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# PROMOTING SOCIAL INCLUSION OF EXCLUDED YOUTH GROUPS THROUGH VOLUNTEERING



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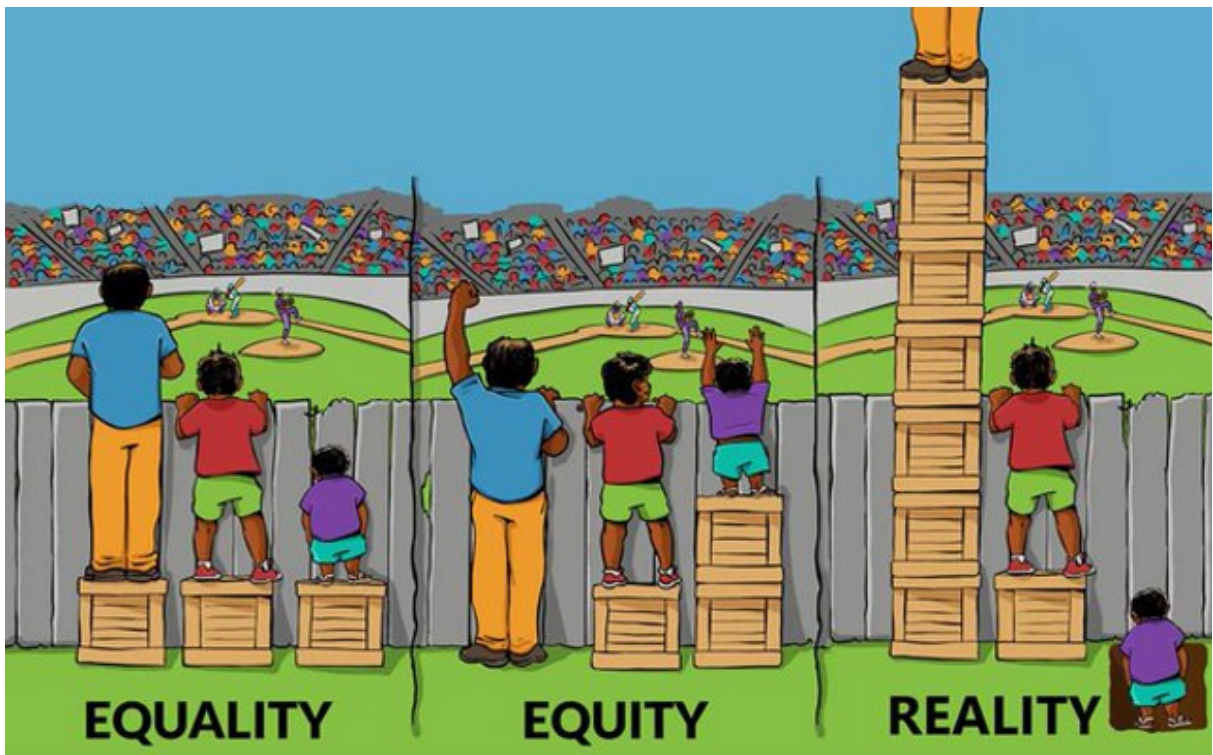


PROMOTING SOCIAL INCLUSION  
**OF EXCLUDED YOUTH GROUPS**  
**THROUGH VOLUNTEERING**

# ACRONYMS

AP	Andhra Pradesh
B.Tech	Bachelor of Technology
BA	Bachelor of Arts
BASF	Bihar Ambedkar Student Forum
CLO	Community-Led Organisation
CSEI	Centre for Social Equity and Inclusion
CSOs	Civil Society Organisations
DHRD	The Department of Human Resources Development
DYC	District Youth Coordinator
FGD	Focused Group Discussion
FYP	Five Year Plan
GNI	Gross National Income
GoI	Government of India
HELP	Higher Education Link Programme
IEC	Information, Education and Communication
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and Inter-sex
MA	Master of Arts
MBBS	Bachelor of Medicine and Bachelor of Surgery
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MoMA	Ministry of Minority Affairs
MoTA	Ministry of Tribal Affairs
MoYAS	Ministry of Youth Affairs and Sports
MSJE	Ministry of Social Justice and Empowerment
MW&CD	Ministry of Women and Child Development
NCDHR	National Campaign on Dalit Human Rights
NEYGs	Non-Excluded Youth Groups
NGO	Non -Governmental Organisation
NSS	National Service Scheme
NSSO	National Sample Survey Organisation
NYC	National Youth Corps
NYKS	Nehru Yuva Kendra Sangathan
NYP	National Youth Policy
OBC	Other Backward Classes
OHCHR	Office of the High Commissioner for Human Rights
PESA Act	Panchayats (Extension to Scheduled Areas) Act
PfP	Play for Peace

PR	Panchayati Raj
PRI	Panchayati Raj Institutions
RGNIYD	The Rajiv Gandhi National Institute of Youth Development
SC/ST (POA) Act:	Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act
SC	Scheduled Caste
SCSP	The Scheduled Caste Sub Plan
SDGs	Sustainable Development Goals
SEYGs	Socially Excluded Youth Groups
SRHR	Sexual and Reproductive Health Rights
ST	Scheduled Tribe
TSP	Tribal Sub Plan
ULB	Urban Local Bodies
UN	United Nations
UNGA	UN General Assembly
UNV	United Nations Volunteer
YLO	Youth-Led Organisation
YTH	Youth Tech Hub



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**Dr. A.K. Dubey, IAS**  
Secretary



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Ministry of Youth Affairs & Sports

## Foreword

About 27.5% of the Indian population is in the age groups of 15-29 years. We are emerging slated to be the fourth largest economy by 2025. To make this a reality, this youth population must be empowered and their capabilities honed over the coming years. The National Youth Policy 2014 echoes a similar vision. For India to achieve its rightful place in the league of Nations, empowering the youth of the country to achieve their full potential is the key.


Some of the most pertinent challenges faced by youth in our country today are unemployment, discrimination and social exclusion based on gender identities and other factors, and environmental concerns. The National Youth Policy talks in depth about these challenges and incorporates elements to address them through its strategies. Using the framework of the policy, these four action plans have been developed by our Ministry with support from the United Nations Development Programme and United Nations Volunteers.

Along with national challenges, these plans are also crucial to aligning our work with the international development agenda. In 2015, the Sustainable Development Goals were agreed upon by members of the United Nations including India. These goals will shape the world in which young people will make their contribution and also requires the contribution of young people to become a reality. These plans collectively, and individually, talk about ensuring youth are at the center of the development agenda.

A pioneering approach has been brought in to ensure the achievement of the objectives of the NYP 2014 as well as the Sustainable development goals. Volunteering has been entwined across all four thematic areas as a realistic and achievable strategy to involve young people in development work. With volunteering as an overarching strategy, all the plans bring to light new issues and strategies in the respective themes. For example, the action plan for Social Inclusion – *Promoting Social Inclusion of Excluded Youth Groups through Volunteering* – talks about the importance of intersectional inclusive practices, while also highlighting the fact that youth themselves are an excluded group in our country. *Turn the Tide – Amplifying Social Entrepreneurship Through Youth Volunteering*, on the other hand, looks at developing the skills of youth to create employment opportunities for themselves and others while addressing pressing social issues through an entrepreneurial lens.

The relevance of volunteering is particularly highlighted in the action plan on *Engaging Youth Volunteers in Disaster Risk Reduction and Environment Management* where building a cohort of trained youth volunteers is suggested to tackle unexpected disasters in India. Further, in *Engendering the National Youth Policy*, a strong focus has been to empower the existing voluntary schemes like gender champions and Anganwadi workers under the Integrated Child Development Services scheme to transform existing social norms and behaviours for gender justice and equality.

I am happy that the Ministry is bringing out these action plans in these important areas of concern. I hope that the suggested strategies assimilated into the various other ministries, government agencies, and civil society organizations. They can play a vital role in creating a world that is more peaceful, equitable, and sustainable one than what we have today.

  
A.K. Dubey  
सचिव



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## Message

When the world's governments adopted the ambitious Agenda 2030 in 2015, it was with the recognition that achieving the 17 Sustainable Development Goals (SDGs) will require the participation of all institutions and individuals. The young, especially, are central to this effort. They have the potential to be a positive force for transformational change. India's 330-million-plus young men and women will be instrumental in helping realize the SDGs.

The UNDP Youth Strategy 2014-17 identifies support to national youth policy development and implementation as a key area of intervention. In India, the project, 'Strengthening Nehru Yuva Kendra Sangathan and National Service Scheme', was conceived with the aim of strengthening youth volunteering infrastructure and supporting the implementation of the Government of India's National Youth Policy 2014.

Under the National Youth Policy 2014, four key areas of intervention have been identified, with many areas of overlap with the SDGs. Action Plans were developed to achieve the objectives of the National Youth Policy 2014 under four key areas: Social Entrepreneurship; Gender Justice and Equality; Environment and Disaster Risk Reduction; and Social Inclusion. While all four Action Plans work towards Goal 1 (No Poverty), the plans also bring focus to other SDGs.

The Action Plan on Social Entrepreneurship looks at the targets of Goal 8 (Decent Work and Economic Growth). Strategies detailed in the plan suggest facilitating entrepreneurship opportunities for youth in order to build creative, innovative solutions to the most pressing development challenges in India through education and volunteering.

The Action Plan on Gender Justice and Equality provides clear strategies to work towards Goals (Gender Equality) in India. For example, one of the key strategies outlined is to encourage young women to volunteer in their communities, which could help them build skills while also challenging gender inequalities.

Along with an overarching focus on Goal 6 (Clean Water and Sanitation), Goal 14 (Life under Water), and Goal 15 (Life on Land), the Action Plan on Environment and Disaster Risk Reduction also addresses some of the targets of Goal 13 (Climate Action), by strategizing prevention and mitigation of natural disasters, involving youth volunteers in climate-change related planning, and improving education and awareness about climate change and environmental challenges.

Goal 10 calls for reducing inequalities based on age, sex, disability, race, ethnicity, origin, religion, or economic or other status within a country. The Action Plan on Social Inclusion recognized young people as a marginalized group, laying out a blueprint to effectively approach intersectional marginality due to other factors like sex, disability, caste, ethnicity, religion and others by creating safe spaces for youth and promoting a rights-based approach to youth development.

These four Action Plans together create a strong framework for India to bring together youth volunteers and channel their dynamism and energy towards tackling some of the most pressing national and global development challenges. The Government of India and other stakeholders are already concentrating its efforts to carrying young people along as it seeks to meet these targets. We offer our full support as these Action Plans are implemented.

Mr. Yuri Afanasiev,  
UN Resident Coordinator  
UNDP Resident Representative, India



### Message

Around the world, more than one billion people, including many youth, volunteer within and outside their communities. Young people are increasingly acting as agents of change in their communities. Moving from being the beneficiaries of development work, they are leading impactful sustainable development initiatives. Youth are becoming a transformative force for social change and progress in India and around the world.

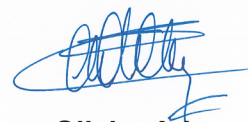
Volunteerism allows young people a chance to take part in community and national development activities. It gives them a sense of ownership, a chance to understand these issues and their rights, to build character and develop personally. Volunteerism also provides opportunities for youth to interact with other young people, build soft job skills and get a better understanding of employment opportunities they would like to pursue.

While volunteering for development, young people also develop their own skills and talents, and further feed into a pool of skilled professionals creating better opportunities for addressing development goals. This cycle creates a cohort of young people with the potential to change their world and meet development issues head on.

Volunteering has formed part of Indian culture since the very beginning. Society above self has been a mantra for the nation, which has helped create some of the largest youth volunteering schemes in the world. Schemes like Nehru Yuva Kendra Sangathan and the National Service Scheme reach out to over 11 million young people in the country and promote volunteerism as a tool for sustainable social change. Along with understanding the potential impact of volunteering, there lies an unprecedented opportunity with over 60 percent of the population, who are under the age of 35.

Volunteering can play an important role in achieving the goals of the National Youth Policy 2014, but also the Sustainable Development Goals. The four Action Plans developed by the Ministry of Youth Affairs and Sports, UNDP India, and UNV India provide concrete and effective strategies to use volunteering for social inclusion, gender justice and equality, social entrepreneurship, and environment and disaster risk reduction.

To tackle these and other development issues, we must focus on volunteering to leave no one behind, including young people. With young volunteers at the center of development plans, India has the opportunity to pave the way in pioneering youth volunteering models which can be replicated across the world.



**Olivier Adam**  
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### Message

The National Youth Policy 2014 envisages an empowering scaffolding for youth in India to ensure their personal development as well as development of our country. While considering translating this policy into action, the idea of action plans in four selected focus areas of the NYP 2014 was shaped. While the four thematic areas reflected the objectives of the policy, volunteering emerged as an interweaving thread to ensure practical implementation of the strategies under these plans.

These action plans have been developed by experts in their fields after multiple consultations with the ministry, government agencies, civil society organizations, and of course, youth themselves. Starting with a consultation on International Volunteer Day (December 5, 2015), an expert group on youth development was identified with members from various government departments like NITI Aayog, Ministry of Women and Child Development, Ministry of Skill Development and Entrepreneurship, Ministry of Social Justice and Empowerment, Ministry of Environment, Forests and Climate Change, and many others. The committee also consisted of youth leaders, representatives of youth agencies and organizations, representatives from international organizations like UNDP and UNICEF, and others.

Meanwhile, the individual consultants that were engaged were chosen after careful consideration of their experience and are leaders and experts in their respective fields. Pravah – a leading youth development organization with more than 20 years of experience – has developed *Turn the Tide – Amplifying Social Entrepreneurship through Youth Volunteering*. Centre for Social Equity and Inclusion, an organization working to promote social inclusion for almost three decades, led *Promoting Social Inclusion of Excluded Youth Groups Through Volunteering*. *Engaging Youth Volunteers in Disaster Risk Reduction and Environment Management* and *Engendering the National Youth Policy* have been created by Ms. Ranjini Mukherjee and Ms. Leena Patel respectively, both front runners in their fields as well.

Immense effort has been put into the creation of meaningful yet feasible strategies to make the NYP 2014 into a reality. While over-arching strategies are shared across all four documents, specific strategies keeping in mind relevant ministries, agencies like Nehru Yuva Kendra Sangathan and National Service Scheme, etc. are also in place. I hope that these action plans can be incorporated into the long-term strategies of all concerned stakeholders to ensure that young volunteers are at the forefront of development in India.

  
(Lalit Kumar Gupta)

# EXECUTIVE SUMMARY WITH KEY RECOMMENDATIONS

## Promoting Social Inclusion of Excluded Youth Groups through Volunteering **Centre for Social Equity And Inclusion**

### **Socially Excluded Youth Groups and Inclusion under NYP**

The National Youth Policy (NYP) 2014 is an opportunity and challenge to build an overarching framework for *promoting youth development and engage youth for development and rightly emphasises 'empowering the youth of the country to achieve their full potential and through them enable India to find its rightful place in the community of nations'*. Key strategies and interventions need to be enhanced to meet this objective. Youth as a category face *social exclusion defined as 'sections of the population not able to fully participate in the social, economic and political life of their society'*. This is reflected in their disproportionate unemployment rates even when education and employment are keys to their empowerment. The 333.3 million (27.5%) youth population in the 15 to 29 years age group while contributing 34% of India's Gross National Income (GNI) also reports the highest level of unemployment. It ranges from 6.1% among rural male, 7.8% among rural female, 8.9% among urban male and 15.6% among urban female (NSSO 2011-12) when the overall unemployment rate under usual status is 2.4% for males and 3.7% for females<sup>2</sup>. The NYP also rightly recognises that *'youth is less likely to be a homogenous category. Different segments of youth would have different needs and concerns which*

*needs to be addressed'*<sup>3</sup>. This paper provides road map on promoting inclusion of socially excluded youth groups in the translation and rolling out of the NYP 2014 with particular focus on youth from Dalit, Tribal, Muslim communities and youth with disabilities'.

Large numbers of youth face social exclusion rooted in their caste, religion, ethnicity, gender, disability, sexual orientation, language, location, risky behaviours and various other vectors. They face multiple layers of exclusion which intersect with one another to create a web of exclusion and disadvantages and vicious cycle of poverty, poor education, poor employment and lack of opportunities to engage with wider society. This complexity can be brought home by visualising and comparing two extreme contexts:

A Dalit/Tribal/Muslim girl – teenager – disabled – from poor family – living in remote area - when compared to similarly aged healthy girl - from well to do family - living in a metropolitan area: the conditions, opportunities and engagement of the two girls are widely different.

The youth empowerment objective set out in the NYP needs to be realised equally for both girls. The state holds the responsibility to additionally

<sup>1</sup> NYP 2014

<sup>2</sup> <http://timesofindia.indiatimes.com/union-budget-2011/Highlights-of-Union-Budget-2011-2012/articleshow/7592642.cms>, downloaded 12th March 2016

<sup>3</sup> NYP 2014

promote an environment and create equity conditions where the disadvantages of the Dalit/Tribal/Muslim girls can be offset. Stereotyping, discrimination and violence are embedded in the process of social exclusion and needs special attention. This paper details the multiple disadvantages of the socially excluded youth groups across the eleven priority areas set out in the NYP to help build strategies to address them.

An example of creating need based programmes for the socially excluded youth was reported by the Scheduled Caste Development Officer in Panoor Block, Kannur District, Kerala state. The process included consultations with the young people to understand their problems and needs, before finalizing the following equity provisions:

- i. Provided laptops for SC professional students (B.tech/MBBS/Diploma/para medical etc.)
- ii. Provided assistance to construct study room for SC students, whose house is less than 800 sqf (maximum 1 lakh and room should be 120 sqf and required furniture should be purchased). This project is to prevent the drop out of SC students due to lack of proper space in home to study.
- iii. Provided soft skill training such as personality development, leadership, communication etc. for SC students and enhance their employability skill.
- iv. Self-employment training for SC youths especially for women, training such as fashion designing, embroidery, jewelry making, driving etc.
- v. Set up permanent coaching centres for SC candidates who seek better employment.
- vi. Provided subsidy-based loan for SC youths to launch self-employment.
- vii. Provided study table, chairs for SC students studying in secondary school.
- viii. Provided career guidance classes for SC students.

### **Volunteering Strategy to Promote Social Inclusion**

Given the great diversity, spread and differing contexts of young people, the paper places great value in promoting volunteering as a strategy to promote youth inclusion. This paper identified and documents various forms of volunteering activities

among the socially excluded youth during the process of the study. The NYKS and NSS, the two instrumental wings of the MoYAS already pay attention to the socially excluded youth and track their participation in their programmes. The paper makes further detailed recommendations on enhancing the process of social inclusion beyond representation. Some strategies identified in the paper are - increased engagement of the NYKS and NYC team with socially excluded youth groups, incorporating social sensitivity module in the trainings, including components on legislations and provisions related to socially excluded youth in the thematic trainings, facilitating English language and computer education, celebrating important days and role models of socially excluded youth through the NYKS and many others. Similarly recommendations to the NSS include - orientation of NSS youth and coordinators on issues of social exclusion-inclusion, identifying specific needs of the socially excluded youth, adopting habitations of socially excluded youth for camps and NSS village/slum adoption programme, holding social inclusion dialogues and celebrating role models of socially excluded communities in the college. The case studies highlighted throughout the paper makes it amply evident that socially excluded youth groups are vibrant in both the areas of youth development and youth for development and inclusion process is beneficial for all youth and the nation as a whole. It re-affirms the need to include equity measures and build mechanisms and strategies to promote social inclusion among youth and across youth and other sections of society.

### **Framework and Action Plan for Promoting Inclusion of Socially Excluded Youth Groups**

Bringing together various components and dimensions along the social exclusion-inclusion spectrum, the paper developed a framework for promoting inclusion of socially excluded youth through the nodal role of the MoYAS.

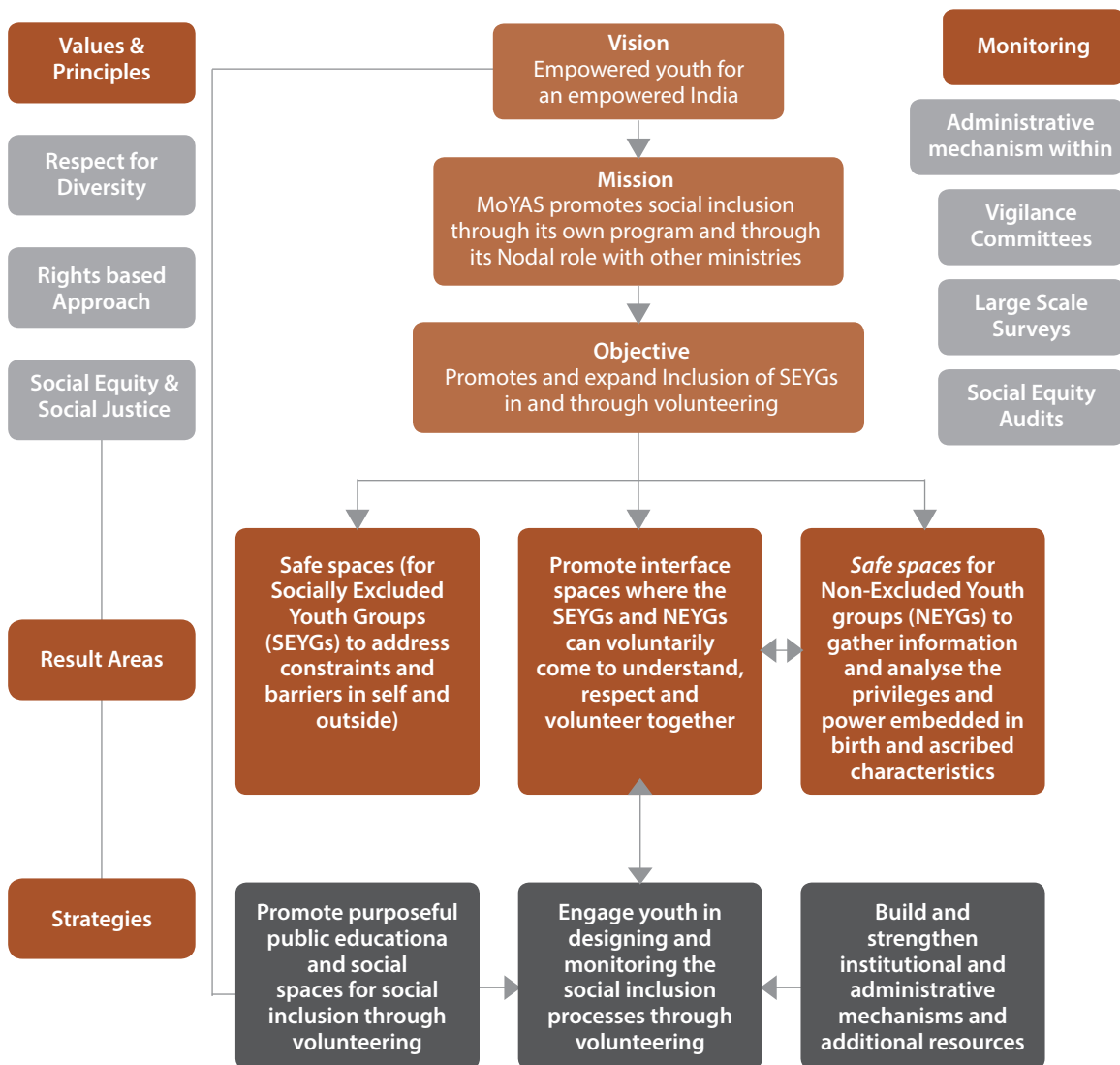
The framework recognises the need to underpin the youth inclusion on the principles of i) respect for diversity, ii) rights based approach and iii) social equity and social justice. Public education and public spaces are essential for youth from excluded and

non-excluded social groups to dialogue together and understand the contexts of disadvantages and privileges of diverse youth groups and build sensitivity and celebrate diversity. An opportunity exists in recognizing and identifying Youth-Led Organisations (YLOs) and Community Led Organisations (CLOs) from the socially excluded communities to create the safe spaces for excluded youth groups. It underscores the need for institutional mechanisms within MoYAS and line ministries to identify, track and ensure the inclusion of excluded youth groups in their programmes. Other monitoring mechanisms can also be vigilance committees at the district level, large scale surveys and social equity audits. It is recommended that safe spaces

are essential for various youth groups at different levels - for socially excluded youth to analyse and address their disadvantages, for non-excluded youth groups to understand privileges and build sensitivity to the concerns of socially excluded youth groups and interface spaces for respecting and celebrating diversity and interface spaces to promote social inclusion are important processes and outcomes. The same is detailed under the Action Plan:

The following Action plan fleshes out the framework for promoting inclusion of socially excluded youth groups by the MoYAS with the active engagement of the NYKS and NSS:

### Framework for Inclusion of Socially Excluded Youth



S.No	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
1	Create safe spaces for socially excluded youth groups (SEYGs) to articulate identity issues, barriers and constraints with self and the outside world without threat and negation	<p>i) Increase exclusive youth clubs among SEGs (eg- club of youth with disability, club of SC youth, club of ST youth, young women's clubs)</p> <p>ii) Identify and support active youth leaders from SEGs to promote youth clubs.</p> <p>iii) Identify and support Community-led organisations (CLOs) and Youth Led Organisations (YLOs) to promote youth development work among socially excluded youth as major component in their programmes.</p> <p>iv) Develop and disseminate information on legislations, development schemes like SC/ST PoA, Forest Rights Act, SCSP/TSP budgets, scholarships, reservation etc widely through panchayats, urban local bodies, schools, colleges, other institutions.</p> <p>v) Set aside specific budget provisions within NYKS/ NSS to support youth volunteering activities among socially excluded youth</p> <p>vii) Map socially excluded youth groups in the district levels and develop road map for their inclusion and benefiting from youth policy.</p> <p>viii) Identify and encourage socially excluded youth to engage in sports activities.</p> <p>ix) Make provisions for computer learning and English learning in youth clubs of the socially excluded</p> <p>x) Promote and support excluded youth to excel in sports activities and participate in state and national events</p>	<p>i) More youth from socially excluded communities engage in volunteering activities</p> <p>ii) Youth from socially excluded communities recognise their rights and feel confident to discuss their barriers and constraints internally and externally.</p> <p>iii) Leadership capacities among socially excluded youth is enhanced.</p> <p>iv) Greater recognition and acceptance of the issues of social exclusion and disadvantaged faced by the socially excluded youth.</p> <p>v) Sustainability of the objective to increase and enhance youth volunteering among excluded youth</p> <p>vi) Data and qualitative information about different excluded youth groups available</p> <p>vii) Socially excluded youth engage and excel in sports</p> <p>viii) Aspiration to learn English and computers encourage and motivate youth.</p> <p>ix) More engagement and talents are spotted, confidence built</p>	<p>NYK/NSS/ Line Ministries</p> <p>Civil society organisations</p> <p>Socially excluded youth</p> <p>Role models and leaders from socially excluded groups</p> <p>Schools and Colleges</p> <p>Other bodies like Rotary etc</p>	<p>Immediate and Intermediate</p>	<p>MoYAS</p> <p>NYKS</p> <p>NSS</p> <p>Line Ministries</p>

S.No	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
2.	Promote interfaces between socially excluded and general category youth	<ul style="list-style-type: none"> <li>i) Develop and disseminate information on different youth groups at the panchayat/block/district/state level as per the functioning of the body</li> <li>ii) Celebrate important days/leaders of socially excluded groups at various levels by all youth</li> <li>iii) Invite experts/leaders from socially excluded sections to orient on social issues</li> <li>iv) Hold dialogue between socially excluded and non-excluded youth groups at various spaces - colleges, communities, other institutions</li> <li>v) Document and disseminate achievements of the youth from socially excluded communities widely</li> <li>v) Set aside specific budget amounts within institutions for promoting inclusion actions</li> </ul>	<ul style="list-style-type: none"> <li>i) Greater appreciation for the diversity among youth</li> <li>ii) Recognition of the potential and contribution of different youth groups</li> <li>iii) Knowledge enhancement on various social issues for all youth</li> <li>v) Greater appreciation of diversity among youth and communities</li> <li>iv) Inclusion is promoted</li> </ul>	NSS/NYK/ Panchayats, ULBs, DYC, state level	Immediate and Intermediate	MoYAS, NYKS NSS Line Ministries
3.	Strengthen institutions to promote inclusion	<ul style="list-style-type: none"> <li>i) Develop 'Youth Inclusion Lens' in MoYAS and Line Ministries</li> <li>ii) Develop and disseminate social and gender inclusion policy for the institution</li> <li>iii) Designate a nodal person within the institution to promote and track social inclusion in practice</li> <li>iv) Design and implement capacity building of leaders and team within institutions on recruitment (5 days including field visits, visits to good practices) and refresher courses once in two years</li> <li>v) Make gender and social inclusion monitoring and reporting indicators for institutions at all levels.</li> <li>vi) Strengthen grievance redress mechanisms within institutions, give priority to complaints on discrimination, exclusion, violence etc</li> </ul>	<ul style="list-style-type: none"> <li>i) Shared understanding and standards on gender and social inclusion developed within institution</li> <li>ii) Sustained process for gender and social inclusion within institutions</li> <li>iii) Better appreciation of diverse youth, clarity of various social issues, review of bias and prejudices</li> <li>iv) Sustainability of initiatives within institutions</li> </ul>	MoYAS  NSS NYKS Line Ministries	Intermediate and long term	MoYAS

S.No	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
5.	Promote inclusion environment in society at large	<ul style="list-style-type: none"> <li>i) Hold discussions on critical concerns of the socially excluded with empathy and understanding in media, public spaces</li> <li>ii) Promote anti-discrimination law cutting across various public spaces, provisions and services</li> <li>iii) Include civil society, others like rotary, lions to contribute to youth work and youth inclusion</li> </ul>	<ul style="list-style-type: none"> <li>i) Increased understanding on social exclusion among the public</li> <li>ii) Reduction in social barriers and increased participation of excluded youth</li> <li>iii) Increase in the youth development index</li> </ul>	<ul style="list-style-type: none"> <li>MoYAS</li> <li>NSS</li> <li>NYKS</li> <li>Line Ministries</li> <li>DYC</li> </ul>	<ul style="list-style-type: none"> <li>Immediate and Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>MoYAS</li> <li>NSS</li> <li>NYKS</li> <li>DYC</li> </ul>

## **Additional Key Recommendations to the MoYAS for Translating and Rolling Out the NYP 2014**

### **1. Enhanced Youth Profiling and Highlighting:**

- Creating an extensive disaggregated data base on youth, youth volunteers, youth led organisations and organisations working with youth, ensuring marginalised and socially excluded are adequately covered and represented in each category
- Profiling local Youth champions and role models with special focus on disadvantaged and socially excluded youth and their engagements
- Mapping needs and aspirations of young people with a positive bias towards young women, disadvantaged and socially excluded youth
- Mapping expectations and challenges from young people for volunteering activities
- Re-orienting the youth conclave and youth festival to recognise and highlight youth diversity, resilience and contribution
- High profiling awards for youth and volunteers
- Develop national communication strategy for increasing visibility of youth related issues

### **2. Advisory Bodies:**

Set up national advisory bodies and similar structures at the state and district levels.

### **3. Enhancing capacity:**

Build capacities of existing youth workers through certification courses and training programmes for youth and youth workers.

### **4. Education strategy:**

Partnership with educational institutions and academia and deepen knowledge building on youth empowerment.

### **5. National Commission for Youth:**

Set up national commission for youth.

### **6. Promote youth volunteering**

### **7. Pilot Phase:**

Pilot for learning and scaling up in 29 districts through the 'Strengthening NYKS and NSS' project

In keeping with the purpose of promoting 'inclusion of the socially excluded youth in the roll-out and implementation of the National Youth Policy 2014' this paper explores various issues related to social exclusion and inclusion in youth empowerment. It highlights the need to recognize youth as a category and promote their full participation in society as a foundation for building 'empowered India'. The paper is particularly concerned about young people from socially excluded groups – Dalits, Tribals, Muslim Minority and youth with disability, youth who are differently sexually oriented – who are further excluded owing to their identities or particular characteristics who constitute 40% of the youth population. The paper argues that empowering India or empowering youth in India needs to be pursued keeping the socially excluded youth groups at the heart of the policy implementation.

## **Case Study - Upendra Manjhi – Volunteering and Development among Socially Excluded Youth**

*I am Upendra Manjhi s/o Mishri Manjhi and Sharada Devi from Tajpur village in Jamui district of Bihar. My family is landless and we belong to the Musahar (Dalit) community. I am 30 years old. Our family was in a dire financial situation when I was born and could hardly manage two meals a day. As a baby, I developed rash all over my body and my family had to spend a lot of money on my treatment. My mother says that my sister felt so desperate and asked my mother to poison me and put an end to our financial trouble. She argued that the whole family was under debt because of me.*

*Early marriage is common in our village. My brother and sisters got married when they were about 12-14 years old. When I was studying in 3rd or 4th standard, my father contracted tuberculosis and we had to take him to Patna for treatment. My studies were affected by this and I failed continuously in my class. My brother learnt driving and worked as taxi driver, earning Rs.600/month (1993-2001).*

*I got married when I was about 22 years old. I have two sons who are twins. We live in the joint family with my parents and my brother's family. We are*

first generation learners and are engaged in some of the government programs in my panchayat. My brother is a Shiksha Mitra (supplementary teacher from Mahadalit communities) and I am a Tola Sevak (state intermediary to promote education in the community). I am responsible for ensuring that all Mahadalit children are admitted in schools, that they do not drop out and to re-admit children who have dropped out of schools. I am very keen that all children should study. In my village, I have helped two boys to successfully pass their inter (higher secondary) examination and six boys and girls to pass their matric (secondary) examination, two boys are in the 11th standard and 84 children from class 1 to class 10.

It is not easy to continuously study in our circumstances. I failed in class 3 and 4 many times owing to the conditions in my home. For my intermediate studies (senior secondary) I had to cycle 30 kms every day to and from the college. When my cycle tyre got punctured, I walked all the way back home. It would take me 90 minutes to two hours each way. As I had to leave home very early, I had no breakfast at home. I did not have money to eat in a way side hotel or shop or take public transport. I would carry sattu (a local food) with me every day to appease my hunger. But I did not get disheartened. I had made up my mind that I will not discontinue my studies at any cost. When I got married, my wife had just passed her matric exam. I encouraged her to give the inter exam and she is now studying for her BA. My brother studied after he got married and has completed his graduation. My nephews and nieces are studying in schools and colleges now.

Ours is the only village in our panchayat where Musahar children have passed their matriculation exam. In the entire Jamui district, in Bihar, I don't think there is any Musahar youth who has done his/her MA.

### Turning Points

When I was in 4th class, I was always made to sit at the back of my class. I often obliged and sat at the back. But I remember questioning one day why I had to always sit at the back of the class. That was the point when I started resisting. That was the beginning of my journey of struggle. I was successful by the time I was in the 8th standard.

When I was in 10th standard, we were a total of three Musahar boys who went to school. The other two dropped out that year, and I was the only one remaining. I thought really hard why many of us drop out of school - very few people go to school to begin with and most drop out before their matric exam. I decided that I shall continue to study and see where my journey will take me. And only because of that resolve, I am able to do my MA today.

I took up work with the NGO Centre for Social Equity and Inclusion (CSEI) through the local NGO Paramount Welfare Society, which was initiated by Vishnudev Manji from my community. Initially, we were given training on "Khel se Mel". Khel se Mel helped me improve my confidence. I was able to meet diverse groups of people; I went to several new places and learned how to talk to people. Today I am a certified Khel se Mel (Play for Peace) facilitator. I would not have been where I am, if it was not for that training.

As part of the CSEI programme, I am engaged in promoting education rights of children and young people in Jamui district. We have set up the Bihar Ambedkar Student Forum (BASF) as a mechanism to support other young people from marginalized communities to build leadership, access higher education and also contribute to the development of our communities. BASF is currently spread across six districts with 1000 youth members. BASF has provided many opportunities for our members – we organize Jawahar Navodaya School coaching for our children, some of us have become video volunteers and document the issues of our community and use it for highlighting the issues.

### From Here

I have come to the conclusion that "there is nothing that I will not eventually be able to learn. Nothing is insurmountable". I dream of the educational, social, economic and political transformation of my village and my entire community. I want to be a professor and study the issues of Dalit and Mahadalit communities in greater detail and help young minds reflect on these issues. I am currently the co-convenor of the Bihar Ambedkar Students Forum (BASF) and I believe in its potential to transform our youth and our community.

# Chapter 1: Locating the Socially Excluded in the Realm of Youth Empowerment

## 1.1 Youth an Excluded Category - Need Greater Focus

India looks forward to its youth population dividend to spur our growth and development. The National Policy rightly emphasizes upon 'empowering the youth of the country to achieve their full potential and through them enable India to find its rightful place in the community of nations' (NYP 14). Empowering the youth includes the two dimensions of '*youth development and youth for development*' integrating and interweaving into each other. With the highest youth population in absolute numbers as well as population proportion, youth development takes center-stage to ensure that the young people are equipped with the necessary information, knowledge, skills and attitude to deal with the challenges they face in their growing adolescent years and adulthood. Youth for development involves all those engagements and interventions that youth contribute towards the development of their community, society and nation at large.

Young people in our society have a difficult journey from childhood to adulthood, given the value our social system lays on age with elders having the say in all matters across communities. There are negligible formal and informal spaces for the young people to participate or express themselves in their communities or in the society at large. The majority of youth has no support systems available to journey this path and are simply expected

to get by and grow up. If one were to review the position of the youth from the lens of social exclusion – where sections of the population are not able to fully participate in the social, economic and political life of their society – youth clearly are a socially excluded section. Young people from socially excluded communities, remote locations, conflict situations and those at risk are further challenged multiple times. Their exclusion is intersected with caste, religion, ethnicity, gender, sexual orientation, class, disability, language, location and various other vectors. Civil society has also paid little attention to youth engagements. There are negligible youth-focused and/or youth-led civil society organizations. Youth budgeting is yet to gain attention even as child and gender budgeting are in vogue.

The sizeable youth population does not yet gel together as a category and is quite fragile in its definitions and understanding, even as the first youth policy was formulated in 1988. A full-fledged Ministry of Youth Affairs and Sports (MoYAS) was set up only in 2000 having been part of the Ministry of Human Resource Development (MHRD) earlier. The new independent Ministry reflects the recognition of youth as a segment of the population that needs focused attention and sports as an integral part of that focus<sup>5</sup>. The definition of who is a youth has also undergone considerable changes. In the NYP of 2003, youth were defined as persons in the age group of 13 to 35 years. The Working Group on Youth Affairs

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<sup>1</sup> 11th Five year Plan working group on youth and adolescents

and Adolescents' Development for the 12th FYP recommended the age group as 18 to 30 years. The NYP 2014 defines youth as persons in the 15-29 years age group. However, programmatically this age group is yet to take root - NYK clubs visited shared it important to have a higher age-group as they do not get adequate opportunities to engage within the 15 to 29 years age group. It is seen that countries define their youth age group differently across a spectrum from 10 to 40 years. In Afghanistan, Nigeria and Bangladesh the age definition is 18-35; in Brunei and Malaysia 15-40. Nepal's 2010 National Youth Policy defines youth as "women, men and third gender" persons aged 16-40 years old.<sup>6</sup> The current age categorization in India seems to be an effort to align it with the UN and other global category of 15 to 29 years.

The NYP 2014 reports that 27.5 percent of the population falls between 15 and 29 years and contributes 34% of India's Gross National Income (GNI). The total investment of the Gol on Youth Development in 2011-12 was estimated at Rs.90000 crores (NYP 2014) within a total anticipated expenditure of 12.58 trillion rupees<sup>7</sup>. Rs.2710/- annually is spent on every young individual in this age group, through both youth targeted and youth non-targeted interventions. The targeted expenditures are on education, skill development, health-care etc., while the non-targeted include food subsidies and employment, among others.

It is important to note that 34% of the GNI is contributed by the youth in this age group despite their high levels of unemployment. The NSSO 2011-12 reports unemployment rate at 2.4% for males and 3.7% for females as per the usual status for all age groups. The unemployment rate among youth in the 15-29 years age group varied between 6.1% and 15.6% across different categories reflecting the acute distress situation. It is 6.1% among rural male, 7.8% among rural female, 8.9% among urban

male and 15.6 per cent among urban female (NSSO 2011-12)<sup>8</sup>. As India is building strategies to promote youth employment and empowerment as the corner stone for national empowerment, enhancing the youth budget to meet these objectives becomes essential. Countries with much smaller youth population spend substantial amounts for youth empowerment, for example, in 2013 the government of Austria spent EUR 9.2 million specifically on youth policy measures.<sup>9</sup> Finland, in 2013 spent approximately EUR 86.5 million (USD 118 million).<sup>10</sup>

From the above, it is clear that Youth as a category needs greater attention. Over the past few years, attention on girls and young women has proved effective in increased gender parity in education and improving reproductive and maternal health care. There is growing recognition of the need to give adequate focus on boys and young men. Across the whole spectrum of youth empowerment, additional attention is without doubt necessary on youth who are socially excluded and vulnerable. This paper develops strategies for promoting social inclusion of excluded youth groups in the implementation of the NYP 2014.

## 1.2 Source and Nature of Social Exclusion among Youth

Social exclusion provides a critical window to explain poverty and deprivation faced by youth from the marginalized communities. Social exclusion is broadly defined as processes that exclude, prevent or deny equal opportunities to groups or individuals from participating fully in the societies they live in based on their identity or ascribed characteristics. Exclusion is multiplied and overlapped on various counts creating a complex matrix of deprivation among youth along various dimensions as follows:

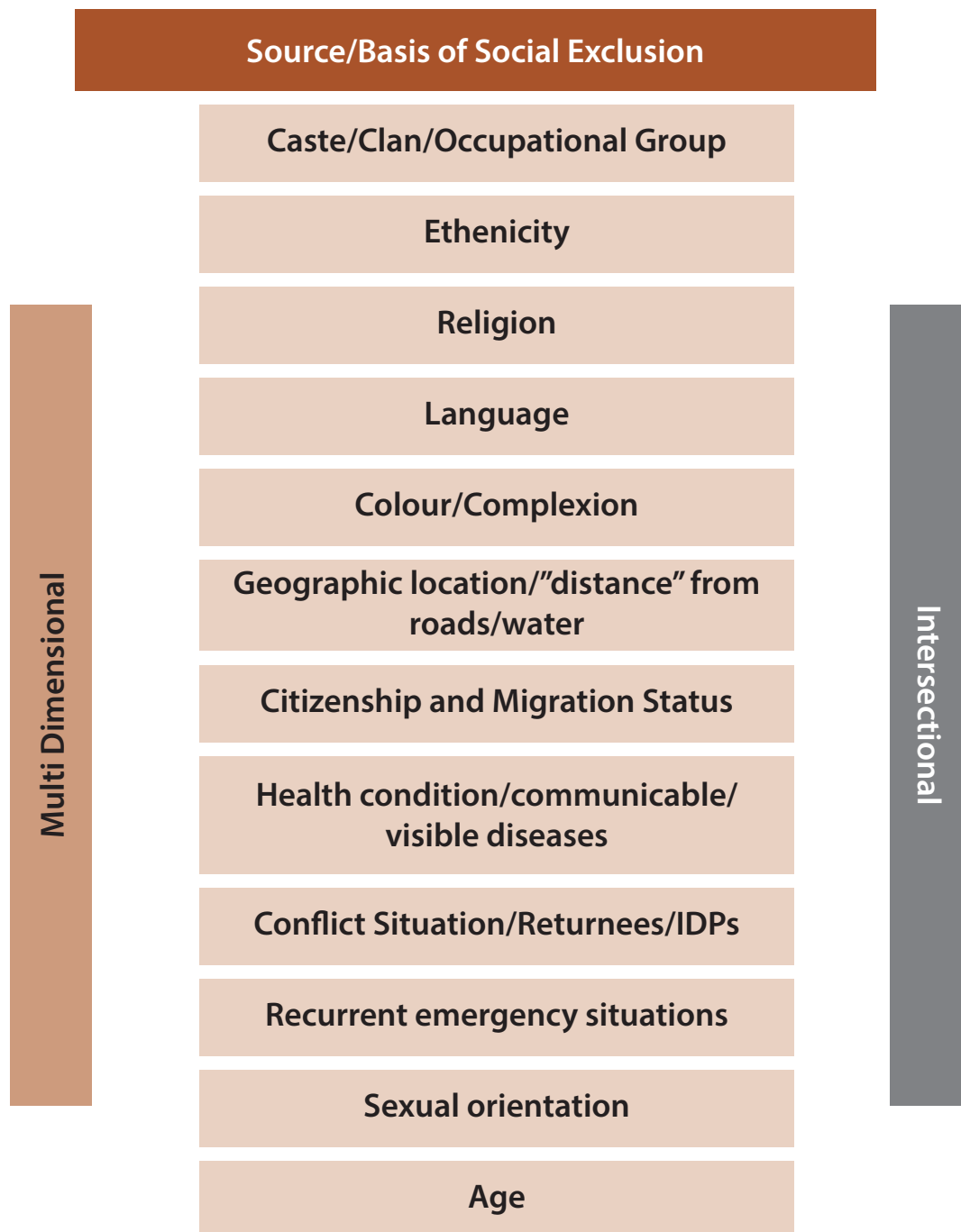
<sup>6</sup> <http://www.youthpolicy.org/factsheets/> downloaded on 30th April 2016

<sup>7</sup> <http://timesofindia.indiatimes.com/union-budget-2011/Highlights-of-Union-Budget-2011-2012/articleshow/7592642.cms>, downloaded 12th March 2016

<sup>8</sup> ibid

<sup>9</sup> <http://www.youthpolicy.org/factsheets/country/austria/>

<sup>10</sup> <http://www.youthpolicy.org/factsheets/country/finland/>



Social exclusion may occur through intentional actions or by default, as they may be embedded in cultural practices, norms and values. Social exclusion helps focus attention on social relations and the processes and institutions that underlie and are part and parcel of chronic deprivation. In today's context, social exclusion is (a) multidimensional:

encompassing social, political, cultural and economic dimensions, and operating at different social levels; (b) intersectional: in that young people in diverse contexts are impacted in a complex manner by all the different vectors of social exclusion – for example a poor Adivasi girl located in a remote area with disability faces social exclusion in multiple ways

and has multiple challenges to participate, access resource and opportunities and is less benefited from various provisions. Her exclusion is highly complex compared to a dominant community, rich girl living in an urban location. (c) dynamic: impacting in different ways to differing degrees at different social levels over time; and (d) relational: which focuses on exclusion as the rupture of relationships between people and society resulting in a lack of social participation, social protection, social integration and power. As such, the impacts of social exclusion are intergenerational poverty, unequal development, low Human Development Index, low participation and unequal benefit share, discrimination, violence and conflict to name a few.

The above multi-level mapping of exclusion demonstrates that the multi-faceted layers of social exclusion are systemic and occur in multiple spaces and multiple forms. Different youth groups are impacted differentially.

### 1.3 Disadvantages faced by Socially Excluded Youth

Youth who face social exclusion are not a homogenous group in themselves and cover a vast diversity across and within each group. Diverse groups experience multiple forms of exclusion, discrimination and violence that are common and specific too. It is important to recognize the diversity and complexity to address them and provide optimum conditions for their participation, development and empowerment.

Dalit, Adivasi and Muslim youth face social exclusion on the basis of their identity leading to various forms of deprivation and disability. They comprise 35%, 23.8% and 33.1% population respectively in their communities in the 15 to 34 years age group (Census 2011). The large majority lives in the rural areas fast moving into urban spaces through migration. Many live in extreme poverty, are first generation learners, with limited marketable degrees or skills. They form the bulk of the unorganized and own account workers in our country.

Only 5% Dalit, 3% Adivasi and another 4% among Muslims access graduate studies. The majority get

'filtered out' from educational institutions owing to poor performance which has its roots in the poor quality of schooling, lack of educational support and discrimination. The dropouts from education enter the vast majority of unorganized workers who constitute 92% among our workers. Even if they enter higher education, they are dependent on state colleges, state scholarships and other affirmative action policies to stay on in the system. Many stall their studies, drop out and many study and work at the same time. Apart from arranging money to support their own education, some start supporting their families while studying. In this rigor they lose out on any kind of student activities, building additional skills, accessing soft skills or building up social capital and network. They remain limited to their habitations and are left out of opportunities that can further their aspirations, talents or careers. In the quest of acquiring decent employment, they spend 15 to 20 years in educational institutions, only to end up working in the unorganized sector as labor or migrate to urban areas in search of employment. This vicious cycle of poverty, exclusion and discrimination infiltrates into other spheres of their life where her/his self, identity and social relevance are questioned every day.

While the majority of young people with disabilities, and other socially excluded youth also face the above situation, they are additionally vulnerable to social exclusion and discrimination due to their evident differences and inabilities. Their social engagements and participation is restricted due to lack of disabled-friendly physical infrastructure, attitudinal barriers and discriminatory practices. Physical barriers result in the literal lack of access to spaces and inability to participate in a majority of activities. Attitudinal barriers result in creating low self-image, poor confidence and limited social interface. Many young people in the process of engagement shared that social attitude and stigma limit their effective participation. This paper acknowledges that disabled youth face constraints and barriers across all social groups and additional steps are required to promote their inclusion.

Young people also engage in risky behavior and practices which further make them vulnerable

and also excluded. Alcoholism and addiction to drugs and alcoholism has become an increasingly vulnerable situation for many young people in rural and urban contexts. Youth who get into conflict with law often get institutionalized, face discrimination and stigma from family and society and also end up as an excluded category. Young people from the LGBTQ categories face discrimination, violence and exclusion. Women across all social groups face gender-based discrimination, exclusion and violence. Thus exclusion is experienced by various groups of young people to different degrees, in different ways and needs our attention. Young people have often shared that the negative labeling, discrimination and stigma limit their self-development and participation and contribution to society. At a time when the young people are our biggest national

wealth and India's global positioning is dependent upon our young people, all efforts are essential to create an environment where they can creatively and confidently evolve into their full potential. No young person should be excluded from such potential and particular attention needs to be paid to the currently excluded youth groups in diverse contexts.

The NYP is intended towards creating multiple avenues for overall development of young population and has prioritized areas that are central to young people's lives. It is necessary to map and understand the constraints and barriers experienced by the young people who are socially excluded. The following table gives a brief introduction into the same and is by no means comprehensive.

### 1.4 NYP 2014 Priority Areas – Exclusion Experiences of Socially Excluded Youth

Priority Areas under NYP 2014	Forms and Nature of Exclusion
1. Education	<ul style="list-style-type: none"> <li>• Youth with disabilities are refused admissions in education institutions, and when admitted adequate physical and infrastructure provisions are not available for their participation, necessary education materials and trained teachers are not available for their learning.</li> <li>• Drop out, especially among girls, is very high after 10th grade</li> <li>• Adolescents and young people rarely get a platform to build on their aspiration, career guidance or motivation for further education.</li> <li>• They generally stay within their own segregated groups and do not cross social boundaries</li> <li>• They find it difficult to take active role in schools/college and their talents and leadership roles are not recognised or nurtured there.</li> <li>• Schools/colleges do not create opportunities or spaces for marginalized youth to participate in school/college processes or decision making</li> <li>• Schools/colleges do not help raise the concerns or constraints of the marginalized youth.</li> <li>• Residential schools, welfare hostels, college hostels run by the government are poorly maintained and youth stay there in inhuman conditions.</li> <li>• Due to poor economic conditions, they are forced to engage in 'labour work', sometimes alongside their studies.</li> <li>• They often have to/try to hide their identities to join the mainstream, which further causes anger, mental stress and dilemmas.</li> <li>• Migration of the families often disrupts their studies and development.</li> <li>• Many youth from Dalit, tribal and Muslim minority communities face violence due to caste, religion and ethnicity based conflict or due to their geographical locations and their education is disrupted.</li> <li>• State resources meant to overcome their deprivation and inequalities with other young people are poorly implemented, not implemented on time and many are not able to avail them.</li> <li>• Early and child marriage owing to traditional mind-set and also protection and safety issues of girl children limits their education and other opportunities negatively.</li> <li>• Girls have reported low mobility, freedom to make education and career choices.</li> </ul>

Priority Areas under NYP 2014	Forms and Nature of Exclusion
2. Employment and Skill Development	<ul style="list-style-type: none"> <li>• Skill development operations do not provide infrastructure and equipment support to the needs and constraints of youth with disabilities leading to negligible opportunities.</li> <li>• Being first generation learners, many are income earners for their families and do not have the time and opportunity to access skills.</li> <li>• Skills of marginalized youth are not mapped which could be enhanced further.</li> <li>• Lack of career guidance, information accessibility on skill development opportunities.</li> <li>• Many are located in remote areas, difficult to access state provisions and resources in the skill development.</li> <li>• Lack of information/knowledge and incomplete education push them into unorganised labour work.</li> <li>• Skill development programmes do not typically contain provisions for disabled youth who may want to participate.</li> </ul>
3. Entrepreneurship	<ul style="list-style-type: none"> <li>• Marginalized youth are largely engaged in caste based/family based occupations or small informal business units.</li> <li>• Lack information on entrepreneurship types, opportunities, agencies, resources etc.</li> <li>• Poor availability and accessibility of finances/loans.</li> <li>• Lack of entrepreneurial education and support towards initiating entrepreneurial unit.</li> <li>• Many types of enterprises may not have facilities to support disabled</li> </ul>
4. Health and Healthy Lifestyle	<ul style="list-style-type: none"> <li>• Youth, both boys and girls, rarely get avenues to understand their body and health concerns while growing up</li> <li>• Youth with disability do not have support systems to come to terms with their disabilities and explore further opportunities.</li> <li>• Lack of knowledge on Sexual and Reproductive Health Rights (SRHR) leads to abusive relationships.</li> <li>• Many young girls in their reproductive age group are anaemic and malnourished.</li> <li>• Marginalised youth are prone to addiction as they live in such environment where alcoholism and addictions are quite common (forced or intentional)</li> <li>• Poor living conditions lead to disease such as TB, typhoid etc.</li> <li>• Marginalised young people are generally undernourished due to their poor economic conditions and the lack of adequate state provisions and services, including discriminatory access to them.</li> </ul>
5. Sports	<ul style="list-style-type: none"> <li>• Youth with disability get excluded from all forms of sports, games or physical activities.</li> <li>• Very few have access to extra- curricular activities where they could explore their interests and talents.</li> <li>• Existing sports, games and extra-curricular talents among excluded youth/youth with disabilities are hardly recognised or awarded.</li> <li>• Poor nutrition, anaemia prevents marginalised youth to pursue their interest and talents in sports and there are no state provisions to address them.</li> <li>• There are no special promotional schemes for marginalized youth to explore/enhance their traditional skills into sports skills. The same is true for youth with disabilities.</li> <li>• Lack social network, support and information to make sports as career.</li> <li>• Very limited opportunities for youth with disability to enter into sports and games or their competitions.</li> <li>• They are unable to pursue their sports talents, as current sporting programmes are costly and do not have adequate equity measures.</li> </ul>

<sup>1</sup> AROMAR REVI; "Climate change risk: an adaptation and mitigation agenda for Indian cities"- Environment and Urbanization, Vol. 20 No. 1 April 2008, pages 1-23

Priority Areas under NYP 2014	Forms and Nature of Exclusion
6. Promotion of Social Values	<ul style="list-style-type: none"> <li>• Socially excluded youth hardly get opportunity to explore their identity and values with youth from other communities for lack of common spaces. This continues to promote discrimination and stereotypes on the basis of caste, religion, ethnicity, disability, language etc</li> <li>• The lack of common spaces between young people across social groups limits promoting Constitutional values of fraternity, social justice and social inclusion</li> <li>• There is fear, hesitation and non-engagement among marginalised youth to articulate and demand norms and values associated to equity and inclusion</li> <li>• CLOs and marginalized youth leaders are not adequately linked to youth activities undertaken by NYKS or state departments</li> </ul>
7. Community Engagement	<ul style="list-style-type: none"> <li>• Socially excluded youth generally engage in some or other forms of volunteering work for the community benefits as their commitment</li> <li>• They do not get opportunities to further these community engagements into career or professions and skills</li> <li>• Socially excluded youth rarely get chance to know other communities, and their issues</li> <li>• Community led organisations or religious organisations provide spaces for youth to engage with their communities and are often the first and only opportunities</li> </ul>
8. Participation in politics and governance	<ul style="list-style-type: none"> <li>• Do not have adequate functional knowledge of PRIs, PESA, ULB or functioning of local governance which restrict their political participation</li> <li>• The primary space for engagement comes from political parties, who often engage them in their election process or political activities and not into organisation or leadership spaces</li> <li>• Non-political/non-religious spaces are not available.</li> </ul>
9. Youth engagement	<ul style="list-style-type: none"> <li>• Community based youth platform are there but largely informal and connected to youth development issues</li> <li>• Lack of youth platform for youth development</li> <li>• Little interface to provide awareness about their rights, government schemes and programmes that could directly benefit them</li> <li>• Youth have to explore and find out these schemes and also about any target programme for themselves</li> <li>• Excluded young girls are unable to participate in various volunteering and development activities, restrictions in mobility and community controls prevent them doing so</li> </ul>
10. Inclusion	<ul style="list-style-type: none"> <li>• Inclusion of youth with disabilities need infrastructure that need to be made available by the state and institutions</li> <li>• The hierarchal structure of society, conflict affected areas, caste and communal violence affected areas do not provide social inclusion environment or culture</li> <li>• Lack of inclusion perspective among excluded and non-excluded youth/communities</li> <li>• Inclusion needs to actively promoted through social and public education to create a conducive environment for youth to engage in</li> </ul>
11. Social Justice	<ul style="list-style-type: none"> <li>• Lack of pro-active measures from the state to publicise rationale and relevance of social justice provisions</li> <li>• No analysis of privileges and power associated with birth and hence no dialogue on privileges and dis-privileges and the need for social justice to address dis-privileges</li> <li>• Marginalized youth are not aware about relevant laws, constitutional safeguards and other mechanism to protect their rights and work for justice</li> <li>• Excluded youth face social stigma and negative propaganda about their involvement in caste/communal, naxal affected areas, youth from Muslim minority communities are often suspected about their patriotism. Youth from the north-east region are excluded on the basis of their ethnic identities. There are no mechanisms to break these myths</li> <li>• Lack of spaces for youth to participate in formal/non-formal institutions at the local levels to promote social justice</li> </ul>

<sup>1</sup> AROMAR REVI; "Climate change risk: an adaptation and mitigation agenda for Indian cities" - Environment and Urbanization, Vol. 20 No. 1 April 2008pages 1-23

Stereotyping, discrimination and violence are embedded in the process of social exclusion and needs special attention. Societal norms deny value and worth to excluded youth. This makes it easy to perpetuate stereotypes and myths against them. It also rationalizes the discrimination and violence, which serve as the foundations for creating and perpetuating development inequalities and limited social participation. For example, it is assumed that Musahar youth or youth who are visually challenged will not be able to cope up with current forms of education and knowledge. This rationalizes doesn't provide additional and adequate equity measures for their participation and learning. It also leads to socially excluded youth self-exclusion and limited engagement with other youth. Distinction needs to be made between the self-exclusion by socially excluded youth and social exclusion practiced by others towards them. When socially excluded young people keep themselves aloof and do not engage with other youth, it needs

to be understood as self-protection, defense or because there exists no formal or informal space to engage across social boundaries. Social exclusion practiced by dominant others including youth, on the other hand, needs to be recognized as social exclusion in keeping with existing social norms/values and beliefs. Public education on social inclusion, building formal spaces and mechanisms to promote inclusion and equity measures to address disadvantages faced by socially excluded youth are strategies to promote inclusion given the embedded social hierarchies and boundaries.

This chapter serves to locate the nature of social exclusion of youth as whole, the source and nature of social exclusion, specific constraints and barriers faced by socially excluded youth and how these negatively impact their participation and development. It underlines the need for formal public spaces, adequate mechanisms, equity measures and public education to promote social inclusion.

# Chapter 2: Promoting Inclusion of Socially Excluded Youth through Volunteering

## 2.1 The National Youth Policy 2014 from Social Inclusion Lens

As per the Census 2011, the youth population in the 15-29 years age group is 333.3 million (27.5%). The youth needs and concerns are addressed by various Ministries - Human Resource Development, Skill Development, Labour and Employment, Ministry of Tribal Affairs (MoTA), Ministry of Social Justice and Empowerment (MSJE), Ministry of Minority Affairs (MoMA), Ministry of Women and Child Development (MW&CD). The large numbers of unemployed young people, high drop-outs in education, low enrolment in higher education, poor levels of skill development point

to challenges and gaps in the provisions and implementation by these bodies. The MoYAS as the nodal body for Youth development faces a huge challenge in providing an over-arching framework and coordinating with all relevant ministries for youth empowerment in the country. Its role in promoting innovative and creative strategies to address the gaps and challenges in collaboration with other ministries is central. The NYP 2014 is an effort to provide this framework and coordination while also being motivating and collaborating.

A brief analysis of the NYP from social inclusion lens is provided below:

Objective	Priority Areas	Social Inclusion
<b>1. Creating a productive workforce to make a sustainable contribution to India's development</b>	(i) Education (ii) Employment & Skill Development (iii) Entrepreneurship	This objective recognizes the heterogeneity of youth and states that special attention should be given to disadvantaged and women youth. Moreover, it states that current schemes and programmes must be reviewed to determine whether they can be successfully extended to marginalised youth in order for their access and benefit.
<b>2. Develop a strong and healthy generation</b>	(iv) Health & Healthy Lifestyle (v) Sports	This objective recognizes that health care services are unequally located and access to sports is limited in rural and urban poor areas.
<b>3. Instil social values and promote community service to build national ownership</b>	(vi) Promotion of Social Values (vii) Community Engagement	This objective states that India is a "diverse nation with respect to ethnicity, religion, language, caste and culture" and that alongside this is socio-economic disparity and the subsequent need to instil a sense of harmony in youth.  Furthermore, it also states the role of youth in mobilising for community service and development programmes – the focus on engagement between different sections of youth has the potential to be a helpful ground for fostering volunteering to promote social inclusion and also the participation of socially excluded youth.

<sup>11</sup> Sanghi S and Srija A. 'Youth Unemployment in India', Focus of the Month-CL, downloaded on 30th April, 2016; <http://www.ies.gov.in/pdfs/sunita-sanghi-and-a-srija.pdf>

Objective	Priority Areas	Social Inclusion
<b>4. Facilitate participation at all levels of governance</b>	(viii) Participation in Politics & Governance (ix) Youth Engagement	This objective notes that it is critical that youth are represented and that they can engage at all levels.
<b>5. Support youth at risk and create equitable opportunity for all disadvantaged &amp; marginalised youth</b>	(x) Inclusion (xi) Social Justice	This objective – being the most important for the purposes of this Action Plan – rightfully acknowledges that there are youth that require special attention to ensure that they can access government programmes. Scheduled Caste, Scheduled Tribe, Other Backward Classes and disabled youth are mentioned specifically.  It further states that all youth require social justice, and that an issue that requires addressing is caste-based discrimination.

Above analysis of the NYP 2014 from the social inclusion lens demonstrates that inclusion issues is recognized and incorporated to different extents in the design of the policy. They can be further enhanced.

## 2.2 Understanding Youth Volunteering among Socially Excluded Youth

The strategies for youth inclusion need to take cognizance of the diverse vast population of young people across the country and the complexity of multiple exclusions, unequal opportunities and the diverse needs and aspirations. As seen above, different ministries hold the resources and responsibilities for youth development. The MoYAS is limited in its institutional mechanisms and resources. Further the current institutional mechanisms within the MoYAS to promote youth development are largely through the two volunteering bodies – NYKS and NSS. Hence volunteering becomes an important strategy to reach out and enhance the inclusion of socially excluded youth into the programmes of MoYAS. Volunteering is also gaining recognition globally as a relevant and effective framework for engaging young people and being “universal and accessible to everyone, regardless of their background or social status” (UNV, 2014). The UN General Assembly (UNGA) in 2002 defined volunteerism as activities which are “undertaken of free will, for the general public good and where monetary reward is not the principal motivating factor” (UNGA, 2002). The challenge in our context is to put in place decentralized and democratic structure of volunteering that can promote inclusion of youth from the socially excluded sections.

It needs to be noted that volunteering goes on in all societies and communities, even when it is not formally acknowledged as volunteering. Communities, particularly marginalized ones, survive and support each other through many volunteering activities. Being resource-limited in economic terms, with limited social capital outside their own communities, volunteering becomes an important means of meeting each other's and community needs. Often these are not recorded or reported and hence less known and acknowledged. Importantly, they may also be very different from recognized and reported forms of volunteering and again are in danger of not being counted. Our engagement with young people from the Dalit, Tribal and Muslim communities made us aware of their volunteering activities in their communities. These were limited to their communities and were measures to meet the urgent and explicit needs within their communities. A very recent example brought this home to us powerfully.

The role of youth volunteers in the Chennai floods in 2015 was greatly acclaimed by all. There were stories of how people connected on mobiles and whatsapp and provided information and support. There were stories of how people opened up their homes and gave shelter and food to outsiders. Youth made news through their innovative efforts to provide safety and relief to local communities in the Chennai floods in 2015. Little was said about how socially excluded youth were engaged in the relief activities or the important role they played in this process. It was well known that the roads were flooded and the drainage blocked. In

many places, the slums were totally inundated. It was the young people from the slums who were the first convoys of volunteers and many deaths were prevented by their taking people to safety. In addition, many young people provided support to others in crossing over the dark and filthy waters to safe places. It was the young people from the socially excluded communities who waded through the drainage water and rescued people. Many had innovatively used local tyres and carts to make make-shift transport modes and take people to safety. With the dirtiest of waters swirling around and the gutters blocked, many of the young people from the safai karmachari community saved and rescued people. This is just one example of how the volunteering activities by youth from the socially excluded communities

may not be known outside their communities and may not be recognized or acknowledged. While acknowledging volunteering as probably the best mechanism for promoting youth empowerment and engagement, special attention needs to be made to understand, document, acknowledge, encourage and draw lessons from the volunteering activities among young people from socially excluded communities. Youth volunteering and development/empowerment needs to be spear-headed through the inclusion process at all levels and in all spheres.

A few examples of volunteering cited by socially excluded youth during this study from different states are cited below:

Social group	State	Volunteer Activities	Thematic Area
Adivasi youth	Assam	Help community in land registration process	Land right
		Create awareness among community on various government schemes and facilities	Citizenship rights
Muslim youth	Assam	Rescue and Relief during flood	Disaster management
		Promote peace, harmony and mutual co-existence among the two communities during communal clashes	Communal harmony/ secularism
		Conducting baseline survey about the community	Research
Disabled youth	Delhi	helping people get ration card and other documents from government departments	Citizenship rights
		Information dissemination on social media	Citizenship rights
Muslim youth	Delhi	Coaching community children	Education
		Campaign against child labour	Child right
Muslim youth	Bihar	Facilitating in admission of girls into schools	Education
		Assisting people in filling application forms for government services	Citizenship rights
Dalit youth	Delhi	Promote civil rights through rallies and meetings	Civil rights
		City cleaning program with local government	Sanitation & Hygiene
Dalit	Bihar	Career guidance and teaching assistance to community youth	Education & Career development
		Tree planting drive	Environmental protection
Tribal youth	Jharkhand	Mobilising women to protest against forest exploitation and land protection issues	Forest rights
		Motivating girls and boys by helping them to participate in sports tournaments	Sports
Muslim youth	Kerala	Conduct motivation classes to youth and children on higher education and career	Education and Career development

<sup>12</sup> Indian Express, 8th Dec 2015; Chennai floods: Students to homemakers, citizens, take lead in relief operations downloaded on 30th April 2016

Social group	State	Volunteer Activities	Thematic Area
		Free Medical camp and services for the poor	Health
		Protest against sand mining from river	Environmental protection
Tribal youth	Kerala	Tuition classes to community children	Education
		Relief activities during flood	Disaster Management
Dalit youth	Kerala	Social media campaigns on Dalit rights	Civil rights/Human rights
		Book distribution to the needy children	Education

The above list is indicative and provides insight into the nature of volunteering issues identified by the youth to support their communities. It shows strong connect to citizenships, and legal rights as being important to the community. In addition, government services and education are central volunteering contents too.

Volunteering activities are often seen as contributing to the welfare/development of others and hence categorized under youth for development. During the process of this document, youth groups including NYKS youth clubs reported many volunteering activities they undertook within their communities from blood donation camps, tutions for marginalized children, making roads, building homes, running libraries, providing information to actively supporting people during disasters and conflicts. A very effective volunteering engagement of youth from the Scheduled Caste communities that has stood the test of time is found in the undivided Andhra Pradesh. Here educated young people supported their communities to access government schemes and provisions and their legal rights to land. An important support was at the time of violence and atrocities against community members.

#### **Youth Volunteering for Development: Promoting Rights & Entitlements**

Dalit Bahujan Shramik Union –AP/Telangana – is a voluntary body consisting of youth from SC and ST communities. The forum was initiated with support from a civil society network called Dappu in 2000. The youth were trained on government schemes and provisions, SC/ST POA, land rights, gender rights, legislations like prohibition of manual scavenging, prohibition

of devadasi system, child labour, bonded labour, minimum wages. They registered themselves as a union in 2004. They facilitate agricultural workers access information, their rights and entitlements from the state. They also monitor discrimination, violence and atrocities on Dalit and Tribal communities and support the families to access legal support. The youth continue to work on voluntary basis to promote and has presence in 15 districts across Andhra Pradesh and Telangana covering 1000 villages in 100 blocks.

The role of volunteering in youth development is not easily recognized but is gaining currency. Volunteering creates opportunities to expose young people to the employment spaces and assess their interests and capabilities. It provides young people with opportunities to assess one's interests and talents and make choices about one's career and profession. However, young people from socially excluded communities have limited social contact outside their own communities and their access to information, social and economic resources are limited. It is interesting to see what they can do with even little supports extended to them as seen among the youth of Kusumpur Pahari in Delhi. Thus the youth development dimension of volunteering needs to be highlighted in addition to the youth for development dimension. Volunteering opportunities are often informal and excluded youth have limited information and access to these opportunities. Additional support mechanisms need to be put in place so that socially excluded youth can access these informal volunteering opportunities.

### Youth Development through Volunteering

In Kusumpur Pahari, an urban poor area in South Delhi, the youth came together as a voluntary group to enhance their leadership and learning opportunities. They were able to access to a computer and internet facilities. It was interesting to see the many uses they gained from this equipment. They used it to access all types of government documents for their community members, they used it to seek information and used it to enroll for internship in corporate houses. Five young people have been supported to gain internship opportunities. They support each other during examinations. Young women reported how their schools did not have commerce and science teachers through-out the year and other students helped them with the syllabus of an entire year so that they could write their examination. They used this facility to support young people fill in their applications on-line for higher education in colleges in Delhi. Each of these on-line applications took them an hour and youth mentioned how they have sat the whole day to fill ten applications. This clearly shows how small voluntary efforts even at a local level can be used to promote development for the young people themselves.

Further, volunteering can become a means to promote social inclusion and social inclusion a means to promote volunteering. Bringing together diverse groups of young people leads to greater understanding about the different backgrounds, strengths, knowledge and concerns across youth groups. Opportunities open up for promoting friendships, respect and collaboration among them promoting social inclusion. Volunteering and social inclusion has an important role to play in reducing and controlling riots and conflicts. Volunteering can promote citizenship and strengthen democracy. Promoting inclusion through volunteering also enhances youth development.

### 2.3 Enhancing Inclusion of Socially Excluded Youth in and through NYKS

The core strength of the NYKS is its large network of 2.95 lakhs Mahila Mandals/Youth clubs spread across all the 623 districts in the country. It is estimated that the youth club membership is about 83 lakh youth . All of them are engaged in the NYKS programmes as volunteers. Another important volunteer youth group in the functioning of the NYKS is the National Youth Corps (NYC) which support and facilitate the youth clubs and the various activities of the NYKS. They number to about 12000 currently. This volunteer force is facilitated through the staff team of NYKS at the district (District Youth Coordinators), and the regional and national levels.

Nehru Yuva Kendra runs nine core programs with a focus on 'youth development'. In addition, it promotes 'youth for development' through convergence programs with different ministries and departments and agencies at district, state and national levels through flagship programs. A number of youth clubs include SC, ST, OBC and youth with disability. The membership and participation of youth from socially excluded communities – SC, ST, OBC and Physically-challenged are particularly mentioned in the membership, club leadership etc. Thus, the framework and programmes of the NYKS has basic enabling factors for involving and including youth from socially excluded Scheduled Caste and Scheduled Tribe communities and also youth who are physically challenged. The challenge is to expand and deepen the programme intervention among the socially excluded youth and create interfaces between socially excluded youth and General category youth for greater collaboration and inclusion. Added focus is necessary for youth from religious minority groups, particularly Muslim minority youth given their specific development and participation disadvantages.

The following provides pointers for enhancing youth inclusion in the Nine Core Programmes of the NYKS programmes.

<sup>13</sup> <http://www.nyks.org/aboutus/Structure.html>

<sup>14</sup> [www.nyks.org/aap201516/sop.pdf](http://www.nyks.org/aap201516/sop.pdf)

<sup>15</sup> Given that there are various types of disabilities wherein physically challenged is just one category, it is recommended that the use of Persons with disability is used

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
1.Youth Club Development Programme	<ul style="list-style-type: none"> <li>Limited visits from coordinators to their clubs</li> <li>Their youth clubs do not get programmes to be implemented in their communities</li> <li>They did not have comprehensive information on the diverse programmes of NYKS</li> </ul>	<ul style="list-style-type: none"> <li>Increased visits by district coordinators, NYCs and other dignitaries to the youth clubs run by socially excluded youth</li> <li>Expand the number of youth clubs among socially excluded communities</li> <li>Orientation to all youth clubs on social exclusion and inclusion and issues of the socially excluded youth (Annexure...)</li> <li>Include information on central and state government prog that are relevant to socially excluded youth (Annexure...)</li> </ul>	District youth coordinator NYC Club leaders CLOs PRI reps	Block level monitoring team from the Youth club leaders to review club engagement on social inclusion. They may meet periodically and send a report to the NYC
2.Training on Youth leadership and community development	<ul style="list-style-type: none"> <li>Stereotypes about socially excluded youth prevalent in community and other youth club members/ coordinators</li> <li>Socially excluded youth have limited social contacts outside their own community</li> </ul>	<ul style="list-style-type: none"> <li>Information about diversity among youth available in the clubs</li> <li>Sensitization of youth on issues of diversity and plurality in the trainings</li> <li>Activities that promote inclusion and understanding during the leadership trainings</li> </ul>	District Coordinator NYCs Club leaders Club members	'Before-After' format to assess participants understanding Track new clubs formed among socially excluded youth groups after trainings

Play for Peace (PFP) is an internationally acknowledged methodology for promoting peace and social inclusion. PFP was evolved in the context of conflict resolution in communities and between nations. The process involves engaging children/youth in non-competitive, safe, inclusive games that is based on experiential methodology. The modules include action-reflection process and include innovative leadership building process. PFP has been conducting its programs in Guatemala, Palestine, India, Philippines, South Sudan and Myanmar. The headquarters is in Chicago and is collaboration between universities and schools. PFP trainers are available in India and NYK can promote a Training of Trainers (ToT) to begin with.

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
3.Theme based Awareness Programme	<ul style="list-style-type: none"> <li>Themes relevant to socially excluded youth are seldom covered in these trainings</li> <li>The follow up programmes do not monitor concerns of the socially excluded groups like violence on excluded communities, access to higher education</li> </ul>	<ul style="list-style-type: none"> <li>Include contents that are relevant to socially excluded youth like – campaign against untouchability, violence against excluded communities, provisions for people with disabilities, trafficking of girls from tribal areas etc</li> </ul>	DYC, NYC, club members. Experts from the communities	Nature of issues taken up by the youth clubs.  Increase in the numbers of clubs promoted among socially excluded youth

Human Rights Defenders - A volunteer programme promoted by the NCDHR since 2003–along the UN guidelines (OHCHR) – 'Human Rights Defenders: Protecting the right to defend human rights'. Two weeks training separated by 3 months fieldwork is imparted to the participants. Training includes understanding of human rights, national and global human rights mechanisms, legislations, court/legal mechanisms at various levels, how to track human rights violations, how to conduct fact findings, how to assist victims and witnesses on their rights and access to justice, how to register complaints with the police and other concerned authorities and mechanisms. At present there are more than 500 HRDs with some of them lawyers, social activists and community leaders. They have widely disseminated information on the SC/ST POA and other relevant legislations. The DHRD have successfully interfaced with the community, administration, civil society organizations and specialized bodies like the SC commission and National Human Rights Commission. They were actively involved in the National Coalition for Strengthening implementation of SC/ST POA Act. Their experiences formed the basis for suggesting necessary amendments to the SC/ST POA Act in Dec 2015, 20 years after the enactment of the law.

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
4.Promotion of Sports	<ul style="list-style-type: none"> <li>Great interest among socially excluded youth for learning and participating in sports</li> <li>Socially excluded youth have social and financial constraints in taking up sports seriously</li> </ul>	<ul style="list-style-type: none"> <li>Set up sports clubs in socially excluded habitations</li> <li>Promote sports in social welfare hostels, and Ashram schools</li> <li>Identify and support talents to take up sports as career</li> <li>Hold special sports events for youth with special needs</li> </ul>	Youth clubs and Youth club leaders  Local sports teachers Community Led Organizations  MSJE, MoTA, MoMA	No. of young talents identified including those from SE communities No. of talents referred to specialized agencies
<p>The young people and the community led organizations shared stories of how young people from the socially excluded communities, have covered great sports feats with a little bit of support. Soni Kumari is the football captain of the under16 Girls in India. She is a Dalit girl from a remote village in Bihar. She was a dropout in school and living with her grandparents as her parents are often migrating. The local sports coach observed her when she came to casually kick the ball as he was practicing other children near her village. He nurtured her talent, including providing her travel support, uniform support and even nutrition support when necessary. In addition he was her coach and mentor. Today, Soni Kumari plays for India and was part of the children's delegate that represented in the UN Summit on SDGs.</p> <p>The story of Malavath Poorna was acknowledged by no less than the Prime Minister himself. Poorna, climbed Everest when she was just 13 years old. She is the youngest girl to climb Everest and comes from the Tribal community in Telangana state. She was encouraged and trained under the initiative of the Director, AP Residential Welfare School.</p> <p>These talents need to be identified and supported and can bring great accolades to India at the global level.</p>				

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
5.Skill upgradation programme for young women and men	Programmes are often not meeting the aspirations and needs of socially excluded youth	Youth expressed including programmes – like career counselling, computer trainings, English course, information on government provisions and schemes like reservation, scholarships etc	Youth club members Identified trainers, Equipment and materials	Tracking programs initiated Disaggregated MIS of members who are trained
<p>Manithooky Tribal settlement in Vithura Panchayath of Trivandrum district recently formed women's group named 'Prakruthi' which plan to launch a tuition program for school children also exploring possibilities to get government support to train women for job oriented programs. NYK clubs could support and encourage community cooperative initiatives through the youth clubs.</p>				

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
6.Promoting of folk arts and culture	Folk arts and culture among socially excluded communities are not highlighted, remain invisible	<ul style="list-style-type: none"> <li>NYKS efforts with the Madhubani painting can be replicated with other arts and crafts too</li> <li>Documentaries on folks arts and crafts of socially excluded communities</li> </ul>	Local folk art experts from excluded groups  Youth club members and leaders	Information on arts and crafts identified Documentaries made
7.Observance of days of national and international importance	Leaders and celebrations from socially excluded communities are not celebrated	<ul style="list-style-type: none"> <li>Celebrate important days and leaders from socially excluded communities – Dr Ambedkar, Savitri Bhai, Birsa Munda, Abdul Kalam Azad...</li> </ul>	Club members NYC DYC State and national offices	List of celebrations include these
8.District Youth Convention and Yuva Kriti	Issues of socially excluded youth are not known to others	<ul style="list-style-type: none"> <li>Give priority to issues of socially excluded communities</li> <li>Create spaces for dialogue between socially excluded and non-excluded youth</li> </ul>	MoYAS, MSJE, MoTA, MoMA, NYKS	List of issues identified List of issues discussed

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
9.Awards to outstanding youth clubs		<ul style="list-style-type: none"> <li>Inclusion actions should be one of the criteria for the awards</li> <li>Include experts from socially excluded communities in the selection committee to bring the perspective</li> </ul>	DYC, state and national offices Experts from socially excluded communities	Criteria on social inclusion Experts from the socially excluded communities

## 2.4 Enhancing Inclusion of Socially Excluded Youth in and through NSS

The NSS reaches out to more than 3.2 million student volunteers spread over 298 Universities and 42 (+2) Senior Secondary Councils and Directorate of Vocational Education all over the country.

Core Programme	Issues of Exclusion	Strategies for Inclusion	Stakeholders	Monitoring Mechanism
1.Adoption of villages & Slums	<ul style="list-style-type: none"> <li>Neglect of habitations and issues of socially excluded communities</li> <li>NSS volunteers do not have adequate knowledge about excluded youth issues</li> </ul>	<ul style="list-style-type: none"> <li>Orientation to students and volunteers on youth diversity and inclusion</li> <li>Adopt SC, ST, Minority dominated habitations and conduct short term projects for the development of the community</li> </ul>	Program coordinator Program officer CLOs Unit leaders Student volunteers	List of habitations covered predominantly belong to socially excluded youth Students and volunteers sensitivity and understanding enhanced Reports of program
The Multi-Cultural Resource Centre of Penn State University, United States provides orientation program to new students from diverse backgrounds to interact with the many representatives/liasons from both academic and academic support units to help ensure all students experience a welcoming environment that embraces their diversity.				
2.Coordination with voluntary agencies	Community led organisations are not visible	<ul style="list-style-type: none"> <li>Partner with organisations led by socially excluded communities (community led organisations)</li> </ul>	Program coordinator Program officer CLOs Unit leaders Student volunteers	List of CLOs Programme reports
3.Special Camping Progr	Little public awareness on issues of social exclusion, equity and inclusion	<ul style="list-style-type: none"> <li>Design and hold week-long camp on issues of social exclusion-equity-inclusion in communities, in colleges itself</li> <li>Hold special camps like higher education admissions, special remedial coaching etc for socially excluded youth and children</li> <li>Organise help desks in the colleges</li> </ul>	Program coordinator Program officer CLOs Unit leaders Student volunteers	Design of programmes Content covered
4.Other college level programmes	Lack of public awareness within colleges	<ul style="list-style-type: none"> <li>Documentaries</li> <li>Poster competition</li> <li>Literature festivals on socially excluded community literature</li> <li>Debates on social equity and inclusion</li> </ul>	Program coordinator Program officer CLOs Unit leaders Student volunteers	

## 2.5 Methodology

In order to generate an understanding of social inclusion and youth volunteerism, a methodology involving primary research and review of secondary literature was carried out. The observations made from these sources have gone towards the production of the Action Plan.

Starting at the national level, meetings with NYK and NSS at the Ministry of Youth Affairs and Sports were undertaken. In addition to this, meetings were also held with the Rajiv Gandhi Institute of Youth Development and Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

At the local level, field visits were undertaken in

order to ascertain current volunteering practices among excluded youth groups. Focused Group Discussions (FGDs) with youth from SC, ST, Minority, Disabled and LGBTQ groups were held. These discussions were carried out with groups of youth numbering between 7-10. In total, over 100 young people from socially excluded groups were engaged with. In addition discussions with NYK club leaders, NSS unit leaders, and program officer was also carried out in Delhi and Kerala.

In the selection of districts for FGDs, the following considerations were made: the development of the state, their regional locations, rural/urban perspectives and concentration of social group.

The selected states and district were as follows:

SC	ST	Muslim	Disability	LGBTQ
Bihar, Patna Kerala, Trivandrum Delhi, Karol Bagh	Jharkhand, Ranchi Kerala, Trivandrum Assam, Golaghat	Bihar, Patna Kerala, Calicut Delhi, Jafrabad Assam	Delhi	Delhi

# Chapter 3: Framework for Promoting Inclusion of Socially Excluded Youth through Volunteering

This primary objective of this paper is to 'Prepare Action Plan for promoting Social Inclusion in the implementation of the NYP 2014 through Youth Volunteering'. The various components that are taken into account are:

1. Review of the NYP 2014 for its perspective and provisions on social inclusion.
2. Review of line ministries programs and budgets to assess the incorporation of needs of socially excluded groups (caste, class, gender, disability and others).
3. Suggest strategies and mechanisms to promote awareness, leadership and political participation of socially excluded youth with special focus on volunteering through NYK and NSS.
4. Suggest strategies and mechanisms for the MoYAS to monitor progress and take corrective measures.
5. Identify civil society organizations to promote youth social inclusion in volunteering.

## 3.1 The Framework

This framework recognizes social exclusion being embedded in the social and cultural structures and processes in our society and young people from the socially excluded communities and sections negatively impacted through them. Likewise the framework recognizes privileges embedded in the social and cultural structures and processes in our society and young people from privileged communities and sections benefiting from the privileges. Further the framework recognizes the need for purposeful public spaces and public

education to create common spaces for interface and inclusion. The framework adopts volunteering strategy to promote inclusion of socially excluded youth given the diversity and complexity among the young people across different social excluded groups, diverse disabilities and hard to reach areas. The roadmap for inclusion of socially excluded youth has to promote an environment for inclusion and active equity measures that is founded on social justice. This chapter outlines framework for promoting inclusion of socially excluded youth for an empowered India.

**Vision** – Empowered youth for an Empowered Inclusive India

**Mission** – MoYAS empowers socially excluded youth through its own programmes and through its nodal role with other ministries

**Objective** – Promote and expand inclusion of socially excluded youth in and through volunteering

### Strategies

- i) Promote purposeful public education and public spaces for social inclusion through volunteering
- ii) Build and strengthen institutional and administrative mechanisms and additional resources for inclusion of socially excluded youth
- iii) Engage youth in designing and monitoring the

<sup>11</sup> Sanghi S and Srija A. 'Youth Unemployment in India', Focus of the Month-CII, downloaded on 30th April, 2016; <http://www.ies.gov.in/pdfs/sunita-sanghi-and-a-srija.pdf>

social inclusion processes through volunteering

**Values and Norms**

**Result Areas**

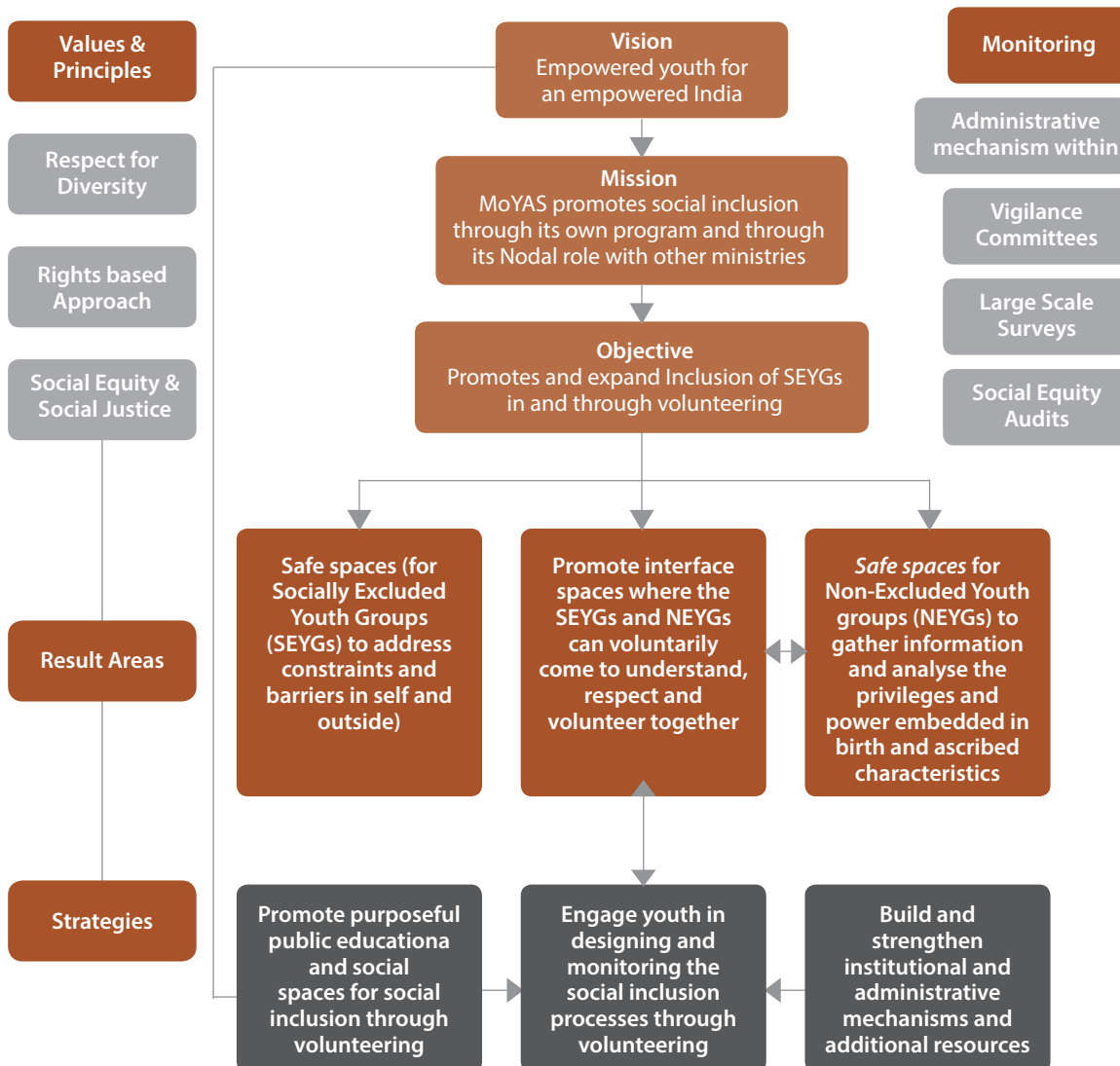
- i) Safe spaces for socially excluded youth groups (SEYGs) to gather information and analyse social exclusion processes and address barriers in self and outside
- ii) Safe spaces for non-excluded youth groups (NEYGs) to gather information and analyse the privileges and power embedded in birth and ascribed characteristics
- iii) Interface spaces where the SEYGs and NEYGs can come to understand, respect and volunteer together.

- i) Respect for Diversity
- ii) Rights-based approach
- iii) Social Equity and Social Justice

**Monitoring engaging young people**

- i) Administrative mechanisms within MoYAS and Line Ministries
- ii) Vigilance committees
- iii) Large scale surveys
- iv) Social Equity Audits

**Framework for Inclusion of Socially Excluded Youth**



## 3.2 Principles and Strategies in Promoting Inclusion of Socially Excluded Youth in and through Volunteering

**3.2.1 Social inclusion:** It can alleviate the effects of social exclusion and is understood as a process by which individuals or groups are facilitated to achieve full participation in the societies they live in. While promoting social inclusion is relevant to youth as a category, it is particularly important from the standpoint of the socially excluded youth who have been historically marginalized or at risk. Youth inclusion involves a process of identifying, understanding and breaking down barriers to participation and belonging of excluded youth; and the provision of resources to achieve equality of outcome for all. It also asserts that inclusion is not possible without those being ‘included’ playing a full part in the process. Inclusion involves adapting policies and practices within youth services to remove barriers to learning and participating. Inclusion moves away from labeling young people towards creating an appropriate learning environment for all<sup>17</sup>.

Inclusion of socially excluded youth needs to build and engage in processes across three dimensions:

- i) Removal of barriers and constraints which limit socially excluded youth in participation and achieving their full potential.
- ii) Review and rationalize privileges of birth and other ascribed characteristics of/with non-excluded youth.
- iii) Creating common volunteering spaces between excluded and non-excluded youth across various boundaries to explore and promote social inclusion.

### Principles for Inclusion of Socially Excluded Youth

**3.2.2 Respect for Diversity:** Respecting the diversity among youth as a rich resource is a cornerstone for promoting youth inclusion in volunteering. Diversity in volunteering means

developing a varied team of volunteers that reflects the diversity of people in the community. A diversity approach ensures that all people are welcomed and that difference is celebrated. Embracing diversity benefits – i) new approaches and fresh ideas and even new volunteering roles may emerge, ii) brings in skills and experiences from different backgrounds, iii) helps to ensure that the volunteering work is relevant to and benefits people from all sections of your society, iv) plays a role in making society more inclusive, v) creates a wider pool of volunteers, vi) complies with constitutional/legal values .

**3.2.3 Rights-based Approach:** Youth are citizens with rights and duties. In developing the empowerment framework for young people, the rights based approach which focuses upon their rights and duties are relevant. The Constitution and in particular the pre-amble provides rights to equality, liberty, fraternity, social justice in a secular democratic framework. Various legislations add provisions and strategies to translate these values and rights. In addition, the Constitution provides additional rights to socially excluded youth to protect them from discrimination and violence. There are special provisions to promote their education and economic rights. Art 46 of the Constitution mandates “the state shall promote with special care the education and economic interests of the weaker sections of the people, and, in particular of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of social exploitation”. The rights framework instills confidence among the socially excluded youth while exploring their own development and role in society. It is suggested that the youth empowerment framework is built on the strong foundation of rights based approach.

**3.2.4 Social Equity and Social Justice:** It needs to undergird the process of inclusion of socially excluded youth. Social Equity for youth includes all those measures that are to be put in place to facilitate historically excluded youth or those at risk to overcome their historical exclusion in the social, political and economic arenas. It also includes additional measures necessary to protect and

<sup>17</sup> Anne Walsh, Mathew Seebach. ‘Access All Areas: A Diversity Toolkit for the Youth Work Sector’ National Youth Council of Ireland, Dublin 2009,

promote the socially excluded youth to address discrimination, violence, conflict and development inequalities. Social equity emphasizes that equal opportunities can be promoted where the specificities of inequalities are taken into account and are adequately engaged with, on different levels, for different groups. Social Justice recognizes historical structures of exclusion and their continuing forms and resultant deprivation as human rights violations. Society at large has obligations to excluded youth groups for injustices committed and being continued. This is based on the understanding of societal responsibility towards supporting marginalized youth to overcome the historical and current challenge and these provisions are based on rights and not charity. Social justice has to frame the social equity measures in contextual, relevant, adequate and effective ways to overcome previous and current forms of injustices and inequalities.

### Strategies for Inclusion of Socially Excluded Youth

#### 3.2.5 Creating 'Safe Spaces' for Excluded Youth:

Excluded youth tend to be limited to their own habitations and groups. Their social contact with the wider society and youth groups are limited. The external exclusions also create self-exclusions as a means of self-protection and defense. Trust and engagement across youth diverse groups at present are limited. The widening gaps and increasing inequalities, so visible in every-day life further vitiates the environment. Hence 'Safe Spaces' need to be promoted at the community level or within their own groups for excluded youth as comfort spaces for analyzing the nature of social exclusion and its impact on their lives and development. It needs to be guided spaces for addressing identity issues, exploring and peer learning. It needs to promote confidence in the young people to address the constraints and barriers they experience in their own self and the outside world. Long years of experience in gender mainstreaming show the need for safe spaces for exploration and interfaces with others at appropriate times and ways. An added

component that can be explored in these safe spaces is to build knowledge about the nature of volunteering among excluded youth, community needs or youth needs. These spaces can provide insights into the different dimensions of needs and community life around excluded youth. They can become piloting spaces to develop and further adapt strategies for their inclusion. The MoYAS could encourage building these safe spaces for young people in their community spaces and groups as pilot model spaces that can be further integrated across different youth groups.

**Youth Tech Hubs (YTH)** are youth clubs promoted and managed by youth from Dalit and Muslim communities in Delhi with support from Centre for Social Equity and Inclusion (CSEI). Convinced that the agency and leadership of the young people from socially excluded communities are essential to promote sustained development and inclusion of the communities, YTH was promoted as a community space for the youth in their own habitation. Over the past two years, these centers have evolved into their own spaces providing opportunities for the self-expression, talent exploration, learning and social interface of the members of the YTH among themselves and with various other communities, youth groups and civil society organizations. In a short span of time, many youth have explored their talents in singing, music, street theater, acting, play for peace etc. They have turned out to become trainers and coaches. They are currently holding trainings in places like RGNIYD and with other CSOs. The initial process of two years is documented in a step by step module. The process is evolving and growing and is a good model for of Youth Club for youth development and inclusion, with special focus on the socially excluded youth. NYK could explore linkages with community led organizations that currently promote Youth Tech Hubs and strengthen the NYK linked Youth clubs.

#### 3.2.6 Creating Safe Spaces for Non-Excluded Youth: The accident of birth intentionally and

<sup>6</sup> Government of India, Ministry of Home Affairs. (2014). Official letter to the Chief Secretaries of States and Union Territories, "Plan Scheme of Mainstreaming Civil Defence in Disaster Risk Reduction (2014-17) at a cost of Rs290.89 crore",

through various default mechanisms determines the opportunities in the life journeys of all young people. While the youth from socially excluded communities are at the negative end of the spectrum, the youth from privileged backgrounds are at the positive end of the spectrum. The current social and public discourse do not critically analyse them, rather justifies and further perpetrates these privileges. Such rationalization prevents any objective space for self or social reflection and young people from privileged backgrounds do not see the necessity to make changes. Even when they may have some indications of larger social issues and the contexts of young people from socially excluded communities, there is negligible space or guidance to further engage with these indications. Caught up in their own contexts and careers with all its market and competitive trappings, they need spaces to analyse and critically review the nature of privileges and opportunities they enjoy, simply because of the accident of birth. Public and social spaces need to be organized where the youth from privileged sections are supported to understand the privileges they enjoy and their undue advantages based on the same. Both NSS and NYKS can be supported to guide and undertake such processes.

### 3.2.7 Pro-actively building Social Interface:

Additional effort is necessary to pro-actively build social interface across diverse youth groups. In our context, interface has to be actively pursued given that social and mutual support interface across caste, religion and ethnic communities had been historically prohibited and limited by cultural norms. Social groups that are placed at the higher end of India's social hierarchy have free and unlimited access to engage/interface/dominate those that are below them. Social groups at the lower rung have limited access/interface to those above them. This constraint has to be recognized when it comes to youth volunteering too. It follows that while dominant youth will have volunteering access towards excluded youth groups, volunteering in the reverse direction is not the norm. It is imperative that interface is built between the dominant and socially excluded youth to expand and make volunteering inclusive and successful.

Breaking Walls on caste, class, gender, religious, ethnic and other marginalized identity

Samjho Toh Express: Friendship Beyond Labels

SAMJHO TOH EXPRESS campaign aims at cultivating cross border (across religion, caste, class, gender, region etc.) friendships through an experiential journey which will help the youth in reflecting on and breaking the stereotypes that they hold for 'others' (i.e someone from different community, gender, caste, religion, ethnic background etc.). A journey through this campaign will help in internalizing the need to understand the 'other'. The main objectives of the campaign are:

1. Promoting young leaders and youth led organizations to engage on issues of social exclusion.
2. Enabling a range of stakeholders like youth collectives, civil society groups and media groups to expand and strengthen the concept of fifth space.
3. Enabling active social media engagements to create awareness on issues of social exclusion and friendships beyond borders/labels.
4. Raising resources to support a Youth Centric Consortium to nurture youth led organizations.

**3.2.8 Engaging YLOs and CLOs:** The need for thought leaders from excluded communities to support and facilitate excluded youth groups are essential in the process. An opportunity exists in recognizing and identifying Youth-Led Organisations (YLOs) and Community Led Organisations (CLOs) from the socially excluded communities to create the safe spaces for excluded youth groups. These leaders have deep insights on the barriers and constraints faced by the community and have the potential for long term sustained engagement with the youth to promote change. A study by CSEI and UNDP – 'Making Growth Just and Inclusive: Partnering Community Led Organisations of the Socially Excluded' reported many such organizations spread across the length and breadth of the country. There is much potential for the MoYAS

to enlist these organizations and engage with them to include young people from the socially excluded communities into their fold. Effective and constructive interface and collaboration can be promoted between the YLOs and CLOs and the NYKS and NSS to promote youth inclusion. These YLOs and CLOs can also contribute considerably to various programs of the NYKS and NSS in building perspective of the socially excluded youth in their programs.

### **3.2.9: Public Education and Public Spaces:**

Social inclusion of excluded youth will get an impetus when the larger social environment values and promotes social inclusion. Here the role of public education on social inclusion is central. It is essential that the public spaces are made available where discussions on issues of youth, issues of the socially excluded youth, disadvantages and social equity measures, privileges and opportunities of youth from non-excluded social groups, community objectives of social justice are discussed in a sensitive and objective manner. The coming together of youth from diverse social groups and backgrounds is essential to have this dialogue, understand the different perspectives and promote collaboration and inclusion.

### **3.2.10: Strengthening institutional mechanisms:**

Even as the MoYAS and other line ministries engage with young people through their programmes, there is little recognition of the youth as a category with distinct demands. There has been negligible effort within the ministries to holistically understand the needs and potential of young people and the role and contribution of the particular ministry towards youth empowerment. Hence special institutional mechanisms or human resources most often is not available within line Ministries to fulfill their role in the youth empowerment process. Within this environment of negligible attention, one does not see any existing mechanisms for understanding the disabilities of socially excluded youth or strategies for addressing them. It is thus essential to identify the specific ways in which different ministries engage with socially excluded youth in their overall mandate and designate nodal persons and resources to promote the inclusion of socially excluded youth in their mandate. Internal mechanism for monitoring

and course corrections also needs to be created.

**3.2.11 Youth Budgeting:** Budget provisions for youth development need to be re-visited and provisions for population proportionate budgets made. Adequate timely investment needs to be made given the high population proportion of the young people and their contribution – present and future – to national development. The concept of Youth budgeting similar to child budgeting and gender budgeting initiatives can be used as pegs to initiate the process. In addition, special budget provisions available for excluded youth can also be incorporated. The development gaps and development inequalities between Scheduled Caste/scheduled tribe and dominant communities were recognized as early as 70s. The Scheduled Caste Sub Plan (SCSP) and the Tribal Sub Plan (TSP) was initiated as a strategy to promote development and reduce the inequalities. These are specific budgets available to every Ministry and department at the union and state levels. Similar provisions are made through the Multi-sector development program for the Minority communities. Additional budgets are also allocated for nomadic tribes in some states. The MoYAS could evolve the necessary frameworks for utilizing these budgets for the youth from these communities, which benefits them best. As a nodal agency MoYAS may need specialized cell within the ministry to promote Youth Budgeting and also engage and guide other ministries to formulate, utilize and track their budgets on youth. Youth budgeting can be planned and allocated for including various interventions to strengthen the strategies and result areas for inclusion of socially excluded youth within the MoYAS programmes and across other line ministries.

## **3.3 Monitoring Mechanisms**

Various monitoring mechanisms are available and are used by the state machinery. The following forms can be explored to monitor the NYP 2014 with an added inclusion lens.

### **i) Administrative Mechanism within MoYAS and Line Ministries:**

Recognising that youth as whole and large sections of the socially excluded youth may be outside the scanner of the line ministry, it is desirable that line ministries

set up internal mechanism by identifying a nodal officer/cell to focus on the youth section that will fall within their portfolio. The nodal officer/cell will be required to set up tracking mechanisms for ensuring that socially excluded youth are not left out. It is recommended that all reporting and monitoring formats include 'gender and social inclusion' indicators to track the participation and benefits shared by the youth from these sections. All evaluation may also include indicators on social inclusion.

**ii) Vigilance Committees:** Vigilance committees are used by the state at the district and state levels to monitor legal provisions and schemes too. In monitoring the NYP (with added inclusion lens) vigilance committees may be set up at the district levels with the active engagement of the NYK and NSS representatives to monitor the implementation of the various youth empowerment programs at the district level. This would include the review of the programs under multiple ministries and departments including budgetary provisions and utilization. Excluded youth should be adequately represented in these committees and their issues addressed. All data should be available in a disaggregated form across diverse excluded youth groups and be tracked and made available.

**iii) Periodic large scale surveys:** Large scale surveys and opinion polls are successfully used

in various ways. The UN SDG process included large scale surveys from young people on the 'world we want' across the globe and India was an active participant. These surveys can serve as a basis to understand the i) aspirations, ii) needs and iii) challenges faced by young people. The exclusion-inclusion lens can be incorporated into these surveys. Periodic surveys can provide current real-time data on the implementation of the NYP 2014 to take course corrections.

**iv) Social Equity Audits:** By creating certain additional components to the current Social Audit methodologies, the equity dimensions can be brought out. Equity dimensions in design and implementation of provisions and programs can be assessed through the Social Equity Audits. These would provide relevant information on the participation and benefits accrued to the excluded youth and can be useful to promote youth inclusion.

This chapter provides the outline for setting up an overall framework for promoting inclusion of socially excluded youth in the development programmes in MoYAS as well as line Ministries. The framework is 'decentralized and democratically structured for promoting inclusion through volunteering'. The chapter outlines the principles and strategies for building this framework and also the monitoring mechanisms for the same.

# Chapter 4: Action Plan for Inclusion of Socially Excluded Youth

As explained throughout this document, young people as a group are socially excluded in our society in not having adequate spaces to participate in decisions that affect their lives or the society they live in. Young people have not emerged nor been given the space and opportunity to emerge as a category in themselves. Further, youth are not a homogenous group but have to be recognized as containing many sub-groups with specific issues, needs and potential. They are diverse in their identities, beliefs and knowledge, locations, opportunities, gender and abilities to name a few of these diversities. An unfortunate reality is also being divided along various factors along social lines. A large majority of the young people face various forms of social exclusion, again reflecting the exclusions embedded in our society. In this regard young people from the Scheduled Caste, Scheduled Tribe, Muslim minority, young women, those with disabilities, from the LGBTQ communities were identified in particular. The National Youth Policy 2014 is an opportunity to provide space and facilitate the youth to emerge as a category that can have voice and can articulate their needs and potential in society, ensuring that the socially excluded youth are adequately included. The MoYAS has the NYKS and the NSS as institutional mechanisms to promote youth inclusion through their many existing programmes which include the socially excluded youth. The MoYAS also has the challenging task of being the nodal agency in this process. This will include working with other Ministries to promote inclusion of socially excluded youth within individual ministries. This chapter develops an action plan that can translate the framework outlined in chapter 3 and helps ground the same.

The MoYAS has the task of promoting an Inclusive Youth Lens – to ensure that youth as a whole are recognized and counted and socially excluded youth in particular are recognized and counted – in the portfolios of the Line Ministries. The following section expands on developing the Inclusive Youth Lens.

## 4.1 Promoting 'Inclusive Youth Lens' across Line Ministries

A huge population of 333.3 million young people in the country is in the 15-29 years age group. The MoYAS depends upon the entire government at the national and state levels to reach this huge population. A majority of the Ministries and departments at the national and the state level will be touching upon some dimension of youth development in their portfolios. The MoYAS could facilitate the various Ministries and departments to develop 'inclusive youth lens' perspective in their portfolios, roles and responsibilities. Some of these Ministries are easily identifiable – Ministry of Women and Child Development (adolescent and young girls), Ministry of Labour and Employment, Ministry of Skill Development, Ministry of Urban Development, Ministry of Rural Development, Ministry of Panchayati Raj are some of the obvious ones where the concerns and potential of youth need to be incorporated. In addition, some Ministries and departments have special responsibilities towards socially excluded young people - Ministries/departments of Social Justice and Empowerment (Scheduled Caste and Persons with Disability), Ministry of Tribal Affairs (Scheduled Tribes), Ministry of Minority Affairs

(Minority communities) etc. An important task for the MoYAS is to help these Ministries and departments to promote the 'inclusive youth lens' in their roles and responsibilities.

Eg: The MoYAS can help the Ministry of Panchayati Raj to develop its 'Youth Lens'. Possible steps are:

1. Identify the proportion and diversity of youth in the 15-29 years that are relevant to the PR institutions – as voters and as representatives.
2. Create suitable IEC materials for them to fulfill their respective roles as voters/representatives that can be disseminated to the youth.
3. Ensure protective and supportive measures for young people from socially excluded groups who would like to contest PR elections to ensure there is no violence and malpractices against them.

**Important Components of promoting inclusion of socially excluded youth in the Youth Inclusion Lens':**

Possible components and processes that can help develop the Youth Lens can be identified as: i) Creating a Youth Position Paper for the Ministry/department including strategies to promote inclusion of socially excluded youth, ii) identifying socially excluded youth groups and their population that the Ministry/department caters to, iii) holding periodic consultations with the youth to incorporate their needs and aspirations in the Ministry/department portfolio ensuring the voice of diverse and socially excluded youth are included, iv) demarcating administrative roles within the Ministry/department that will cater to and track inclusion of socially excluded youth population covered by the Ministry/department, v) demarcating financial resources that will be set aside for creating equity measures for the socially excluded youth and promoting inclusion in the youth programs, vi) reporting on youth specific programme implementation disaggregated along diverse groups of youth, particularly excluded youth, vii) setting up grievance redress mechanisms to ensure justice at individual and community levels and for course corrections.

When engaging with the Line Ministries and departments it is important to articulate and ensure the inclusion of the socially excluded youth perspective within their role. The Line

Ministry may be helped to identify the diversity of young people they cover and incorporating their voices and participation in building perspectives. The programming should also incorporate 'equity measures' to help socially excluded youth overcome their historical and current deprivations and disabilities and achieve equality with other youth.

The Scheduled Caste Development Officer in Panoor Block, Kannur District reported his efforts to evolve equity measures to address the social and economic barriers experienced by young people from socially excluded groups. The process included consultations with the young people to understand their problems and needs before finalizing the equity provisions.

- ix. Provide laptops for SC professional students (B.tech/MBBS/Diploma/para medical etc.)
- x. Provide assistance to construct study room for SC students, whose house is less than 800 sqf (maximum 1 lakh and room should be 120 sqf and required furniture should be purchased). This project is to prevent the drop out of SC students due to lack of proper space in home to study.
- xi. Provide soft skill training such as personality development, leadership, communication etc. for SC students and enhance their employability skill.
- xii. Self-employment training for SC youths especially for women, training such as fashion designing, embroidery, jewelry making, driving etc.
- xiii. Set up permanent coaching center for SC candidates who seek better employment.
- xiv. Provide subsidy-based loan for SC youths to launch self-employment.
- xv. Provide study table, chairs for SC students studying in secondary school
- xvi. Provide career guidance classes for SC students

**4.2 Leveraging volunteerism in other Ministries**

Various other ministries have personnel working as volunteers in their programs – education volunteers, panchayat volunteers, ashra workers, sakhshar

bharat, bharat nirman volunteers. A large potential is available in strengthening youth inclusion in the volunteering spirit in these ministries. The NYK and NSS units can be instrumental in promoting youth inclusion through collaborative engagement. For example – the NYKS/NSS volunteers could have a collaboration strategy at these programs at the district and block/panchayat levels building upon both volunteerism and youth inclusion. The various modules outlined above can be utilized in strengthening volunteerism and youth inclusion through volunteering. It will also be mutual strengthening of the NYKS/NSS too.

### **4.3 Engaging with Youth Led Organisations (YLOs) and Community Led Organisations (CLOs):**

Many young people from the socially excluded groups reported their volunteering engagements through local civil society organisations – YLOs and CLOs. These organisations provide them opportunities and support to develop themselves and also work with their communities. As already mentioned under Chapter 3, the MoYAS, NSS and NYKS can engage with these organisations to promote the inclusion of excluded youth, with mutual benefits across to all stakeholders.

### **4.4 Using Digitalisation to promote Inclusion of Socially Excluded Youth Groups**

As we move ahead on the path of digital India, socially excluded youth are in dithering situation as how and whether they are going to include themselves as part of this digital India. It is also a reality that computer education has been privilege to a minuscule percentage of excluded youth so far. The majority of excluded youth still do not have access to computer/internet due to their geographical and economic context. A main reason is the cost of such services and the

infrastructure availability in their habitations like internet services. The majority of rural youth use the internet primarily to access examination forms or to check results of some exams till few years back.

However, the availability of smart cell phones on different price scales across regions seems to have evolved a new age connecting point for youth across urban and rural locations including youth from socially excluded sections. Youth have started exploring ways and means to get connected with each other through social media such as Facebook and even explore the Internet world for information and knowledge. Though lack of 'digital education' for growing youth might be an emerging issue that needs to be tackled, mobile phones have become another ways to redefine living and connecting to the world.

Looking at the growing use of mobile phones, even among socially excluded youth, CSEI has evolved a mobile app under its 'Higher Education Link Programme (HELP)' towards improving the transition rate of excluded youth where youth can access information and knowledge about types of colleges/university, scholarships/fellowships/internship and connect with mentors across India. This can be made available to larger youth groups too for career counseling and guidance. It may also be possible for the MoYAS to initiate such apps for similar purpose.

### **4.5 Action Plan for Promoting Inclusion of Socially Excluded Youth**

Taking the framework evolved under chapter 3 to promote inclusion of socially excluded youth, the following Action Plan can be adapted by MoYAS through a five year time line. The active engagement of the NSS and NYKS can provide the institutional mechanism for implementation and engaging with other Line Ministries and civil society organisations.

S.No.	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
1	Create safe spaces for socially excluded youth groups (SEYGs) to articulate identity issues, barriers and constraints with self and the outside without threat and negation	<ul style="list-style-type: none"> <li>i) Increase exclusive youth clubs among SEGs (eg-club of youth with disability, club of SC youth, club of ST youth, young women's clubs..)</li> <li>ii) Identify and support active youth leaders from SEGs to promote youth clubs.</li> <li>iii) Identify and support Community-led organisations (CLOs) and Youth Led Organisations (YLOs) to promote youth development work among socially excluded youth as major component in their programmes.</li> <li>v) Develop and disseminate information on legislations, development schemes like SC/ST PoA, Forest Rights Act, SCSP/ TSP budgets, scholarships, reservation etc widely through panchayats, urban local bodies, schools, colleges, other institutions.</li> <li>v) Set aside specific budget provisions within NYKS/NSS to support youth volunteering activities among socially excluded youth.</li> <li>vii) Map socially excluded youth groups in the district levels and develop a road map for their inclusion and benefiting from youth policy.</li> <li>viii) Identify and encourage socially excluded youth to engage in sports activities.</li> <li>ix) Make provisions for computer learning and English learning in youth clubs of the socially excluded</li> <li>x) Promote and support excluded youth to excel in sports activities and participate in state and national events</li> </ul>	<ul style="list-style-type: none"> <li>i) More youth from socially excluded communities engage in volunteering activities</li> <li>ii) Youth from socially excluded communities recognise their rights and feel confident to discuss their barriers and constraints internally and externally.</li> <li>iii) Leadership capacities among socially excluded youth is enhanced.</li> <li>iv) Greater recognition and acceptance of the issues of social exclusion and disadvantaged faced by the socially excluded youth</li> <li>v) Sustainability of the objective to increase and enhance youth volunteering among excluded youth</li> <li>vi) Data and qualitative information about different excluded youth groups available</li> <li>vii) socially excluded youth engage and excel in sports</li> <li>viii) Aspiration to learn English and computers encourage and motivate youth.</li> <li>ix) More engagement and talents are spotted, confidence built</li> </ul>	NYKS/NSS/ Line Ministries Civil society organisations, Socially excluded youth, Role models and leaders from socially excluded groups, Schools and Colleges, Other bodies like Rotary etc	Immediate and Intermediate	MoYAS NYKS NSS Line Ministries

S.No.	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
2	Promote interfaces between socially excluded and general category youth	<ul style="list-style-type: none"> <li>i) Develop and disseminate information on different youth groups at the panchayat/block/district/state level as per the functioning of the body</li> <li>ii) Celebrate important days/leaders of socially excluded groups at various levels by all youth</li> <li>iii) Invite experts/leaders from socially excluded sections to orient on social issues</li> <li>iv) Hold dialogue between socially excluded and non-excluded youth groups at various spaces - colleges, communities, other institutions</li> <li>v) Document and disseminate achievements of the youth from socially excluded communities widely</li> <li>v) Set aside specific budget amounts within institutions for promoting inclusion actions</li> </ul>	<ul style="list-style-type: none"> <li>i) Greater appreciation for the diversity among youth</li> <li>ii) Recognition of the potential and contribution of different youth groups</li> <li>iii) Knowledge enhancement on various social issues for all youth</li> <li>v) Greater appreciation of diversity among youth and communities</li> <li>iv) Inclusion is promoted</li> </ul>	NSS/NYK/Panchayats, ULBs, DYC, state level	Immediate and Intermediate	MoYAS, NYKS, NSS, Line, Ministries
3	Strengthen institutions to promote inclusion	<ul style="list-style-type: none"> <li>i) Develop and disseminate social and gender inclusion policy for the institution</li> <li>ii) Designate a nodal person within the institution to promote and track social inclusion in practice</li> <li>iii) Design and implement capacity building of leaders and team within institutions on recruitment (5 days including field visits, visits to good practices) and refresher courses once in two years</li> <li>iv) Make gender and social inclusion monitoring and reporting indicators for institutions at all levels.</li> <li>v) Strengthen grievance redress mechanisms within institutions, give priority to complaints on discrimination, exclusion, violence etc</li> </ul>	<ul style="list-style-type: none"> <li>i) Shared understanding and standards on gender and social inclusion developed within institution</li> <li>ii) Sustained process for gender and social inclusion within institutions</li> <li>iii) Better appreciation of diverse youth, clarity of various social issues, review of bias and prejudices</li> <li>iv) Sustainability of initiatives within institutions</li> </ul>	MoYAS, NSS, NYKS, Line Ministries	Intermediate and long term	MoYAS
4	Monitor, measure and take corrective measures	<ul style="list-style-type: none"> <li>i) Include indicators on gender and social inclusion in all reporting formats at all levels</li> <li>ii) Include gender and social inclusion as indicators in evaluations</li> <li>iii) Nodal officer on gender and social inclusion tracks and identifies challenges and course corrections half yearly</li> <li>iv) Changes are built into the process based on challenges and progress</li> </ul>	<ul style="list-style-type: none"> <li>i) Issues of inclusion</li> </ul>	NSS, NYKS, Line Ministries, DYC	Immediate and Intermediate	
5	Promote inclusion environment in society at large	<ul style="list-style-type: none"> <li>i) Hold discussions on critical concerns of the socially excluded with empathy and understanding in media, public spaces</li> <li>ii) Promote anti-discrimination law cutting across various public spaces, provisions and services</li> <li>iii) Include civil society, others like rotary, lions to contribute to youth work and youth inclusion</li> </ul>	<ul style="list-style-type: none"> <li>i) Increased understanding on social exclusion among the public</li> <li>ii) Reduction in social barriers and increased participation of excluded youth</li> <li>iii) Increase in the youth development index</li> </ul>	MoYAS, NSS, NYKS, Line Ministries, DYC	Immediate and Intermediate	MoYAS, NSS, NYKS, DYC

#### 4.6 Strategic Recommendation for Translating NYP 2014

Taking the framework evolved under chapter 3 to promote inclusion of socially excluded youth, the following Action Plan can be adapted by MoYAS through a five year time line. The active engagement of the NSS and NYKS can provide the institutional mechanism for implementation and engaging with other Line Ministries and civil society organisations.

SN	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
1	Create safe spaces for socially excluded youth groups (SEYGs) to articulate identity issues, barriers and constraints with self and the outside without threat and negation	<ul style="list-style-type: none"> <li>i) Increase exclusive youth clubs among SEGs (eg-club of youth with disability, club of SC youth, club of ST youth, young women's clubs..).</li> <li>ii) Identify and support active youth leaders from SEGs to promote youth clubs.</li> <li>iii) Identify and support Community-led organisations (CLOs) and Youth Led Organisations (YLOs) to promote youth development work among socially excluded youth as major component in their programmes.</li> <li>iv) Develop and disseminate information on legislations, development schemes like SC/ST PoA, Forest Rights Act, SCSP/TSP budgets, scholarships, reservation etc widely through panchayats, urban local bodies, schools, colleges, other institutions.</li> <li>v) Set aside specific budget provisions within NYKS/NSS to support youth volunteering activities among socially excluded youth</li> <li>vi) Map socially excluded youth groups in the district levels and develop a road map for their inclusion and benefiting from youth policy.</li> <li>vii) Identify and encourage socially excluded youth to engage in sports activities.</li> <li>ix) Make provisions for computer learning and English learning in youth clubs of the socially excluded</li> <li>x) Promote and support excluded youth to excel in sports activities and participate in state and national events</li> </ul>	<ul style="list-style-type: none"> <li>i) More youth from socially excluded communities engage in volunteering activities</li> <li>ii) Youth from socially excluded communities recognise their rights and feel confident to discuss their barriers and constraints internally and externally.</li> <li>iii) Leadership capacities among socially excluded youth is enhanced.</li> <li>iv) Greater recognition and acceptance of the issues of social exclusion and disadvantaged faced by the socially excluded youth</li> <li>v) Sustainability of the objective to increase and enhance youth volunteering among excluded youth</li> <li>vi) Data and qualitative information about different excluded youth groups available</li> <li>vii) Socially excluded youth engage and excel in sports</li> <li>viii) Aspiration to learn English and computers encourage and motivate youth.</li> <li>ix) More engagement and talents are spotted, confidence built</li> </ul>	<ul style="list-style-type: none"> <li>NYKS/NSS/Line Ministries</li> <li>Civil society organisations,</li> <li>Socially excluded youth,</li> <li>Role models and leaders from socially excluded groups,</li> <li>Schools and Colleges,</li> <li>Other bodies like Rotary etc</li> </ul>	<ul style="list-style-type: none"> <li>Immediate and</li> <li>Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>MOYAS</li> <li>NYKS</li> <li>NSS</li> <li>Line Ministries</li> </ul>

SN	Result Area	Activities	Expected Outputs	Stake-holders	Time Line	Responsibility
2	Create safe spaces for socially excluded youth groups (SEYGs) to articulate identity issues, barriers and constraints with self and the outside without threat and negation	<ul style="list-style-type: none"> <li>i) Develop and disseminate information on different youth groups at the panchayat/block/district/state level as per the functioning of the body</li> <li>ii) Celebrate important days/leaders of socially excluded groups at various levels by all youth</li> <li>iii) Invite experts/leaders from socially excluded sections to orient on social issues</li> <li>iv) Hold dialogue between socially excluded and non-excluded youth groups at various spaces - colleges, communities, other institutions</li> <li>v) Document and disseminate achievements of the youth from socially excluded communities widely</li> <li>v) Set aside specific budget amounts within institutions for promoting inclusion actions</li> </ul>	<ul style="list-style-type: none"> <li>i) Greater appreciation for the diversity among youth</li> <li>ii) Recognition of the potential and contribution of different youth groups</li> <li>iii) Knowledge enhancement on various social issues for all youth</li> <li>v) Greater appreciation of diversity among youth and communities</li> <li>iv) Inclusion is promoted</li> </ul>	NSS/NYK/ Panchayats, ULBs, DYC, state level	Immediate and Intermediate	MoYAS, NYKS NSS Line Ministries
3	Strengthen institutions to promote inclusion	<ul style="list-style-type: none"> <li>i) Develop and disseminate social and gender inclusion policy for the institution</li> <li>ii) Designate a nodal person within the institution to promote and track social inclusion in practice</li> <li>iii) Design and implement capacity building of leaders and team within institutions on recruitment (5 days including field visits, visits to good practices) and refresher courses once in two years</li> <li>iv) Make gender and social inclusion monitoring and reporting indicators for institutions at all levels.</li> <li>v) Strengthen grievance redress mechanisms within institutions, give priority to complaints on discrimination, exclusion, violence etc</li> </ul>	<ul style="list-style-type: none"> <li>i) Shared understanding and standards on gender and social inclusion developed within institution</li> <li>ii) Sustained process for gender and social inclusion within institutions</li> <li>iii) Better appreciation of diverse youth, clarity of various social issues, review of bias and prejudices</li> <li>iv) Sustainability of initiatives within institutions</li> </ul>	MoYAS,  NSS NYKS Line Ministries	Intermediate and long term	MoYAS
4	Monitor, measure and take corrective measures	<ul style="list-style-type: none"> <li>i) Include indicators on gender and social inclusion in all reporting formats at all levels</li> <li>ii) Include gender and social inclusion as indicators in evaluations</li> <li>iii) Nodal officer on gender and social inclusion tracks and identifies challenges and course corrections half yearly</li> <li>iv) Changes are built into the process based on challenges and progress</li> </ul>	<ul style="list-style-type: none"> <li>i) Issues of inclusion</li> </ul>	NSS NYKS Line Ministries DYC	Immediate and Intermediate	
5	Promote inclusion environment in society at large	<ul style="list-style-type: none"> <li>i) Hold discussions on critical concerns of the socially excluded with empathy and understanding in media, public spaces</li> <li>ii) Promote anti-discrimination law cutting across various public spaces, provisions and services</li> <li>iii) Include civil society, others like rotary, lions to contribute to youth work and youth inclusion</li> </ul>	<ul style="list-style-type: none"> <li>v) Increased understanding on social exclusion among the public</li> <li>v) Reduction in social barriers and increased participation of excluded youth</li> <li>vii) Increase in the youth development index</li> </ul>	MoYAS, NSS NYKS Line Ministries DYC	Immediate and Intermediate	MoYAS, NSS NYKS DYC

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution)
<b>1 Youth Profiling</b>							
a.	Creating extensive disaggregated data base on youth, youth volunteers, youth led organisations and CSO working with youth ensuring socially excluded and marginalised youth are adequately covered and represented in each category	<ul style="list-style-type: none"> <li>Extracting information from census on youth disaggregated by age, gender/ sexual orientation, education, social groups, disability, employment, etc. and further analysing the data.</li> <li>Creating and making available youth profiles disaggregated by age, gender/ sexual orientation, social group, region/ state, education, disability occupation, needs/aspirations, any other for policy and programming purposes to duty bearers.</li> <li>Developing ICT tool and web GIS platform for generating and analysing database available the following                             <ul style="list-style-type: none"> <li>On youth</li> <li>On youth volunteers separately</li> <li>Youth –led organisations, youth clubs, young women's groups</li> <li>Organisations working with youth Training centres</li> <li>Youth resource centres</li> <li>Youth networks&amp; platforms</li> <li>Developing a directory of the youth organisations. (every 5 years)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Data on youth, youth volunteers; organisations working with youth available for policy and planning measures.</li> <li>Profiles of various youth groups are available for policy making, planning and programming available.</li> <li>Adequate information on socially excluded and marginalised sections of youth are available for building equitable and inclusion strategies.</li> <li>Information on different models of working with youth and resources available in a given area</li> </ul>	Policy makers, Government functionaries, Youth workers, youth volunteers, civil society organisations	Immediate	Dec 2016	Ministry of Youth Affairs and sports (MoYAS), Ministry of Statistics and Programme Implementation (MoSPI)

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNID any other Ministry/ Department/ Institution)
b	Profiling of local youth champions/ role models with special focus on disadvantaged and excluded youth and their engagement	<ul style="list-style-type: none"> <li>Designing criteria for selection of champions</li> <li>Documentation and dissemination of the journey, of the role model/ champions , issues addressed and their contribution to youth and society including work done by them as evidence ensuring that diverse groups of youth are recognised distinctly.</li> <li>Promoting leadership and inclusion of girls and socially excluded youth is mandatory criteria.</li> <li>Increasing the visibility of youth champions in public forums</li> </ul>	<ul style="list-style-type: none"> <li>Role of youth in development will become more visible</li> <li>Innovative strategies to address youth and community needs and aspirations emerge</li> <li>Youth role models emerge</li> </ul>	MoYAS, NSS, NYKS, youth organisations and other civil society organisations	Immediate	Dec 2016	DYCs, Regional Directors (NSS)
c	Mapping needs and aspirations of young people with a positive bias towards women, disadvantaged and socially excluded youth	<ul style="list-style-type: none"> <li>Conducting District level Situational Analysis by UNV DYCs</li> <li>Developing a Checklist for situational analysis which will also reflect how to capture the aspirations of diverse groups of young people</li> <li>Training and related tools developed to undertake mapping exercise</li> <li>Publish and sharing of the situational analysis report, through main stream media</li> </ul>	<ul style="list-style-type: none"> <li>Needs and aspirations of youths will be mapped.</li> <li>Better nuanced and focused strategies and programming for youth</li> </ul>	Youth, policy makers and administrators, institutions working with youth, civil society organisations	Immediate	Dec 2016	UNV DYC, MoYAS
	Mapping expectation and challenges of young people from volunteering opportunities	<ul style="list-style-type: none"> <li>Consultation with young people at zonal level and national level.</li> <li>Publish outcome of such consultation with special mention of expectation and challenges of women, differently able and socially excluded community.</li> </ul>	<ul style="list-style-type: none"> <li>Needs and challenges of youth will be mapped</li> <li>More focused strategies for women, differently able and socially excluded community</li> </ul>	Youth, policy makers and administrators, institutions working with youth, civil society organisations	Immediate	Dec 2016	UNV DYC, MoYAS

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIDY any other Ministry/ Department/ Institution
d	Reorienting the youth festival and youth conclave to recognise and highlight the youth diversity, resilience and contribution	<ul style="list-style-type: none"> <li>Organise discussions and debates to provide space to youth to discuss about their aspirations and needs.</li> <li>Engage young people to create youth festivals , young people part of design and agenda setting of the festival</li> <li>Holding interactive sessions across diverse groups of youth to promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Youth aspirations realised</li> <li>Better engagement across diverse youth groups</li> <li>Future collaboration evolve</li> <li>Youth contribution</li> </ul>	Youth, youth volunteers, Ministry	Intermediate	2017	UNV DYC, MoYAS, NYKS
e	High profiling of awards - Youth and Volunteers	<ul style="list-style-type: none"> <li>Engage with media to highlight the importance of award/ festival at national level</li> <li>Involve the Youth awardees in district and state level meetings</li> </ul>	<ul style="list-style-type: none"> <li>Motivation and encouragement to youth</li> <li>National attention on youth issues and contribution</li> <li>Youth from remote and disadvantaged youth are recognised and awarded</li> <li>Youth role models emerge</li> </ul>	Media ,youth awardees, youth led organisations, civil society organisations	Intermediate	2017	MoYAS, PMO

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNID any other Ministry/ Department/ Institution)
<b>2. Youth Highlighting</b>							
a	National communication strategy and increasing the visibility	<ul style="list-style-type: none"> <li>Formulate a National Communication strategy focusing on youth diversity, needs and aspirations, contribution, awareness creation, outreach, advocacy and engagement of social media. (Internal and external agenda for youth empowerment)</li> <li>Creating a strong tag-line to create visibility about investing in youth (e.g. - empowered youth, empowered India)</li> <li>Organizing slogan contest which can be held at national and local</li> <li>Prepare documentaries capturing youth diversity, contribution, achievements</li> <li>Organize media events</li> <li>Create Facebook and twitter accounts and post regular blogs on social media to provide an interface with youth.</li> </ul>	<ul style="list-style-type: none"> <li>National attention on youth role and contribution</li> <li>Improved strategy to engage with youth</li> <li>Increased investment on youth empowerment</li> <li>Expanding and deepening the engagement with youth</li> <li>Marginalised and socially excluded youth are covered</li> </ul>	Youth, Youth led organisations, civil society organisations, media organisations	Immediate	Sept 2016-March 2017 April 2017-December 2017 April 2017-December 2017 April 2017-December 2017	MoYAS, NYKS, UNVDYC
<b>3. Setting up of National Advisory bodies and strengthening of similar structure/bodies at district and state levels</b>							
a	National	<ul style="list-style-type: none"> <li>Setting up of a national advisory body including experts, youths, Civil society organisations and youth organisations reflecting social diversity and disadvantaged social groups</li> </ul>	<ul style="list-style-type: none"> <li>Policy, planning and programming are more contextual and nuanced</li> <li>Real time issues and needs can be included in the youth empowerment strategy and programmes</li> <li>Improved planning and programming in the concerned bodies</li> </ul>	Experts from disadvantaged communities	Immediate	2017	MoYAS

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution)
<b>4. Capacity Building</b>							
a	Building Capacity of existing Youth workers through certification courses and training programmes	<p>Capacity Building programmes on</p> <ul style="list-style-type: none"> <li>• Understanding youth and how to work with youth</li> <li>• Understanding the needs, diversity, perspectives, gender and identity, volunteer management, etc.</li> <li>• How to create safe spaces for young people's engagement</li> <li>• Short-term certification training may be developed (could be online)</li> <li>• Training of trainers programme on all four thematic areas which will help to create a state-wise pool of trainers</li> <li>• Assessment of the existing institutions (ETIs) and training courses</li> <li>• Setting up of youth workers networks and connecting with them for knowledge sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of youth workers</li> <li>• Youth workers emerge from socially excluded communities</li> <li>• Knowledge base of youth workers enhanced</li> <li>• Better implementation of policies and strategies</li> <li>• Innovation from the ground</li> </ul>	Youth led organisations, training institutions, civil society organisations, NSS/NYKS	Immediate	2017-2020	RGNIID, UNDP, MoYAS, civil society organisations

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution)
b.	Youth (including volunteers)	<ul style="list-style-type: none"> <li>Developing online courses on volunteering through NYKS and NSS portals and in four thematic areas</li> <li>Design programs for facilitating cross border (different identities; in terms of caste, religion, sexuality,) exchange of opinion, ideas and life experiences.</li> <li>IEC material for four thematic areas can be developed (this could be a part of the project)</li> <li>Guideline on designing of youth volunteering program.</li> <li>Designing volunteer programmes that empower the youth and are youth led.</li> <li>Youth and youth work related theme based booklets developed and made available at the youth clubs, panchayats, local bodies, schools and colleges</li> </ul>	<ul style="list-style-type: none"> <li>Deepened knowledge and skills</li> <li>Youth volunteers emerge from socially excluded communities</li> <li>Healthier relationship among youth across different communities.</li> <li>Better translation of the four thematic objectives on the ground</li> <li>Youth volunteer emerge</li> </ul>	Youth, Youth workers, Youth led organisations, training institutions	Immediate	2017-20	MoYAS, RGNIID, UNDP
<b>5. Institution strengthening</b>							
a	Setting up appropriate mechanisms at the Ministry level for implementation – e.g. nodal cells/persons within ministry to promote and track convergence, social and gender inclusion etc.	<ul style="list-style-type: none"> <li>Capacity building of MoYAS government functionaries; and at the state levels</li> <li>Identification of support agencies</li> <li>Council of young people to input the direction of institutions</li> </ul>	<ul style="list-style-type: none"> <li>Improved strategies and resources to promote youth empowerment</li> <li>Youth voice in decision making</li> </ul>	Government functionaries, MoYAS, Youth	Intermediate	2017	UNV/UNDP

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution)
b	Convergence building with other Ministries	<ul style="list-style-type: none"> <li>Set up a Platform/Committee at national and state level to bring together various relevant ministries and government departments to share good practices by the specific ministries specific to program engagement and financial investment</li> <li>Enabling youth connect with other ministries, particularly with ministries focused on vulnerable and marginalised youth</li> <li>Relevant Ministry's yearly action plan states their specific initiatives with young people and includes such activities in their annual report.</li> <li>Creating guidance notes for each ministry on how to promote youth volunteerism and engage youth through their core programmes</li> </ul>	<ul style="list-style-type: none"> <li>Youth agenda gets accepted across ministries as their integral component</li> <li>Greater clarity in individual ministries on the role and potential of youth in their ministry purpose and results</li> <li>Large proportion of youth get covered</li> </ul>	Relevant ministries including MoYAS	Intermediate	2017-2020	MoYAS
c.	Implementation of Gender and Social inclusion policy	<ul style="list-style-type: none"> <li>Creating enabling environment at the Ministry for the implementation of Gender and Social inclusion policy.</li> <li>MOYAS creates and share Model policies to all institutions to adapt and adopt</li> <li>Create gender and social inclusion indicators and incorporate them at all reporting levels</li> <li>Include gender and social inclusion as criteria for selection for all awards</li> <li>Include women and socially excluded youth in all profiling, awarding and celebrating etc</li> </ul>	<ul style="list-style-type: none"> <li>Greater clarity and consensus on promoting gender and social inclusion</li> <li>Gender and social inclusion becomes fundamental strategies and outcomes at all levels of various institutions</li> <li>Clarity on institutional mandates and consequences</li> </ul>	All Ministries	Intermediate	2017	MoYAS, NSS, NYKS

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIDY any other Ministry/ Department/ Institution)
d.	Creating a Reporting mechanism	<ul style="list-style-type: none"> <li>Preparation of Detailed Annual Report</li> <li>Quarterly Newsletter</li> <li>Weekly blogs in the website</li> <li>Regular tweets and posts in Facebook</li> <li>Reporting reflects diversity, disadvantaged groups and inclusion actions</li> <li>Include innovations in reporting</li> </ul>	<ul style="list-style-type: none"> <li>Visibility of youth work</li> <li>Informed decisions around youth issues</li> </ul>	All Ministries, Youth organisations, Policymakers	Immediate	December 2016	NSS, NYKS, MoYAS, UNDP
e.	Youth Budgeting	<ul style="list-style-type: none"> <li>Advocacy for youth budgeting with various ministries</li> <li>Leverage special budgets available with different ministries for youth empowerment – eg Scheduled caste sub plan, tribal sub plan, multi-sector development program, disability specific budgets, gender specific budgets etc</li> <li>Providing details on budgeting in the annual report.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry will allocate Allocation of specific budget for youth development</li> <li>Planned activities for youth engagement through different ministries</li> </ul>	Different Ministries, Departments and Organisation working with youth	Intermediate	2017	MoYAS
f.	Partnerships with Private sector	<ul style="list-style-type: none"> <li>Building partnerships with the private sector at national and local levels - For innovation and skills; for Resource mobilization - financial and technical (corporate volunteers)</li> <li>Create provisions to tap CSR fund for development activities.</li> <li>Include Youth Development work as a core areas for CSR funding</li> </ul>	<ul style="list-style-type: none"> <li>PPP models to support positive youth development initiatives</li> <li>Mobilisation of funds in youth sector</li> <li>Increased budget for youth development in private sector</li> </ul>	Private sector including corporates	Long term	2017	MoYAS, UNV DYC

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution
<b>6. Education as a strategy for youth development</b>							
a.	Partnerships with educational institutes and Academia	<ul style="list-style-type: none"> <li>Partnerships with educational institutions to do research on aspirations, needs, of young people role of youth in development, youth development and youth leadership programs and other youth related issues</li> <li>Design online programmes</li> <li>Collaborate with UGC to set up a research/ policy institutions/ bodies on youth development</li> <li>Collaborate with women studies units and centre for exclusion and inclusive policies in various universities</li> </ul>	<ul style="list-style-type: none"> <li>Researched information available on youth issues and youth empowerment</li> <li>More academic institutions are engaged in youth strategy and planning</li> <li>Independent data and information on youth issues</li> <li>Focused Information on socially excluded and marginalised youth issues</li> </ul>	Youth, youth development professional Research scholars and academic institutions	Intermediate	2017	MoYAS and MHRD, UGC
<b>7. Setting up a National Commission for youth</b>							
a	Setting up of National Commission for youth	<ul style="list-style-type: none"> <li>This will be an independent body which will have an oversight for the youth development, needs, issues and empowerment in keeping with the constitutional mandates and progress of youth at the global level.</li> <li>Public consultations to determine the role of the commission in youth development.</li> </ul>	<ul style="list-style-type: none"> <li>Focused national attention on youth</li> <li>Youth rights are protected and promoted, violations addressed</li> <li>International collaboration and cooperation on youth empowerment</li> </ul>	Youth	Long term	2018	MoYAS

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term)	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIDY any other Ministry/ Department/ Institution)
<b>8. Promoting Youth Volunteering</b>							
a.	Develop Strategies to promote Youth volunteering with special attention to disadvantaged and socially excluded youth	<ul style="list-style-type: none"> <li>Mapping the need of young people from volunteering opportunities. This can be done as part of the situational analysis mentioned in point no 1c</li> <li>Guideline on designing of youth volunteering program with focus on creating safe space, which facilitates learning about self by engaging with community issues.</li> <li>Make volunteering aspirational among young people by disseminating stories on impact of volunteering in personal and professional growth through mainstream media.</li> <li>Setting up of NSS self - finance Units in private educational institutions</li> <li>Promoting volunteering as a culture at school level through NCERT, NEUPA, CBSE and state boards;</li> <li>Introducing awards at the school level for good practices of promoting volunteering.</li> <li>Design robust volunteering programme - specific to the four thematic areas which will include set of specific activities to be conducted by the volunteers</li> <li>Volunteer management guidelines prepared</li> </ul>	<ul style="list-style-type: none"> <li>Informed volunteering programming by NSS and NYKS and other youth organisations.</li> <li>Increased effectiveness of Volunteering programs</li> <li>Participation of youth in volunteering programs from different background</li> <li>Volunteering emerges as a capacity building vehicle</li> <li>Volunteering is a sought after activity among young people.</li> <li>Greater acceptance and recognition of volunteering efforts made by youth.</li> <li>Volunteering embedded as part of school education</li> <li>High level of ownership among volunteers and optimal potential of volunteer unleashed.</li> <li>Empowered volunteers</li> </ul>	NYKS, NSS and youth organisations and departments/ institutions who want to engage youth volunteers	Immediate Intermediate Long term Intermediate Immediate Long term Immediate	2017-2020	UNV, NYKS, NSS and RGNIDY, MoYAS UNDP, UNV

S.No.	Key Action	Activities	Expected outcomes	Target group (Youth workers, Youth volunteers, Government functionaries etc.)	Timeline( Immediate, intermediate, long term	Priority (as per timeline, Resource availability)	Responsible partner (MoYAS, NYKS, NSS, RGNIID any other Ministry/ Department/ Institution
		<ul style="list-style-type: none"> <li>Mapping of existing organizations/ programmes on youth volunteering</li> <li>Introducing mandatory number of hours for volunteering at the local level.</li> <li>Trainings to be organized for young people on developing youth leadership and building an understanding on volunteering and how it is going to add value to their own self.</li> <li>Highlighting youth volunteering work at different platforms.</li> </ul>					
<b>Concluding Strategy</b>							
9.	Plan of Action	<ul style="list-style-type: none"> <li>All the above recommendations to be implemented first in 29 districts which are a part of the project – ‘Strengthening of NYKS and NSS’</li> </ul>	<ul style="list-style-type: none"> <li>Model strategies, mechanisms are evolved and fine-tuned</li> <li>District models available for states to adopt and adapt</li> <li>Lessons are learnt and improved upon</li> <li>At scale adaptation possible after pilot period</li> </ul>	NYKS, NSS, civil society organisations, youth organisations, youth volunteers, media, various govt departments,	Immediate	2016 - 17	MoYAS, UNV DYC, UNDP

## 4.7 In Concluding

In keeping with the purpose of promoting 'inclusion of the socially excluded youth in the roll-out and implementation of the National Youth Policy 2014' this paper explores various issues related to social exclusion and inclusion in youth empowerment. It highlights the need to recognize youth as a category and promote their full participation in society as a foundation for building 'Empowered India'. The paper is particularly concerned about young people from socially excluded groups – Dalits, Tribals, Muslim Minority and youth with disability, youth who are differently sexually oriented – who are further excluded owing to their identities or particular characteristics. It is important to recognize that the young people from these communities constitute more than 40% of the youth population. The paper argues that empowering India or empowering youth in India is not possible without including the socially excluded youth groups.

The paper makes linkages with volunteering as key strategy in promoting youth empowerment, given the extent, diversity and complexity of the youth across the country. Further it links youth for development and youth development through volunteering as already existing practices among socially excluded youth. Very often, these are not visible or recognized outside the community given the nature and depth of social exclusion and segregation faced by these communities.

The paper has developed the Framework that provides the basic dimensions through which Inclusion of socially excluded youth can be promoted in the NYP. The framework locates itself on the principles of respect for diversity, rights based approach and social equity and social justice. It lays emphasis on the need to promote an inclusion environment through creating public spaces and promoting public education for social inclusion. Inclusion of socially excluded youth becomes possible when it is embedded in a wider environment of societal inclusion. The framework also outlines possible monitoring mechanisms with youth included.

Importantly the paper highlights the need for i) creating exclusive safe spaces for socially excluded youth to articulate and address social exclusion issues related to their identities and

other dimensions. Drawing upon the experiences from the women's movement creating safe spaces for women to come together, the paper recommends that the MoYAS along with the NYKS and NSS enhance the efforts to create safe spaces for socially excluded youth groups. Further, ii) The paper recommends creating interfaces between Socially Excluded Youth Groups and Non-Excluded Youth Groups to come together to understand each other and build sensitivity and collaboration across diverse youth groups. Public spaces are needed to discuss and debate concerns and issues of various youth groups objectively and sensitively. While recognizing existing strategies for including marginalized youth in the programmes through NYKS and NSS, the paper makes an important contribution in identifying simple steps to enhance the process of inclusion in their core programmes. The paper brings the concept of Community Led Organisations (CLOs) which are civil society organisations led by members of socially excluded communities. It suggests the role of leaders from within the socially excluded communities to contribute to knowledge building on socially excluded youth, mentoring and being role models. The paper has identified and put down various volunteering practices taken up by socially excluded youth currently. These provide good examples that can be adapted and adopted. The paper also provides four annexures –i) potential list of Community Led Organisations across 10 states, ii) Training Module on social equity and inclusion, iii) Constitutional and Legal provisions, programmes and schemes that have special relevance to the socially excluded youth and their communities and iv) a set of days and celebrations that have special meaning to the socially excluded youth. Through these various sections, the paper recognizes the important role of the MoYAS as the specialized agency for promoting youth empowerment which also holding the challenging task of being the nodal agency for youth empowerment for other line Ministries. It recognizes the current programmes and provisions for inclusion under the NYKS and NSS. This paper contributes to building knowledge on social exclusion among young people in the theoretical framework and in practice. It contributes to possible ways in which the inclusion of young people from socially excluded groups can be enhanced and strengthened. We are hopeful that the NYP 2014 will consider the framework, recommendations in its rollout and implementation.

## Annexures

### 1. Community-Led Organizations (CLOs)

The Community-Led Organizations are the Civil Society Organizations led by women and men from Dalit, Adivasi, Muslim or other socially excluded/marginalized Communities. Members of the marginalized communities themselves lead the leadership, decision-making in the organization. The organization agenda also reflect the needs and concerns of the marginalized communities themselves. They have the last-mile connectivity to the most marginalized communities. CLOs provide the opportunities for the leadership and agency building of the marginalized and socially excluded communities. Civil Society Organisations (CSOs) or their leadership on the other hand may not have the experiential knowledge of the issues they are addressing. The term Community-Led Organization (CLO) was evolved by CSEI during the study 'Making Growth Just and Inclusive: Partnering Community Led Organizations of the Marginalized.

Important characteristics of the CLOs are i) they are led by the community members who have personal

experience of the issues they are addressing. They may even have overcome tremendous barriers from their families, communities, the larger society and even the State in addressing these issues so that an experiential knowledge is evident. They have nuanced understanding of the issues they are taking up. ii) They are located within their communities in terms of their leadership, concerns and context and have great potential in addressing persistent social exclusion issues of their communities; iii) they are role models for other young people in their communities; iv) regardless of the other apprehensions about their abilities to manage programmes they have a unique reach to, and connect with, their respective communities and v) leadership and decision making role was vested in the marginalized communities with whom the organization works.

Following is the list of potential CLOs from 10 states that MoYAS and NYKS/NSS can connect to and collaborate in implementing the programs.

S.No.	Name of the Organization	Name of Chief Functionary	Intervention area/District	Contact Address of Organization	Social Group
1	Blue Hills Society	Dr.Amit Phunglo	Dima-Hasao District	Disgao Razi,Haflong,Dima Hasao Phone: 9401687875 Email: aps.haflong@gmail.com	ST-Male
2	JHAI Foundation	Abdul Kalam Azad	Barpeta , Guwahati	Ph: 8472823884, e mail: a.k.azad028@gmail.com	Muslim Male
3	The EAST	Hema Das	Sonitpur & Morigaon Districts	Nikamul Satra, Tezpur, Pin- 784001, Phone: 09435007215, E mail:hemadas2@gmail.com	ST-Female
4	Pajhra	Stephen Ekka	Assam State	Sahitya Rathi Path, Dhanoa Nagar, Tezpur - 784001. Sonitpur : Assam Phone. 91-3712-252710, 09435082656, E mail: pajhra@rediffmail.com	Adivasi Male
5	DAPON the Mirror	Pabitra Rabha	Assam State	Milanpur, Tangla, Udalguri, BTAD, Assam, Phone No: 9435384971, Email Id: dapondm@gmail.com	ST-Male on Dwarfism
6	Jaluguti Agragami Mahila Samity	Rousonara Begum	Morigaon District	Fulbari, Jaluguti, Morigaon, Assam, Phone : 9435167406	Muslim Female
7	Rupahi Kohinoor Club	Gulap Hussain	Morigaon, Nagaon and Sonitpur districts	Rupahi Tinali, P.O. Rupahi, Nagaon , Ph:09435061017, Email:rupahikohinoorclub@gmail.com rupahikohinoorclub@yahoo.com.	Muslim Male
<b>No.2- Bihar</b>					
8	Ejad	Akhtari Begum	Kishanganj and Patna	Patna, Phone: 09430559191/ izadpatna@gmail.com	Muslim Female
9	Dashra	Uday Kumar	Patna	Patna, Phone: 09955489362, Email: Udaydashra@gmail.com Udaydashra.org.in	SC Male
10	Deep Jyoti Kalyan Sansthan	Subodh Ravidas	Nalanda	Nalanda. Phone: 09931151871/ jks_pawapuri@yahoo.com	SC Male
11	Bihar Ambedkar Students Forum (BASF)	Upendra Manjhi	Jamui	08298963200 email: upendraku86@gmail.com	SC Male-Youth
<b>No.3- Chhattisgarh</b>					
12	Rachna Manch	Renuka Ekka	Dhamtari, Kanker, Raipur	Dhamtari, Phone: 09424215249/ rachnamanch93@gmail.com	ST. Female
13	Lok Astha Seva Sansthan	Lata Netam	Block-Chhura , District-Gariyaband	Darrapara (keshodar), post- Nahargaon, Tahsil+District-Gariyaband (C.G.)493889, Ph- 07706-296838, 09425252939, ,9770413275 Mr, Hemnaraya Mo.- 9425252880	ST Female
14	Jan Jagriti Manch	Ajit Ekka	Raipur	Raipur, Phone: 09993796489, Email: ajit.ekka@gmail.com	ST Female
<b>No.4- Jharkhand</b>					
15	Jharkhand Mahila Utthan	Neelam Besara	Hazaribagh	Vill- Lara. P.O- Churchu. Hazaribag,PIN-825311 8986888166, 7765972335 Email- jharkhandmahilauthan@gmail.com	ST Female

S.No.	Name of the Organization	Name of Chief Functionary	Intervention area/District	Contact Address of Organization	Social Group
17	Hope	Manorama ekka	lohaddagga	9939992297, Email: manoekka@gmail.com	ST Female
18	Kalanga Bazar Education Trust	Sakina Ahmed	Ranchi	Ranchi, Ph: 09334240435, Email: kbet.ranchi@gmail.com	Muslim-Female
19	Multi Art Association	Mithilesh		Near Bazar Samiti, Sudna, Daltongnaj, Palamu, Jharkhand Ph: 9031756273, E mail: maa.palamu@gmail.com	SC Male
<b>No 5-Madhya Pradesh</b>					
20	Jan Sahas	Asif Sheikh	Devas	Dewas, Phone: 07272- 408090/ 09826423634, Email: jansahas@gmail.com/ www.jansahasindia.org/ www.mailamukti.org	Muslim Male
21	Pradeepan	Rekha Gujre	Betul	Borgom (jin), Betul, MP Phone: 07121-231969,264663/ 09406936755, 09301810514 Pradeepan_05@yahoo.com	SC Female
22	Adivasi Chetna Sansthan	Benedict Damor	Jhabua	Jhabua, Phone: 09425413600/ 07392-245650 E-mail: acsssjha@hotmail.com www.tribaljhabua.org	ST Male
23	Daksh Umbrosh Empowerment Society	Bharti Sonker	Bhopal	Bhopal, Phone: 09826564374, Email: bharti.sonker@rediffmail.com	SC Female
24	Nav Disha Sahara Mahila Mandal	Asma Parveen	Ashoknagar	Phone:09425768508, E mail: navdisha_sahara@yahoo.co.in	Muslim Female
25	Gopal Kiran Samaj Sei Sansthan	S.P. Nimraje	Gwalior	Gwalior, Phone: 09425118370/ 0751-2340719, Email: gksss85_org@rediffmail.com	SC Male
<b>No-6- Maharashtra</b>					
26	Rachana Vikas	Razia Patel	Maharashtra State	P.17, Suyog Heights, Sneh Paradise, Rambung Colony, Kothrud, Pune- 411038, Phone: 2025436980, E mail: raziap@gmail.com	Muslim Female
27	Muslim Gawali Samaj Samitee	Saleem Hasan Mirawale	Maharashtra State	50/351, Ashiyana, Gawalipura, Frezarpura, Amrawati-444606Phone: Ph: 9923158057, E mail: mirawalesaleem@yahoo.com	MuslimMale
28	Samarthya Kalyankari Sanstha	Ranjita Ganesh Pawar	Block	At-Sardar Nagar,PO-Kader, Omerga, Osmanabad,Pin: 413606 Phone: 9765363734 Maha.samarthya@gmail.com	NT-DNT-Male
29	Kranti	Sunita Bhosle	Block	A/P Ambli,Tal –Shirur,Dist-Pune-412211, Ph: 09527238688 socialkranti@gmail.com	NT-DNT Female
30	Parivartan Sheel Sansta	Mr. Punjabrao Gawai	Ward	Room 8, Mahatma Phule Chawl, Kranti Nagar, Kandiwali East, 400101, Phone: 7738589212, parivartansheelsansta@gmail.com	SC Male

S.No.	Name of the Organization	Name of Chief Functionary	Intervention area/District	Contact Address of Organization	Social Group
30	Parivartan Sheel Sansta	Mr. Punjabrao Gawai	Ward	Room 8, Mahatma Phule Chawl, Kranti Nagar, Kandiwali East, 400101, Phone: 7738589212, parivartansheelsansta@gmail.com	SC Male
31	Malegaon Industries & Manufactures Association	Aleem Faizee	Malegaon City	172, Dar-UI-Amaan ,Fort, Malegaon, Phone: 9371239892 E mail: Aleem.faizee@gmail.com, Mima.malegaon@gmail.com	Muslim Male
32		Priyanka Jadhav	Pune	Mahatma Jotiba Phule Swayamsevi Shikhshan Sanstha, Pune, Maharashtra, Ph: 9730421224, E mail: priyajmsw@gmail.com	NT-DNT Female
<b>No-7- Odisha</b>					
33	Solidarity for Developing Communities	Bijay Singh	Behrampur	Holpatna, Behrampur, Badasahi Bam, Orissa,Phone: 0680-2205266/ 09437828822, Email: sfdcbam@gmail.com www.sfdc.org.in	SC Male
34	Samajik Seva Sadan	Veronica Dung Dung	4 blocks of Dhenkanal and Sundargarh districts	At Banjikusam, Post- Mahisha Path, Dist. Dhenkanal, Phone:09437864665/ verodungdung@gmail.com	ST Female
35	Society for Weaker Sections (SWS)	Sophia Shekh	Bhadrak	Bada Shankerpur, Near Masjid, Bhadrak, Ph: 09437000489	Muslim Female
36	Bold Initiatives, Research and Documentation (Bird Trust)	Farhat Amin	Cuttack	Opposite P.M Academi, Close to Cuttack Big Bazar, Cuttack, Ph:09861119909. E mail: swcbdkodisha@gmail.com	Muslim Female
<b>No-8- Rajasthan</b>					
37	Need Shiksha Evam Shodh Sansthan	Ram Tarun	Alwar	Alwar, Phone: 08094894351,Email:dsrtarun@yahoo.co.in	SC Male
38	Centre for Dalit Rights	P.L Mimroth	Jaipur	Jaipur, Phone: 09351317611, Email:cdrrjaipur@gmail.com www.dmkscdr.org	SC Male
39	Vasundhara Seva Sansthan	Peparam Baruwal	Working in 22 Vill. Panchayats of balotra block, Barmer	Barmer, Phone: 09672499564, Email:vsskb@rediffmail.com	SC Male
40	Kriti Sansthan	Siraj A Khan	Chittorgarh District And South Rajasthan	Near Noor Mahal School. Nai Abadi NIMBAHERA312601. District Chittorgarh (Raj). Phone: 08384911127,09413161664/ kritisansthan@gmail.com, sirajakhan@gmail.com	Muslim Male
<b>No.9- Uttar Pradesh</b>					
41	Astitva	Rehana Adeeb	Muzaffarnagar	Muzaffarnagar, Ph: 09456293246/ 09457474677 astitwaup@gmail.com	Muslim female
42	Jan Vikas Sansthan	Rajmani	Jaunpur	Jamuna Seth Buildingn Naupedra, Jaunpur, Uttar Pradesh Phone: 09450085584 E-mail: jvsleduka@rediffmail.com	SC Male

S.No.	Name of the Organization	Name of Chief Functionary	Intervention area/District	Contact Address of Organization	Social Group
43	Tarun Chetna Sansthan	Naseem Ansari	Pratapgarh	Prithiriganj Bazar, (Patti) Pratap Garh, Uttar Pradesh - 230135 Ph: 05343- 264412/ 09415230412 E-mail: tarunchetna@gmail.com www.tarunchetna.org	Muslim Male
44	Samaj Seva Sansthan	Dharmendra Kumar	Maharajganj	Village and post. Parasa Gidhi, Dist. Maharajganj, Uttar Pradesh, Ph: 09839581071 E-mail: samajsevasansthan@rediffmail.com	SC Male
45	Prayatna Foundation	Naheed Aqueel	Barabanki	Lucknow, Phone: 09838783837, Email: prayatnafoundation@rediffmail.com	Muslim Female
46	Azad Seva Ashram	Rani	Unnao	4/213, Munni Purva, Purana Kanpur, Dist. Kanpur, Uttar Pradesh Phone: 09956086262	SC Female
<b>No-10- Delhi</b>					
47	Ideal Academy	Vijay Kumar	Karol Bagh	Ideal Academy, Raigarpura, Karol Bagh Ph: 8860006817 Email: vijay_bhैया77@yahoo.com	SC Male
48	Nai Umang Nai Soch	Md.Asif	Jafrabad	Janata Colony, Jafrabad, Ph: 9599026835, E mail: nunss.ngo@gmail.com	Muslim Male
49	LEADS	Hemalata	Karol Bagh	LEADS,Rohini, Delhi. Ph: 9278038806, E mail: leds.jaipur@gmail.com	SC Female
50	Yuva	Hashib Aalam	Azadpur Mandi	YUVA, Adarsh Nagar, Delhi. Ph: 9891483954. E mail: hashibalam15@gmail.com	Muslim Male

## 2. Equity-Inclusion Training Module

This Training Module is designed to build sensitivity on issues of social exclusion-equity-social inclusion among youth leaders, community leaders and other duty bearers working with young people. It aims to build understanding on the nature and processes of identity based social exclusion experienced by young people from socially excluded communities like the scheduled caste, scheduled tribe including particularly vulnerable

tribes and religious minorities. In addition, it also is relevant to building sensitivity on other sources of social exclusion be it disability, sexual orientation, health conditions etc. It also includes sessions to explore and recognize the strengths and potential across diverse youth groups to promote and facilitate social inclusion building on the diversity and syncretic culture of our society.

Session Theme	Content	Methodology
Introduction & objectives	<ul style="list-style-type: none"> <li>- Introduction of the participants</li> <li>- Introduction of the training</li> <li>- Participant expectations</li> <li>- Norms for the workshop</li> </ul>	Ppt Presentation Play for Peace
Understanding Social Exclusion, Inclusion	<ol style="list-style-type: none"> <li>1. Definition and Concepts                             <ul style="list-style-type: none"> <li>- Social Exclusion</li> <li>- Social Inclusion</li> <li>- Social Equity &amp; Equality</li> <li>- Social Justice</li> <li>- Privileges &amp; Disprivileges</li> <li>- Multiplicity &amp; Pluralism</li> <li>- Diversity</li> </ul> </li> <li>2. Sources of Social exclusion in Indian Context – Theory (gender, caste, ethnicity, religion, HIV-Aids, Disability etc)</li> <li>3. Experiential Understanding on social exclusion</li> </ol>	Ppt Play For Peace Role play Case studies
Barriers/challenges in promoting inclusion	<ol style="list-style-type: none"> <li>1. Preparation of Vulnerability checklist</li> </ol>	Group work Chart preparation
	<ol style="list-style-type: none"> <li>2. Mapping barriers/challenges                             <ul style="list-style-type: none"> <li>- Structural/Systemic barriers</li> <li>- Stereotype/assumptions</li> <li>- Discriminatory practices</li> <li>- Violence/back lash violence</li> </ul> </li> <li>3. Analysing Privilege and non-Privilege (table illustration)</li> <li>4. Development impact of social exclusion – data analysis</li> </ol>	Group work Discussion PpP Role Play Documentary /video show Case studies
Constitutional Mechanisms for promoting social inclusion	<ol style="list-style-type: none"> <li>1. Legal provisions</li> <li>2. Policies</li> <li>3. Programmes</li> </ol>	Ppt
Promoting Inclusion/ Addressing Exclusion	<ol style="list-style-type: none"> <li>1. Principles and strategies for Inclusion</li> <li>2. Rights based approach Vs Charity/Welfare based Approach</li> <li>3. Tools &amp; Good Practices for promoting inclusion</li> <li>4. Action check list for inclusion</li> </ol>	Ppt Play for Peace Video show Group Work Group Presentation

### 3. Indicative List of Constitutional Provisions, Acts, Schemes and Programs

#### Constitutional Provisions

##### Directive Principles of State Policy

41. Right to work, to education and to public assistance in certain cases – people with Disability
46. States promote educational and economic interests of weaker sections, particularly scheduled castes and scheduled tribes

#### Constitutional Provisions for Scheduled Castes, Scheduled Tribes, Religious Minorities

##### Social Safeguards -Fundamental Rights

17. Abolition of Untouchability
25. Freedom of conscience and free profession, practice and propagation of religion

##### Educational, Economic and Public Employment-related Safeguards

15. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

16. Equality of opportunity in matters of public employment  
 335. Claims of Scheduled Castes and Scheduled Tribes to services and posts

### **Political Safeguards**

330. Reservation of seats for Scheduled Castes and Scheduled Tribes in the House of the People  
 332. Reservation of seats for Scheduled Castes and Scheduled Tribes in the Legislative Assemblies of the States  
 IX. The Panchayath- 243D. Reservation of seats - Seats shall be reserved for- 1) The Scheduled Castes; ii) The Scheduled Tribes  
 IXA. The Municipalities - 243T. Reservation of seats

### **Agency for monitoring safeguards**

#### **National Commission for Scheduled Castes**

#### **National Commission for Scheduled Tribes**

#### **National Commission for Minorities**

#### **Office of the Chief Commissioner for Persons with Disabilities**

### **Acts & Rules**

- Operational Guidelines for Formulation, Implementation and Monitoring of Tribal Sub-Plan Article 25 (1) Grants
- Forest Rights Act, 2006
- The Constitution (Eighty Ninth Amendment) Act 2003
- PESA 1996
- SC/ST (Prevention Atrocities) Act, 1989
- SC/ST (Prevention Atrocities) Rules, 1995
- Protection of Civil Rights Rules, 1977
- Protection of Civil Rights Act, 1955

### **Schemes and Programs of Ministry of Social Justice and Empowerment**

- Scheme of Grant in Aid to Voluntary Organizations working for Scheduled Castes
- Pre-Matric Scholarship for Scs (IX&X)
- Pre-Matric Scholarship to the children of those engaged in occupations involving cleaning and prone to health hazards
- Post-Matric Scholarship for SC students
- Upgradation of merit of SC students

- Top class scholarship for SC students
- National Overseas Scholarship
- National Fellowship for Scheduled Caste Students
- Babu Jagjivan Ram Chhatrawas Yojana
- Free Coaching Scheme for SC students
- Credit Enhancement Guarantee Scheme for the SCs
- National Safai Karamcharis Finance and Development Corporation
- Special Central Assistance to Schedules Caste Sub Plan
- Scheme of Assistance to Schedules Castes Development Corporations
- Self-Employment Scheme for Rehabilitation of Manual Scavengers
- Venture Capital Fund for Scheduled Castes
- Protection of Civil Rights and Prevention of Atrocities
- Pradhan Mantri Adarsh Gram Yojana

### **Schemes of Ministry of Tribal Affairs**

- CP-R: Guidelines for the Scheme "Institutional Support for Development and Marketing of Tribal Product"
- CP-R : Guidelines for the Scheme MSP to MFP
- NGO : Vocational Training Centres in Tribal Areas
- Equity support to NSTFDC/STFDC
- DBT Scheme for Post Matric Scholarship, TOP Class Education, Rajiv Gandhi National Fellowship
- R-M: Research Training: Operational Guidelines for the scheme "Grants-in-Aid to TRIs"
- R-M : Scheme of Centres of Excellence.
- SG : Eklavya Model Residential Schools (EMRS)
- EDU - PRE-MATRIC SCHOLARSHIP (Class IX and X)w.e.f. 01-07-2012 : { NEW }
- NGO: Schemes of Strengthening education among Scheduled Tribes Girls in a low literacy Districts
- EDU:Centrally Sponsored Scheme of Hostels for ST boys and ST Girls
- EDU:Upgradation of Merit of ST Students
- EDU:Post Matric Scholarship (PMS) for ST students
- Schemes in Short
- EDU : Establishment of Ashram Schools in Tribal Sub-Plan Areas

- EDU:Top Class Education for ST Students
- EDU:Rajiv Gandhi National Fellowship for ST Students
- SG:Grants under Article 275 (1) of the Constitution of India
- SG:Special Central Assistance to Tribal Sub Plan(SCA to TSP)
- EDU: National Overseas Scholarships for Scheduled Tribe Students
- NGO:Scheme of Coaching for Scheduled Tribes
- EDU:Vocational Training Centres in Tribal Areas
- CP-R: Scheme of Grants-in-Aid to STDCCs for MFP Operations
- CP-R: Scheme of Marketing Development of Tribal Products/Produce
- CP-R: Scheme of Investment in TRIFED
- NGO: Scheme of Development of Particularly Vulnerable Tribal Groups (PTGs)
- NGO:Scheme of Grant in Aid to Voluntary Organizations working for welfare of STs

### **Schemes of Ministry of Minority Affairs**

- Multi-sectoral Development Programme (MsDP)
- Scholarship Schemes
- Free Coaching and Allied Scheme
- Computerization of the records of State Waqf Boards Scheme
- Equity to National Minorities Development and Finance Corporation(NMDFC)
- Corpus Fund to Maulana Azad Education Foundation(MAEF)
- Maulana Azad National Fellowship for Minority Students Scheme
- Grant in Aid Scheme to State Channelising Agencies of National Minorities Development

- & Finance Corporation
- Reasearch/Studies, Monitoring and Evaluation of Development Scheme Including Publicity
- "Nai Roshni" - The scheme of Leadership Development of Minority Women Scheme
- "Seekho aur Kamao(Learn & Earn)"- The Scheme for Skill Development of Minorities.
- "Jiyo Parsi" - The Central Sector Scheme for Containing Population Decline of Parsis in India
- Padho Pardesh - Scheme of Interest Subsidy on Educational Loans for Overseas Studies for the students belonging to minorities.
- "Nai Udaan" - Support for Students clearing Prelims conducted by UPSC/SSC,State Public Service Commission(PSC) etc.
- "Hamari Dharohar"- scheme to Preserve Rich Heritage of Minority Communities of India under the Overall Concept of Indian Culture
- Scheme for Strengthening of State Waqf Boards.
- "USTTAD" - Upgrading the Skills and Training in Traditional Arts/ Crafts for Development
- Nai Manzil - An integrated Education and Livelihood Initiative for the Minority Communities

### **Sources:**

<http://socialjustice.nic.in/SchemeList/index?mid=24541>  
<http://tribal.nic.in/Content/schemes.aspx>  
<http://www.minorityaffairs.gov.in/#>

### **Cover Photo Source\***

<https://twitter.com/urbandata/status/695261718344290304>

#### 4. Indicative List of National Celebrations for Social Inclusion

Date	Name	Details
1 January	First School for Women Opened	Savitribai Phule opened the first school for girls and women from all castes.
3 January	Savitribai Phule's Birthday	The first woman teacher of India
26 January	Constitution Day/Republic Day	The constitution written by Dr. Bhim Rao Ambedkar was implemented and India became a Republic Nation.
2 February	Ravidas Jayanti	From Chamar caste; a revolutionary poet and critical thinker, born in 1450
19 February	Chhatrapati Shivaji Maharaj Jayanti	A warrior King; from OBC community, born in 1627
24 February	Gadge Baba Jayanti	Born in 1876, was a saintly social reformer, a wandering mendicant who held weekly festivals with the help of his disciples across Maharashtra. His reforms and visions for villages in India is still a source of inspiration for various political parties and non-government organizations
8 March	International Women's Day	Celebrated worldwide; the focus ranges from general celebration of respect, appreciation, and love towards women to a celebration for women's economic, political, and social achievements
15 March	Kanshi Ram Saheb's Jayanti	Born in 1934, a social reformer, founder of BAMCEF All India Backward (SC, ST, OBC) And Minority Communities Employees' Federation and Bahujan Samaj Party
10 March	Savitribai Phule Death Anniversary	First Women Teacher of India
25 March	Ashoka Jyanti	Ashoka the Great, was an Indian emperor of the Maurya Dynasty who ruled almost all of the Indian subcontinent from circa 269 BCE to 232 BCE. He was known for his mankind and humanist values.
11 April	Jotiba Phule's Birthday	An activist, thinker, social reformer, writer and theologian from Maharashtra. He is the founder of Satyashodhak Samaj
14 April	Baba Saheb Ambedkar's Birthday	Considers as father of modern India. The most read intellectual of India. He was a champion of human rights of socially excluded communities particularly Dalits.
27 May	Rama Bai's Death Anniversary	Wife of Dr. Ambedkar who supported B.R.Ambedkar in his life and work.
9 June	Birsa Munda's Death Anniversary	A Tribal freedom fighter and a folk hero belonged to Munda tribe. He fought against British regime.
23 June	Sant Kabir's Birthday	Mystic and revolutionary poet from Dalit community (Weaver Caste) and Saint of Bhakti Movement, a social reformer who dismissed caste system.
26 June	Shahaji II Maharaj Jayanti	First Maharaja of Kingly state Kolhapur; disbeliever of Brahmanism and caste system; did various work to promote Dalit/Adivasi/OBCs and Muslims. (1874-1922).
1 July	Abdul Qaiyum Ansari's Birthday	A participant in the freedom struggle of India, born in Bihar. He was known for his commitment to national integration, secularism and communal harmony
28 August	Ayyankali Jyanati	A very influential Dalit social reformer and poet born in Thiruvananthapuram (Kerala), the then Princely state of British (1863-1941)
17 September	EVR Periyar Jayanti	A Social reformer, businessman and politician from OBC caste, born in then Madras Presidency, now known as Chennai. A very radical human rights defender. (1879-1973)
20 September	Narayana Guru Jayanti	A Social Reformer from Dalit community, born in Kerala, Renounce casteism and Led Reform Movement. (1854-1928)

Date	Name	Details
11 November	Maulana Abdul Kalam Azad's Birthday (National Education Day)	An Indian scholar and a senior political leader of the Indian independence movement. Following India's independence, he became the first Minister of Education in the Indian government. He was awarded Bharat Ratna.
15 November	Birsa Munda Jayanti	A Tribal freedom fighter and a folk hero belonged to Munda tribe. He fought against british regime.
23 November	Mohammed Abdur Rahman's Death Anniversary	Mohammed Abdur Rahman- Indian Freedom Fighter and editor and publisher of the Malayalam daily Al-Ameen which was published from Calicut during 1929–1939. In 1998 the Department of Posts and Telegraph issued a commemorative stamp in his honour.
6 December	Baba Saheb Parinirvan Divas	A date on which Baba Saheb Ambedkar died in 1956 in Delhi.
10 December	International Human Rights Day	The day is celebrated as in 1948 Universal Declaration of Human Rights was accepted.



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