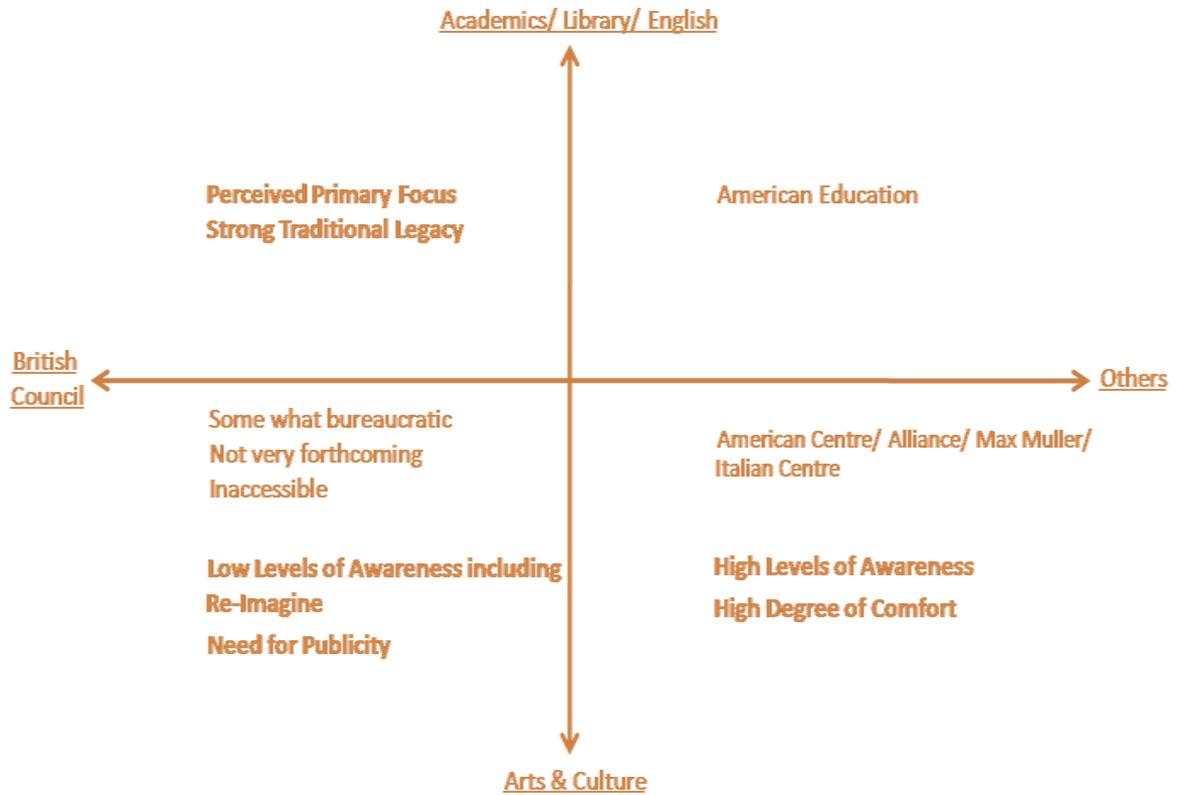
Some respondents shared that the Council may be perceived as somewhat inflexible and committed to pre-set processes. A few respondents suggested that to transition from this perception, the Council could consider exploring more partnerships with youth organisations that are considering innovative engagements. Respondents also felt the Council could be more proactive in its initiatives, by utilising more informal methods to communicate with youth populations. A few respondents also opined that it was not easy to initiate a programme with the British Council.

While some of these responses may be driven by individual experiences and outcomes thereof, it may be considered to conduct communication efforts to clarify on these aspects.

A number of respondents opined that there is a limited awareness of the programmes conducted by the British Council and the positive impacts thereof. There is also a strong association of the British Council with educational programmes, English language programmes and the library. Respondents, including those who had prior engagement with the British Council, shared that they were not completely aware of the programmes conducted by the British Council and also opined that a greater level of awareness would assist in encouraging a wider participation from youth. It was thereby opined that the British Council may consider engaging in efforts to increase awareness of programmes and also to share best practices. The chart below provides a schematic representation

of perceptions including in context of a few other international organisations mentioned by respondents.

Chart 20: Perceptions about the British Council



SECTION 12 OVERVIEW OF NATIONAL POLICY AND SKILLING INITIATIVES

12.1 Draft National Youth Policy

An effective youth policy needs to address multiple domestic issues, while striving to mainstream youth to become part of global initiatives and take their rightful place as national as well as global citizens. A nation's children and youth are described as its 'strength', its 'potential' and most commonly, as its 'future'.

Chart 21: Eleventh plan objectives: Youth affairs¹⁶

- holistic adolescent development through convergence of schemes;
- overall personality development of youth and provision of life skills;
- youth empowerment through restructuring and expansion of youth programmes;
- greater female participation in youth development programmes; and
- special focus on engaging rural youth in nation-building activities transcending beyond social, economic, religious, and linguistic boundaries.

The Draft National Youth Policy of the Government of India is seen as a major step towards addressing the aspirations of the youth. Respondents were of the view that the Draft National Youth Policy 2012 had taken into account the heterogeneity of youth including needs based on their place of residence (urban vs. rural), socio-economic status and their levels of access and exposure. The policy is thereby seen as a progressive and empowering document that recognises choices of the youth. The objectives of the draft National Youth Policy 2012 are as follows.¹⁷

- Strengthen the culture of patriotism among young people and help them to become responsible citizens of the country, who care for their families and the communities in which they live.
- Instil a sense of national unity and social cohesion in the young people while recognising and respecting the diversities — in religion, language, culture, ethnicity, lifestyle and habitat — in the country. They should be groomed to become promoters of peace and harmony in the community in which they live.
- Foster in young people not only an abiding commitment and adherence to the values enshrined in the Indian Constitution but also develop them as key promoters of these values in all sections of the society. They should play a significant role in advancing appropriate standards and values of ethical conduct in individual and social life.

¹⁶ The Eleventh Plan (2007-2012) document: 'Objectives of the Eleventh Plan— Youth Affairs' (box 2.1.1, pp. 43
¹⁷ <http://www.merinews.com/article/draft-national-youth-policy-2012-india-defining-age-of-youth/15870803.shtml>
http://www.infa.in/index.php?option=com_content&task=view&id=2318&Itemid=41

- Through a sustained programme of education and training and appropriate support services, help young people become economically self-reliant and productive units of the country, either by taking up employment or by setting up their own business enterprises.
- Empower youth to take up the challenge of eliminating all forms of social and economic discrimination and exploitation; counter forces that threaten to undermine national harmony; and launch a crusade against unhealthy social practices, evils and becomes sensitive towards human rights.
- Through a programme of training and education, guide them in a manner that they become active partners in promoting sustainable development, contributing productively to national and local initiatives in maintaining harmonious balance between ecological and environment considerations, on the one hand, and developmental needs, on the other.
- Facilitate access to all sections of youth to basic nutrition and health especially related to reproductive and sexual health information, facilities and services including access to mental health services ; promote a healthy lifestyle, free of substance abuse and other unhealthy addictions, and dissuade them for engaging in harmful sexual practices.
- Enhance the availability of facilities in sports and constructive recreation for all sections of youth with special focus on disabled youth and female youth.
- Instil and nurture a spirit of volunteerism among the youth; develop their competencies in various areas of social development; and extend opportunities to enable them to contribute productively to the welfare of their communities.
- Through a wide range of initiatives, including educational and training opportunities, instil in young women and men a culture of scientific thinking, critical analysis, and rational attitude in their day-to-day life; and make them sensitive to the needs and concerns of socially and economically disadvantaged sections of the society.
- Help youth to develop an international perspective on issues of global significance and work for promoting international understanding and a just and non-discriminatory global order.
- Through affirmative action and measures, extend support to priority groups — young women, socially and economically disadvantaged youth, and youth living with physical, sensory and intellectual impairments and ensure that they become part of mainstream development process.
- Encourage voluntary sector to create appropriate platforms which promote youth volunteering and support recruitment and training of youth for social action in the community.
- Encourage youth engagement in monitoring and evaluation process of development work undertaken by government and non-government structures including the PRI.

The draft National Youth Policy 2012 further categorises youth into priority groups: student youth; urban youth in slums; migrant youth; rural youth, tribal youth; youth at risk through substance abuse, human trafficking, working in hazardous occupations, sex workers; youth in violent conflicts – participants or victims; out-of-school or drop-outs from the formal educational system; groups that suffer from social or moral stigma – transgender, gays and lesbians, those infected and affected by HIV/AIDS and tuberculosis; and youth in institutional care, orphanages, correctional homes and prisons. Among these priority groups the following are considered most vulnerable and are proposed to be accorded priority: young women; youth belonging to socially and economically disadvantaged communities and groups and differently-abled youth. It is proposed that the draft revised Youth Policy under consideration for approval, be further reviewed following the 2021 census.

The findings of the present study indicate a lack of awareness among constituencies on the Youth Policy of the Government of India. NGO staff working with youth and those in Government of India-related institutions had a degree of awareness and some recalled participating in the process of policy development.

There was low awareness among respondents with corporate entities as well as some other respondents in the survey including those with international organisations. It was opined that the Policy draft failed to sufficiently address corporate engagement with youth. Corporate entities expressed interest in learning more about the Policy and in exploring areas of possible engagement. In a number of instances respondents mentioned they had heard of the Youth Policy but had not gone through it.

Among respondents who had gone through the Youth Policy some felt its language was directive and ‘mandated youth’ to become ‘active citizens’. They felt the Youth Policy’s job was to create an environment which motivated and enabled the youth to become responsible, participative citizens. As it stood, the Policy had little provision for youth to become leaders and take decisions, they felt.

It was also opined that Government-supported entities such as Nehru Yuvak Kendra Sangathan (NYKS) do not adequately represent youth and need to substantially increase their scope of coverage and activities.

However, the 2012 draft Youth Policy was seen by some as a significant improvement over the previous Youth Policy (2003), though it is deemed ambitious in terms of implementation. The draft Youth Policy envisages the involvement of multiple stakeholders. Respondents shared the possibility of manifold issues in coordination — for instance, inter-sectoral coordination within Government involving a number of ministries and departments. They saw this as impacting ‘effectiveness’.

Respondents felt that leveraging existing infrastructure and resources at the local level — as required for implementing programmes under the draft policy — would prove challenging through currently proposed formats. It was also felt that not all local establishments were adequately equipped to respond to the currently proposed implementation framework. A few respondents shared the need for increased emphasis on youth affairs and greater budgetary allocations.

Respondents suggest that it would be useful to learn from experiences of countries such as Sri Lanka or the Caribbean, where avenues for youth participation in public policy and governance enable a significant participation of youth.

Some respondents opined that the Youth Policy does recognise that young people in India are not a homogenous group, and prioritises their education, health and well-being. However, the policy does not outline in detail the approach to address these aspects and also lacks an emphasis on building global citizenship among youth.

12.2 NATIONAL SKILL DEVELOPMENT CORPORATION

The Government of India has taken active measures to manage the challenge of India having the largest youth workforce in the world by 2020. The Prime Minister's National Council on Skill Development was constituted on 1 July 2008 in pursuance of the decision of the Cabinet at its meeting held on 15 May 2008 on 'Coordinated Action for Skill Development and setting up of the National Skill Development Corporation'¹⁸.

A National Policy on Skill Development was formulated by the Ministry of Labour & Employment which has been approved by the Cabinet in its meeting held on 23 February 2009. The objective of the National Policy on Skill Development is to create a workforce empowered with improved skills, knowledge and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global labour market. It aims at an increase in workforce-productivity both in the organised and the unorganised sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergise efforts of various sectors and reform the present system towards a demand-driven system guided by labour market signals thereby reducing skills mismatch.

The National Skill Development Corporation¹⁹ seeks to assist in achieving goals of the policy and aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions. It provides funding and enables support systems such as quality assurance, information systems and develops train-the-trainer academies either directly or through partnerships. Salient functions of NSDC include the following.

¹⁸ http://pmindia.nic.in/committeescouncils_details.php?nodeid=8

¹⁹ <http://www.nsdcindia.org/about-us/organisation-profile.aspx>

- Expansion of outreach using established as well as innovative approaches.
- A 'National Vocational Qualifications Framework' which will include opportunities for horizontal and vertical mobility between general and technical education, recognition and certification of competencies irrespective of mode of learning.
- System to deliver 'competencies' in line with nationally and internationally recognised standards.
- Focus on new emerging occupations.
- Focus on pre-employment training and life-long learning.
- Equity consideration — adequate participation of women, disabled persons and disadvantaged groups including economically backward and minorities — enhancing their access to training; improving employability and increasing employment opportunities.
- Stress on research, planning and monitoring.
- Involvement of social partners — responsibility for management and financing of the system would be shared with all stakeholders and provide greater space for PPP.
- Promoting excellence.
- Use of modern training technologies including distance learning, e-learning, web-based learning, etc.
- Skill up-gradation of trainers, their quality assurance, and improvement of status.

Respondents appreciated the mandate of NSDC and the programme strategy which incorporated public-private partnership (PPP). However, a few respondents expressed apprehension that the scope would be limited to employable skills with a focus on vocational skills. They wanted the mandate reviewed to consider the inclusion of life-skills and to expand the scope of employable skills beyond an emphasis on vocational courses. Concern was also expressed that, imparting skills suiting the lower levels of the service or product value-chain in response to current market demand was likely to perpetuate socio-economic disparities. Respondents were also uncertain whether stated targets (of an adequately-skilled workforce) could be achieved within the planned time-frame. It was also opined that the formal education system needs review, to enable a greater alignment with employability within the country and outside.

SECTION 13 NARRATION OF PROGRAMME EXPERIENCES

A narration of a few representative programme experiences and key aspects emerging thereof, are provided below.

13.1 INITIATIVES BY BRITISH ORIGIN OR RELATED INTERNATIONAL INSTITUTIONS

13.1.1 COMMONWEALTH YOUTH PROGRAMME, ASIA CENTRE (COMMONWEALTH SECRETARIAT)

The mandate of the Commonwealth Youth Programme (CYP) encompasses:

- technical support on youth engagement to member countries; and
- participation in advocacy and development of youth policies.

CYP has been providing India with technical support on various youth-related programmes. Currently working in eight countries, including Bangladesh, Sri Lanka and India, CYP advocates on youth-related policies of member countries and actively engages in providing requisite technical support as well as supporting platforms that enable sharing of experiences. CYP recently participated in the Brunei Darussalam's youth policy effort including facilitating consultation processes with key stakeholders. CYP has participated in deliberations on the draft National Youth Policy 2012 and highlighted the need for the policy to be closely informed of ground realities. CYP is also engaged in bringing about more meaningful youth engagement in the policy development process in India including, enabling sharing of perspectives and best practices from other member countries.

Key aspects emerging:

- *Synergies of cross-border engagement for improving youth policy.*
- *Youth programme planning should be informed of ground realities for implementation.*

13.1.2 GLOBAL SHAPERS, KARNATAKA (WORLD ECONOMIC FORUM)

Global Shapers, Karnataka is a World Economic Forum initiative. The organisation networks youth to corporate through intensive career defining opportunities that prepare the youth for career-related successes. Most of the youth undergoing their programmes are students and the organisation offers the following youth-engagement programmes.

- **CEO shadowing:** The programme selects youth who get to spend time with a given organisation's CEO. The programme aims to provide experiential learning to participating youth of a professional work environment and a practical exposure to a leadership role.
- **Start-up immersion:** The programme engages youth by placing them in a start-up organisation's environment to enable them to understand and experience how a start-up organisation may function. The programme is aimed at encouraging youth to become entrepreneurs and also to inform them of aspects linked to working in start-up organisations.

- Fellowship programme: The programme is based on a self-learning method and aims to develop professional skills in youth to supplement technical knowledge. The programme has been designed as a response to the organisation learning that, though youth typically have technical knowledge, they lack skills on aspects such as leadership and are ill-equipped to respond to such opportunities. Global Shapers Fellowships are awarded to selected youth for an intensive leadership programme intended to create 'T shaped competencies', complementing the technical depth of participants with the breadth of professional skills.
- Corporate bridge: The programme introduces managers from large organisations as mentors to youth. The managers mentor youth during the initial period of their careers to help them better manage their engagement with the corporate world. The programme also helps Managers to understand and connect to Generation Y (GenY) and provides meaningful engagement beyond their routine work.

These programmes have been introduced recently and have recorded a positive impact. Some of the outcomes are an increase in confidence levels, development of leadership qualities and emergence of new entrepreneurial ideas among participating youth. A key challenge faced by the programme is to garner the participation of youth and to retain their interest.

Key aspects emerging:

- *Programme focus on imparting practical exposure.*
- *Programme focus on creating experiential engagement of youth with organisation leaders.*
- *Programme focus to understand youth expectations and calibrate response.*

13.1.3 OXFAM INDIA

Oxfam India in collaboration with Nokia has been a part of the 'Create to Inspire Fellowships'. These fellowships look at engaging young people with the issue of sustainable consumption through creative mediums like photography, theatre, films, music, dance, handicrafts and design. Using these mediums youth are encouraged to redefine how their colleges, peers or communities perceive sustainable consumption.

The programme aims to enable young people to develop products that they would implement in their settings to bring about change. The programme has identified twenty four mentors in the programme geographies of Delhi and Hyderabad who work with young people in colleges and universities, and guide them through this process of creation. Today not-for-profits recognise that if youth today believe that something is 'cool' then they would be more likely to want to acquire it or follow it. It is also increasingly being recognised that corporate entities have been effectively engaged in youth consumer spaces and could be effective partners in youth engagement. Not-for-profits are beginning to tap into this linguistic of the youth and Oxfam's experience with Nokia on a

youth engagement programme is one such example. Nokia is among organisations that has a long history of investing in youth engagement and is also actively engaged in promoting responsible consumption with recognition for being among industry leaders on eco-friendly products.

Key aspects emerging:

- *Programme focus on creative mediums to engage youth.*
- *Programme to enable the youth to redefine and take action for change in their environment.*
- *Programme to provide mentors to guide youth in their endeavours.*
- *Programme to understand and respond to youth linguistics.*
- *NGOs to recognise the potential of not-for-profits towards engaging youth more effectively – leveraging corporate brand-equity.*

13.1.4 RALEIGH INTERNATIONAL

Raleigh International was set up in India in 2008. Since inception 25 years ago, the organisation is working across forty countries. The organisation provides certified training to youth volunteers and assists trained volunteers to gain employment. The organisation's success stories include that of Manjunath from north Karnataka, who spoke little English. As an outcome of the exposure to Raleigh International's programmes, today Manjunath is fluent in English and has completed his Masters in Social Work. Manjunath came back to Raleigh International as a team leader and is now employable and has taken up causes within his own community.

Key aspects emerging:

- *A focus on a balance between exchange volunteers and local citizens.*
- *A focus on practical exposure of working with the community directly to develop skills.*
- *Understand the goals of youth volunteers before a programme and their achievements after the exposure.*
- *Follow-up with youth post programme exposure on a periodic basis.*
- *Programme to understand societal attitudes towards volunteering including barriers and motivators.*
- *Programme to consider providing incentives for the engagement period.*

13.1.5 INTERNATIONAL AWARD FOR YOUNG PEOPLE

International Award for Young People is a global organisation to recognise and develop youth leadership with the overall mandate of youth development. Commencing in 1956 as The Duke of Edinburgh's Award, the award is currently active in forty-four countries. In India the award is known as the International Award for Young People. There are three consecutive levels of these awards based on the time period of participant engagement. It is possible for participants to start at any level on activities considered for inclusion in the awards:

- Service such as environment work, community work, visiting old age homes etc.
- Adventurous journey such as visiting a country, trekking etc.
- Skills such as creative work, personality development, hobby development etc.
- Physical recreation such as swimming, football, jogging etc.

The programme is open to all. Participants have the freedom to choose the activity they would like to be involved in and, to choose the mentor for that activity. This enables youth to participate and learn from the activity while developing an ownership of the decision to participate and a responsibility to fulfil the choice of engagement. The award does not focus on competition with others; each youth who participates is eligible to procure this award. Participants have to challenge themselves: *I have six months with me I have to complete activity in these 4 sections.* That is, participants have to set their own levels, chose their own activity, find their own mentor, go to their mentor with each day's work and write their own workbook.

The award's mechanism of choice in the level of engagement allows for inclusive participation from all sections of the society including from visually challenged, differently-abled or economically disadvantaged youth. On conclusion of participation, all awardees are provided with an internationally recognised certificate. Further, a participant may receive awards at national or global forums from persons who are in well-recognised positions in society, for example the Vice-president of India has distributed the awards on two previous occasions. Further, every three years an international gold event is held, where Gold award winners from India and other countries participate to share experiences and build new networks for themselves. Recently the Global Gold Award Network held this event in Singapore.

Key aspects emerging:

- *Provide freedom of choice in nature of engagement – type of activity, level of engagement and mentor.*
- *Encourage taking ownership and responsibility including self-set goals.*
- *Provide recognition including awarding at appropriate forums.*
- *Provide opportunities for youth to mingle with programme participants from different geographies and cultures and create opportunities for exchange of views and networking opportunities.*

13.1.6 UNLTD

UnLtd commenced work in the UK on the following tenets.

- Belief in the individual: that the individual is capable of achieving once given the right kind of guidance and support.

- Belief in social entrepreneurship: work with a range of organisations that have a social agenda and are innovating their approach.

The organisation provides support to help programme participants grow as individuals and to grow their organisational efforts. Each investee has a dedicated associate and further the organisation provides training support and connects the investee with a network of people to support them.

Key aspects emerging:

- *Social agendas with a mix of innovation.*
- *Social entrepreneurship support need not necessarily only focus on financial support: other aspects are also important.*
- *Customised programmes to meet individual needs.*

13.1.7 RESTLESS DEVELOPMENT (INDIA)

Restless Development (India) is a UK-based organisation working in nine countries including India. With a focus on sexual and reproductive health rights for youth, the organisation has engaged further in livelihood, employment and civic participation. The organisation aims to bring a change in the lives of the youth and subsequently help the youth to bring about a change in their own communities by becoming leaders. The programme approach is based on the premise that youth has a concern and is informed on the issues faced in its communities and also has an understanding of likely solutions. Thereby, if the young are empowered with relevant knowledge and skills, they can work towards solving problems faced by their communities.

The organisation has set up youth centres in collaboration with the community as an information hub for the youth. These centres are staffed by counsellors and provide facilities of a library, computers, fax, phone, and photocopier machine. The centres are utilised by youth to gain access to a range of information on issues of concern to include higher education, skills training, vocational training or available career options.

The programme aims to offer the range of options to enable youth to make informed choices and own those choices. Further the organisation supports youth who wish to set up their own enterprises by arranging finances, and assist in set up of business. The organisation also identifies young people and trains them to become peer educators. These educators work as volunteers with a nominal stipend to bring a change in their lives and in their community.

Key aspects emerging:

- *Enable informed choice*
- *Enable youth to facilitate change in the community.*

13.2 INITIATIVES BY GOVERNMENT OF INDIA AND RELATED INSTITUTIONS

13.2.1 NATIONAL SKILL DEVELOPMENT CORPORATION

The National Skill Development Corporation (NSDC) was launched in October 2009 with a mandate to skill 150 million people by 2022 in 20 focus sectors identified by the Government and the informal segment through a three-pronged approach revolving around creating, funding and enabling sustainable skills training initiatives in the private space. The innovative PPP model was developed to create a system that:

- enabled provision of training to be delinked from financing of training by Government;
- responds to output (demand) rather than input (supply);
- stresses on competencies and not specific skills;
- is flexible;
- is based on periodic labour market surveys; and
- addresses issues of affordability and accessibility.

With government-ownership restricted to 49 per cent of the equity capital, majority ownership of the NSDC rests with the private sector with the shareholdings equally dispersed among 10 chambers of commerce and sector-specific industry organisations. Till July 2012, NSDC partners have skilled slightly over 246,000 people and ensured placement of more than 187,000 of these skilled resources. Many of these partner organisations have embarked on large-scale training projects capable of training over 100,000 persons in the next decade, either on their own or through consortiums. These projects are like to address the challenge of availability of trained resources with the expected growth of the Indian industry.

At places, these organisations have engaged with Industrial Training Institutes (ITIs) to utilise available infrastructure for running courses in order to keep costs down and be in a position to start operations quickly. The programme is also seeking to focus on areas that are disadvantaged such as Left Wing Extremism (LWE) districts (An NSDC partner Gram Tarang, for instance, operates centres in the Naxal-affected belt of Odisha) and economically disadvantaged districts (Another NSDC partner IL&FS ETS proposes to start skill schools in some of the most backward areas of India so that the recipients of the training are in a position to get jobs or become self-employed). Companies are also coming up with innovative financing models whereby a part of the training costs of students are being taken care of by the potential employers of these trainees. NSDC has also developed a training financing arrangement with banks to enable trainees at NSDC-funded institutions to avail skill loans. Though it may be perceived that the goals of NSDC are ambitious and it may be a challenge to realise these goals, NSDC is receiving an increased number of enquiries from organisations wishing to associate from diverse geographies and industry sectors.

Corporate groups are also seeing merit in setting up skilling ventures of their own or supporting the skills mission by hiring skilled workers at all levels. NSDC is also spawning a new category of social entrepreneurs by encouraging grant independent, sustainable models of skilling enterprises. The emphasis on skilling initiatives has also led to educational institutions initiating skilling programmes. Further, through the incubation of industry-led Sector Skill Councils (SSCs) and development of Labour Market Information Systems, the NSDC has put in place the bedrock for a systemic skill development framework in the country. Through the commissioning of state-specific skills gap studies, NSDC has been able to provide existing and prospective partners district-level demand and supply perspectives to create sustainable vocational training capacities.

Skills-gap studies are also being undertaken and commissioned for critical sectors of the economy and ones holding promise. NSDC is also actively engaged in fast-tracking the establishment of SSCs and integrating the courses being run by training partners with SSCs to facilitate SSC-driven accreditation, assessments, certification and employment. NSDC is also seeking to address the misconception that skilling and employment thereof is mainly for sections of society who could not graduate from the formal education system. As part of advocacy efforts, NSDC managed the Indian participation at the WorldSkills competition held at London in 2011. A biennial event, WorldSkills is designed to test the skills of people below the age of 23 years in several disciplines from car painting to IT software. India took part in 15 skills and NSDC is now coordinating preparations for the 2013 event due to take place at Leipzig, Germany. NSDC also proposes to conduct a multi-media campaign that would seek to glorify the pursuit of skills and showcase the critical need for a skilled workforce in the country and the importance of skilling in the nation's advancement.

Key aspects emerging:

- *Corporate engagement in programmes enables market responsive programme design.*
- *Flexible programme approach to engage with diverse range of technical support and employer institutions as well as to modulate learning curriculum as per evolving market dynamics.*
- *Address issues of affordability and accessibility.*
- *Conduct assessments to understand skill gaps in employability context as a formative step for programme design.*
- *Specific focus on disadvantaged regions to contribute to national agenda for economic growth.*
- *Create programme standards, accrediting systems, and certifications.*

13.2.2 RAJIV GANDHI NATIONAL INSTITUTE FOR YOUTH DEVELOPMENT

Views were shared regarding the draft National Youth Policy as recognising youth to be a collective future asset and an important capital resource for the country. It was shared that the policy considers the holistic development of youth irrespective of background and culture and extending to multi-faceted dimensions of engagement with youth in society. It was shared that a joint emphasis is required on the right to education, as well as the right education. The latter aspect was elaborated in terms of providing youth with adequate choice and an enabling environment to seek an education as per interest and aptitude. It was also shared that the youth presents a large scope for volunteerism on a multitude of social concerns. Promoting volunteerism in a systemic manner could play a key role in building leadership and active citizenship among youth.

The need for a specific emphasis on rural youth and building gender equitable opportunities was also emphasised. An example was shared, for the need to focus on building greater opportunities for recreation and peer interaction in safe spaces across geographies in rural and urban India. This would also prevent youth from the possibility of engaging in deviant habits that might occur due to the lack of alternate opportunities or mechanisms to engage. The importance of bringing a greater participation of youth was highlighted. It was shared that efforts are being made at the level of policy and implementation. An example was shared in context of the increased emphasis on enabling youth above 21 years to play a role in Panchayati Raj Institutions.

The need for advocacy efforts to address age hierarchy led views and the status associated with certain occupations was highlighted. The former would serve to lessen the pressure on youth to follow externally determined career objectives and also provide an increased opportunity for youth leadership in various societal aspects. The latter is important in context of skilling and employability of the burgeoning youth populations. It was also shared that a key challenge is the implementation of youth policy that needs to devolve into effective implementation mechanisms at the level of Central Government, the State Government, and PRIs. This would include managing coordination across various departments as well as an understanding on various policies that engage with youth given the varying age definitions of youth within Government, the United Nations and the Commonwealth.

Key aspects emerging:

- *Recognition of youth as a collective future asset.*
- *Holistic development of youth irrespective of background and culture.*
- *Encourage and promote volunteerism.*
- *Build life skills and livelihood skills.*
- *Recognise and address attitudes of the society.*

- *Address self-responsibility and accountability.*
- *Provide skills training of interest to youth.*
- *Recreational activities as an approach to prevent youth getting engaged in deviant behaviours.*

13.3 INITIATIVES BY CORPORATE, CSR & ASSOCIATIONS

Many corporate bodies are today directly engaging with the youth, as youth are seen as significant partners in development. Some examples of youth and corporate partnerships are the following:

- Confederation of Indian Industry (CII) has a mentorship programme.
- TATA group has been part of Jagriti Yatra where the youth are provided country-wide exposure visits
- Bharti Telecom is supporting education efforts including operating schools
- PVR Group has established the PVR Trust that works in the area of education and training for adolescents and young people
- Nokia, Create to Inspire fellowships with young mentors.

13.3.1 PRS LEGISLATIVE RESEARCH

PRS Legislative Research was started in 2010 and it primarily provides research support to legislators. The organisation brings together young people from various academic and professional backgrounds to be able to contribute their skills to the goal of making the parliament better informed, more transparent and participatory. The organisation offers a full time year-long fellowship titled, Legislative Assistants to Members of Parliament (LAMP) Fellowship that enables young people to be placed with members of parliament for a period of a year to provide them with customised research support.

The LAMP Fellowship aims to leverage the research support from young people to enhance inputs for legislators in managing their roles and it also serves to create an active interface for young persons for an experiential learning of governance aspects. Some of the positive outcomes of this initiative is that a number of participants continue to pursue occupations with an interface in governance and policy issues. As a new concept in India, the organisation has managed challenges such as maintaining the fellowship during the period when the legislature is not in session or the issues that a participant may be seen as someone questioning prior agendas without adequate background and experience. But to a large extent **PRS** has been successful in providing youth a unique platform to interact with members of the Indian parliament and gain appreciation of parliamentary processes that are the core of the nation building framework.

Key aspects emerging:

- *A programme format that helps bring youth closer to constituencies where they have historically had a low voice share in decision making.*

- *Experience leads to possibility of considering a career choice in the area of experience*

13.3.2 BYKIDS

BYkids is a not-for-profit organisation that pairs filmmakers with young persons from around the world to create short documentaries about globally relevant issues. BYkids gives voice to youth from diverse cultures, and encourages international understanding and engagement by giving viewers concrete ways to respond. The camera becomes a great means for the youth to tell their stories, and BYkids provides the tools and mentoring to make documentary films about their lives and experiences and rendering them in a manner that makes for engaging viewing by larger audiences.

Key aspects emerging:

- *Creation of short documentaries on globally relevant issues as a format of youth interest that enables them to express in their lexicon.*
- *Opportunities for giving a voice to the youth from diverse cultures.*

13.3.3 GREAT INDIAN DREAM FOUNDATION

Great Indian Dream Foundation supported by IIPM-Planman Group works across seven states of the country. One of its core mandates is to providing skill training to the youth in the age group of 18-35 years who belong to households in Below Poverty Line (BPL) category. The organisation supports the training and facilitates employment opportunities for trained youth.

Key aspects emerging:

- *Focus on skill training to youth in narrow defined segment (age group of 18-35 years, belonging to BPL community).*
- *Supplement capacity building with linkages for employment*

13.3.4 NOKIA

Nokia's Create to Inspire Fellowships is a programme launched in collaboration with Oxfam. It engages youth to understand the environment better and make better choices. The key focus is on sustainable development and responsible consumption through innovative ways. The fellowships seek to engage young people with the issue of sustainable consumption through a variety of creative mediums like photography, theatre, films, music, dance, handicrafts and design. Youth participants are encouraged to use these different mediums and redefine how their college, peers or community look at sustainable consumption with the help of mentors.

Key aspects emerging:

- *Responsible consumption through innovation.*

13.4 INITIATIVES BY NGOS

13.4.1 CENTRE FOR YOUTH DEVELOPMENT AND ACTIVITY

Centre for Youth Development and Activity (CYDA) works in the states of Maharashtra and Chhattisgarh and seeks to build awareness and responsibility among youth with the belief that more aware and responsible national citizens make better global citizens. The organisation is engaging with the National Service Scheme (NSS) and Nehru Yuva Kendra Sangathan (NYKS) to jointly implement some of their programmes. It supports approximately sixty youth groups in both the states, with 30-35 members in each group. Some of the successes of CYDA has been in building interest among youth for a greater role in social development and thereby, CYDA members have progressed to qualify with degrees in Social Work with the advantage of a practical appreciation of issues prior to seeking the qualification.

The organisation engages with locally relevant issues ranging from rights based approaches, gender issues and domestic violence. It sensitises members on various aspects of youth policy and also orients them on the leveraging the Right to Information (RTI) Act to address issues and enable local accountability of PRI institutions or other public institutions. Programme members also meet key government officials in their towns, districts, or villages to share experiences and to resolves issues that may be faced in the programme. Members also conduct periodic review meetings under the banner 'Youth for Change', to track progress on ongoing projects as well as to debate issues of concern.

Key aspects emerging:

- *Building life skills to supplement degrees.*
- *Provide youth with an exposure to all constituencies involved in the process of social change*

13.4.2 LEND-A-HAND INDIA

Lend-A-Hand India has a primary focus on education and skill development with an emphasis on using localised approaches that address regions specific challenges and offer a response to region specific needs of youth. The organisation places an emphasis on young persons gaining higher levels of awareness of career opportunities prior to engaging in skill development. The methodology aims to combine skill development and education by encouraging learning by doing and therein skill development is used as a tool to strengthen basic understanding of science, math and other key subjects. The organisation also engages with teachers to offer a residential training programme on delivery of curriculum that covers modules of basic engineering, energy and environment, home and health science as well as agriculture and animal science.

Adequately skilled students are provided support to actively contribute with skill application in the community setting. For example, they would assist in fixing a broken pipeline or repair electrical

fittings. The objective is to impart an understanding of the meaning of income, work, the value of labour, team work and the fact if they choose to they can actively contribute to the community. The organisation also markets products made by skilled participants and the revenue aims to make the programme sustainable. The organisation has about 250 instructors, who work with them in various schools for skill development initiatives and who receive periodic skill up gradation opportunities. Nearly two-fifths of these instructors are women which, provides a unique edge for outreach across gender. The organisation is also working to build awareness among schools and communities on transitioning from a focus on 'degrees or diplomas' to a focus on the pedagogy and the relevance of the knowledge in context of future practical application.

Key aspects emerging:

- *Localised programme approaches.*
- *Build awareness of opportunities to enable informed choice among youth*
- *Engage with the communities to build recognition of the need for changing the approach to education.*

13.4.3. PRATHAM

Pratham works across 20 states in India to address issues related to primary and onward schooling. Since inception, the organisation ascertained that a number of children entered primary schools without having the opportunity of early childhood education. This resulted in a high proportion of children dropping out of school due to their inability to cope with learning. Further, teachers were also finding it difficult to teach children who had directly come into primary schooling. As a programme response, **Pratham** set up community-based pre-school centres. The organisation aimed to identify local solutions and work on a large scale to thereby come up with a viable model that could be further scaled up with the support of the government. For example, their programme model aimed to establish that it is possible to run a community based pre-school with the help of available young resources including young people who may have either been school drop-outs or did not have an excellent academic career. The programme also placed an emphasis on appropriate interactive training material as a key tool. On success of the programme at the level of the primary schools, the organisation addressed the issue of out-of-school children and drop-outs at the high school level with the concept of a bridge class.

Retention support was provided to these children since they were mainly the first members in their families to receive formal education. This support was provided in the form of volunteers placed in the schools and referred to as *Bal Sakhis*. The programme has received recognition from the World Bank and the *Sarva Shiksha Abhiyaan* as an effective model to enable children to gain entry into mainstream schooling systems. Further, to inform schooling systems and enable a more informed

response by stakeholders, Pratham conducts an annual study - Annual Status of Education Report (ASER) that has a high level of acceptance among development practitioners.

Key aspects emerging:

- *Local solutions that are replicable and scalable.*
- *Use of interactive material.*
- *Emphasis on retention support for youth based on their upbringing and background.*

13.4.4 INTER CULTURAL DIALOGUE AND EXCHANGE - INDIA

The Inter Cultural Dialogue and Exchange (ICDE) – India promotes intercultural learning and global education through internships and international voluntary work by the way of exchange programmes. ICDE – India has partner organisations in over forty different countries and operates under the banner of the International Cultural Youth Exchange (ICYE), head quartered in Berlin, Germany. The main objectives of their programmes are to:

- provide a challenging intercultural learning experience for young people;
- promote social and personal development of young people through international internship and volunteer programmes; and
- promote intercultural understanding, equality of opportunity, tolerance and peace among people in the world.

Key aspects emerging:

- *Challenge existing paradigms of self based on intercultural experiences.*
- *Exchange programmes for international internship and volunteering.*

13.4.5 PRAVAH

Pravah in collaboration with Indo Global Social Service Society (IGSSS) managed the SMILE programme in India. Further, Pravah is independently managing a programme called the Fifth Space in the domain of youth leadership. It is believed that youth are mainly engaged in four areas viz. family, education, friends and entertainment. The programme focuses on a fifth, relatively unexplored space in the youth engagement paradigm, viz. contribution towards social development. Pravah helps the youth explore this fifth space by providing them experiences based on the premise that youth build their identity, value system, priorities based on their experiences. The organisation's programmes takes young people on a journey from self to society through exploratory based on the premise that the self is in the context of reality and reality is what one experiences.

The organisation believes that experiences lead to changes in the value systems, expectations from the world and drives one's perspective and attitude to life choices. The organisation aims to make a positive change in young persons by letting them explore themselves through experiences. The programme components include 'Get Real', where participants have a introspection for increased

self awareness and share experiences; 'Urban Volunteering' where youth are exposed organisations working in different areas with a choice to select their organisation and exchange experiences after the exposure; 'Rural Exposure' wherein youth engage with rural communities to gain appreciation of issues faced; and 'Rural Internship' wherein youth address concerns of rural communities over a period of 4-6 weeks. The objectives of these volunteer based programmes is to provide the requisite experiences to the youth and enable them to explore and define their self in context of onward goals.

Key aspects emerging:

- *Provide youth with adequate experiences to enable them to further develop their identity, value systems, and priorities.*

13.4.6 HAPPY HANDS FOUNDATION

Happy Hands Foundation started with a view to develop villages as sustainable creative centres, so that young people including children of the artists would seek to specialise in art forms and take pride in their craft. For that to happen it was essential that they saw their parents or others who are artists in secure financial positions. The organisation began with engagement with artists and developed the people's project as a brand that would help them further their work. The programme has done art installations, public art experiments and has marketed art products. There is a very high engagement with youth volunteers. The organisation also supports a women's livelihood and education programme wherein the objectives are to hone skills of disadvantaged women on aspects such as the ability to draw, sketch, embroidery or jewelry making led by the participant interest. We hone their skills in whatever they want to do. The organisation also offers the Green room fellowship that provides urban youth an opportunity of exposure to the rural environ and also an exposure to the organisation's creative centres for development at the village level.

Key aspects emerging:

- *Promotion of sustainable creative centres.*
- *Support in marketing products and creating market linkages.*
- *Enable youth to see their traditional crafts as a secure source of income.*
- *Youth volunteerism.*

13.4.7 MUSIC BASTI

Music Basti aims to create engagement with artists and works with disadvantaged children. It tries to bring young people from different education and economic backgrounds together to form lasting relationships with children in the state institutions such as beggars or children who have been abandoned by their parents. The idea was to bring together people in an atmosphere that was very positive and music was integrated into the learning experience.

The focus of the organisation is on ways to encourage participants to get involved with the community directly rather than providing support such as monetary support from the outside. A key challenge faced by Music Basti is to bring a larger acceptance of their non-traditional approach. The highly visible entertainment industry in India renders most association of arts with entertainment rather than for learning. This makes it difficult for people to perceive tangible value in their efforts. The organisation also faces the challenge of bringing a larger number people to directly participate in the change process.

Key aspects emerging:

- *Music as a tool to bring about learning.*
- *Direct involvement of programme support entities: participate in the change process.*

13.4.8 SOCIETY FOR AWARENESS, HARMONY AND EQUAL RIGHTS

Society for Awareness, Harmony and Equal Rights (SAHER), functions in a locality of Mumbai called Jogeshwari. Facilities for youth are few and far between and SAHER has been developing avenues for the youth with a small core team. SAHER is working on issues that encourage people to question the status-quo and this can be challenging. SAHER's approach is not service-oriented in that it does not provide a basket of services and is thereby facing challenges for support on funding. The essence of global citizenship is to embrace the diversity of class, gender, ethnicity, religion and nationality, in other words, develop a global orientation toward diversity. SAHER believes that youth need to develop four critical competencies for global citizenship:

1. Knowledge about their own society, its diversity and acceptance thereof;
2. Skill-based education;
3. Awareness about self-potential and self-confidence;
4. Thinking critically – literacy does not mean an informed mind.

Key aspects emerging:

- *Address diversity.*
- *Skill based education versus acquiring certificates.*
- *Build awareness about self and develop self-confidence.*
- *Develop ability to think critically versus only being informed.*

13.4.9 THE YOUTH PARLIAMENT FOUNDATION

According to The Youth Parliament Foundation (TYPF), leadership is not a singular concept, but embodies the challenge of bringing together at critical political and cultural moments, people from diverse fields and schools of thought. We have the collective challenge of building leadership that can be reflected within our communities as much as in our policies. Leaders do not need to be single individuals with exceptional brilliance, but rather shared roles in communities where leadership is recognised as empowering people to build common, equitable dialogues. Dialogues that recognise

the histories that people have built and acknowledge that fissures get created when people address their challenges together.

TYPF supports and enables young people to create programmes and influence policies in the areas of gender, sexuality, health, education, the arts and governance. The organisation promotes, protects and advances young people's rights by building leadership, and strengthening youth led initiatives and movements. Since 2002, TYPF has supported over 250 projects, reaching out to more than 3,50,000 young people across eighteen states in India.

Key aspects emerging:

- *Encourage youth to participate in developing programmes and influence policies.*
- *Develop shared roles in the community versus individuals who are exceptional.*

13.4.10 ROTARY INTERNATIONAL

Rotary International is a worldwide voluntary service organisation with a presence in more than 200 countries. It works for humanitarian service programmes all over the world with many youth related programmes. The organisation has a number of youth dedicated programmes. Interact – international action is a programme that engages school going youth on community service and self development programmes.

Rotact-Rotary in Action engages with older youth on aspects of professional development including aspects of life skills, leadership and entrepreneurship. Rotary scholarships support youth to study in schools and universities across the globe. The institution also conducts Group study exchange programmes wherein inter-country exchange programmes are initiated for gaining cultural cum vocational experiences.

Key aspects emerging:

- *Programmes customised for youth participation.*

13.4.11 TEACH FOR INDIA

Teach For India was created by a group of young leaders working to develop an innovative solution to address educational inequity in the country. The group engaged with Wendy Kopp, CEO and Founder of Teach For America (TFA) and consulted with a range of stakeholders in government, academic institutions and corporations to adapt the Teach For America model to the Indian context.

Teach To Lead was thereby established with the mission to create leaders who will work to eliminate educational inequity in the country. Teach For India, a project of Teach To Lead, is a nationwide movement of college graduates and young professionals who will commit two-years to teach full-time in under resourced schools and who will become lifelong leaders working from within various sectors towards the pursuit of equity in education.

Key aspects emerging:

- *Adopt successful models that have worked previously.*
- *Encourage youth to become leaders who can play a role in removing social inequities.*
- *Youth commitment to work full-time on a programme for a defined duration.*