

# YuWaah Maharashtra Report

MAY 2020



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# Abbreviations

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<b>AIM</b>		<b>Atal Innovation Mission</b>
<b>ATC21S</b>		<b>Assessment and Teaching of 21st Century Skills</b>
<b>CMGEP</b>		<b>Chief Minister's Employment Generation Programme</b>
<b>CSO</b>		<b>Civil Society Organisations</b>
<b>CWSN</b>		<b>Children with Special Needs</b>
<b>DAY</b>		<b>Deen Dayal Antyodaya Yojna</b>
<b>DU-GKY</b>		<b>Deen Dayal Upadhyaya Grameen Kaushal Yojana</b>
<b>EMIP</b>		<b>Employment Market Information Programme</b>
<b>ELISS</b>		<b>English Language Initiative for Secondary Schools</b>
<b>FLFP</b>		<b>Female Labour Force Participation</b>
<b>GAME</b>		<b>Global Alliance for Mass Entrepreneurship</b>
<b>GDP</b>		<b>Gross Domestic Product</b>
<b>GenU</b>		<b>Generation Unlimited</b>
<b>GoI</b>		<b>Government of India</b>
<b>GoM</b>		<b>Government of Maharashtra</b>
<b>GPI</b>		<b>Gender Parity Index</b>
<b>ICO</b>		<b>India country office</b>
<b>ITI</b>		<b>Industrial Training Institutes</b>

<b>LFPR</b>		<b>Labour Force Participation Rate</b>
<b>LFPS</b>		<b>Labour Force Participation Survey</b>
<b>LMIS</b>		<b>Labour Market Information System</b>
<b>MCED</b>		<b>Maharashtra Centre for Entrepreneurship Development</b>
<b>MHRD</b>		<b>Ministry of Human Resource Development</b>
<b>MoYAS</b>		<b>Ministry of Youth Affairs and Sports</b>
<b>MSDE</b>		<b>Ministry of Skill Development and Entrepreneurship</b>
<b>MSInS</b>		<b>Maharashtra State Innovative Start-up Policy</b>
<b>MSJE</b>		<b>Ministry of Social Justice and Empowerment</b>
<b>MSMEs</b>		<b>Micro, Small and Medium Enterprises</b>
<b>MSRLM</b>		<b>Maharashtra State Rural Livelihood Mission</b>
<b>MSSDS</b>		<b>Maharashtra State Skill Development Society</b>
<b>NCF</b>		<b>National Curriculum Framework</b>
<b>NCS</b>		<b>National Career Services</b>
<b>NEP</b>		<b>New Education Policy</b>
<b>NGO</b>		<b>Non-Governmental Organisation</b>
<b>NPYAD</b>		<b>National Programme for Youth and Adolescent Development</b>
<b>NREGA</b>		<b>National Rural Employment Guarantee Act</b>
<b>NRLM</b>		<b>National Rural Livelihood Mission</b>
<b>NSDC</b>		<b>National Skill Development Corporation</b>
<b>NSQF</b>		<b>National Skills Qualification Framework</b>
<b>NSS</b>		<b>National Service Scheme</b>

<b>NYKS</b>		<b>Nehru Yuva Kendra Sangathan</b>
<b>NYLP</b>		<b>National Young Leaders Programme</b>
<b>NYP-2014</b>		<b>National Youth Policy, 2014</b>
<b>OOSC</b>		<b>Out of School Children</b>
<b>PMGEP</b>		<b>Prime Minister Employment Generation Programme</b>
<b>PMKUVA</b>		<b>Pramod Mahajan Kaushlya va Udyojakta Vikas Abhiyan</b>
<b>PMKVY</b>		<b>Pradhan Mantri Kaushal Vikas Yojna</b>
<b>PM-YUVA</b>		<b>Pradhan Mantri Yuva Udyami Vikas Abhiyan</b>
<b>PTR</b>		<b>Pupil-Teacher Ratio</b>
<b>RGNIYD</b>		<b>Rajiv Gandhi National Institute of Youth Development</b>
<b>RMSA</b>		<b>Rashtriya Madhyamik Shiksha Abhiyaan</b>
<b>RPL</b>		<b>Recognition of Prior Learning</b>
<b>RYSK</b>		<b>Rashtriya Yuva Sashaktikaran Karyakram</b>
<b>SDED</b>		<b>Skill Development &amp; Entrepreneurship Department</b>
<b>SDEEGC</b>		<b>Skill Development, Employment and Entrepreneurship Guidance Cells</b>
<b>SMES</b>		<b>Small and Medium Enterprises</b>
<b>SSA</b>		<b>Samagra Siksha Abhiyan</b>
<b>STEP</b>		<b>Support to Training and Employment Programme</b>
<b>UN</b>		<b>United Nations</b>
<b>UNCRC</b>		<b>United Nations Convention on the Rights of the Child</b>
<b>UNICEF</b>		<b>United Nations Children's Fund</b>
<b>YDI</b>		<b>Youth Development Index</b>

**YUVA**



**Youth for Unity and Voluntary Action**

# Taxonomy

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This report has evaluated the central landscapes impacting young people in Maharashtra. There are a complex intersection of activities and associated terminology, which are not used consistently across all actors or countries. For consistency, the following terms and associated definitions are used in this document:

1. **Young People:** According to the UNICEF definition, the section of population spanning the age-group of 10-24 years are referred to as 'Young People'. It includes both the overlapping terms of 'Adolescents' and 'Youth' that represent the age-groups of 10-19 and 15-24 years, respectively. This term young people has been used accordingly in this report.
2. **Youth:** According to the National Youth Policy 2014 (NYP-2014) and hence, Government of India, the term 'Youth' refers to the section of the population spanning the age-group of 15-29 years. In this report, the term 'Youth' has been used to refer to the age-group 15-29 years when discussing policies designed by the government, as the target beneficiary's age group is based on the NYP-2014 age-group.<sup>1</sup> Similarly, when discussing participation in the job market, the report uses the term 'youth' as job-market indicators are only captured for the age of 15-59 in India.<sup>2</sup>
3. **Life Skills:** A mix of ability, attitudes and socio-emotional competencies that enables individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change.<sup>3</sup>
4. **Flexible Learning:** Learning solutions that allow for flexibility in time, distance, pace, content, and entry requirements for students who have either never enrolled in elementary education or dropped-out of school.<sup>4 5</sup>

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<sup>1</sup> Ministry of Youth and Sports Affairs. 2014. National Youth Policy. Retrieved from: [http://www.rgniyd.gov.in/sites/default/files/pdfs/scheme/nyp\\_2014.pdf](http://www.rgniyd.gov.in/sites/default/files/pdfs/scheme/nyp_2014.pdf)

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

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

<sup>4</sup> UNICEF. (2018). *Concept Note on OOSC in India*.

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

5. **Career Guidance:** Personalised information on economic opportunities, how to apply for positions, the short-term and long-term implications of occupational choices, and the associated effort involved for ensuring success.<sup>6</sup>
6. **21<sup>st</sup> Century Skills:** The Assessment and Teaching of 21<sup>st</sup> Century Skills (ATC21S) researchers concluded that 21st Century skills can be grouped into four broad categories:<sup>7</sup>
  - a. Ways of thinking
  - b. Ways of working
  - c. Tools for working
  - d. Skills for living in the world
7. **Foundational Skills:** Having Foundational Literacy, i.e., the ability to read and write, and to perform basic operations with numbers the ability to read and write, and to perform basic operations with numbers.<sup>8</sup>

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<sup>6</sup> UNICEF. (2019). Comprehensive Life Skills Framework: Rights Based and Life Cycle Approach to Building Skills for Empowerment.

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

<sup>8</sup> Ministry of Human Resource Development. (2019). National Education Policy 2019. Retrieved from: [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/Draft\\_NEP\\_2019\\_EN\\_Revised.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf)

# Executive Summary

UNICEF initiated the global Generation Unlimited (GenU) partnership in 2018 to meet the urgent needs of expanding education, skill development, entrepreneurship, employment, and engagement opportunities for young people (10-24 years) across the world. Within the overall Sustainable Development Goals framework, and the new UN Youth Policy 2030, GenU provides a universal agenda – all countries can and must do more to holistically support the aspirations of young people. In this context, GenU was launched in India, as YuWaah, in 2019 by the Minister for Women and Children's Development, Smriti Irani along with an alliance of national and international partners.<sup>9</sup> YuWaah focuses on enabling delivery of life and employability skills, career guidance and employment by building ecosystems to co-create solutions with young people and support them with financial and/or other resources. The initiative is centred around the idea of enabling young people to emerge as social change-makers.<sup>10</sup>

Under the YuWaah initiative, Sattva has mapped and analysed National and State-level policy landscapes for Maharashtra,

along with key innovative solutions emerging from the non- governmental space, in the areas of **Secondary Education (including mechanisms that enable school to work transition), Skill Development, Employment, Entrepreneurship, and Engagement of Young People** — this report summarises the main findings from the analysis. The report methodically appraises these themes to identify policy whitespaces in Maharashtra. Finally, the report offers recommendations based on identified gaps, challenges, and systematic barriers across the five areas. The overall objective of this report is to draw out an implementation roadmap for the YuWaah programme for the state of Maharashtra.

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

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

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

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

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

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

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

Maharashtra receives that maximum (32%) allocation out of the national budget for

education, which reflects in the above-average enrolment percentage of 85.79%.<sup>14,15</sup> Despite the scale of expenditure, only 20.5% of grade VIII students can subtract and just 40.5% are able to divide in rural Maharashtra - highlighting the need for focus on building foundation skills across rural and urban areas.<sup>16</sup> Further, the state scores 0.98 and 0.96 on the Gender Parity Index, compared to a national score of 1.06 and 1.04, at the secondary and higher secondary level - highlighting the scope for improving enrollment of young girl's in the state.<sup>17</sup>

Key gaps that have emerged in the Education sector landscape analysis that keeps the state from achieving its potential are centred around issues of **access, quality, and program governance**. The state has a privatised secondary education sector that has greater coverage in urban areas — this has resulted in serious challenges and disproportionate exclusion from secondary education amongst the most vulnerable young people of the state. Further, foundational, life and 21st-century skills do not emerge as policy priorities—these skills have been identified as fundamental for enabling learning. Lastly, there is need for focus on a larger transitional support mechanism, such as career counselling, placement support, access to vocational training, apprenticeships, and internships to ensure not only aspirational alignment of the youth with the job market but also to aid on-the-job learning.

<sup>12</sup> ASER annual report, 2018-19.

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

<sup>14</sup> Protiva Kundu. 2018. *Budgeting for School Education: What has changed and what has not?*. CBGA and Child Rights and You. Retrieved from: [https://www.indiaspend.com/wp-](https://www.indiaspend.com/wp-content/uploads/2019/01/Budgeting-for-School-Education-What-Has-Changed-and-What-Has-Not.pdf)

[content/uploads/2019/01/Budgeting-for-School-Education-What-Has-Changed-and-What-Has-Not.pdf](https://www.indiaspend.com/wp-content/uploads/2019/01/Budgeting-for-School-Education-What-Has-Changed-and-What-Has-Not.pdf)

<sup>15</sup> Unified District Information System for Education & Maharashtra Prathamik Shikshan Parishad

<sup>16</sup> ASER annual report, 2018-19.

<sup>17</sup> Unified District Information System for Education & Maharashtra Prathamik Shikshan Parishad

It has also been observed that Secondary Education does not adequately equip students with **relevant skills** to navigate the job market. To enable aspirations of the young people, it is fundamental to empower them with marketable skills - vocational as well as technical - that align with industry demand. Hence, the second theme this report examines is that of **Skill Development**. Government of India (GoI) declared skill development to be a national priority with the launch of the National Policy for Skill Development and Entrepreneurship in 2015. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out in the country, to align them to common standards and link skilling with industry demand.<sup>18</sup>

Maharashtra State Skill Development Society (MSSDS) and Maharashtra State Rural Livelihood Mission (MSRLM) have played a critical role in expanding the skill development ecosystem as well as skilling the young people in Maharashtra. As per the National Skill Development Corporation (NSDC) Skill Gap report for Maharashtra, the **State will require 90,28,144 skilled workforce in various sectors**.<sup>19</sup> The report has identified that there is a wide demand for upskilling/ reskilling of the young people in Maharashtra, and further there is a need to invest in vocational and technical skills of the young people to enable the skill development landscape in the state. These critical needs are being holistically addressed by several entities in the non-governmental space- in fact, islands of excellence and innovation

have emerged. Hence, in Maharashtra, there is a well-founded need for a platform where these entities can interact with the government, explore synergies, and co-create solutions that benefit the young people.

Key gaps that have emerged in the skill development landscape that keep the state from achieving its potential are centered around issues of **access, quality, accreditation of private service providers, recognition of prior learning (RPL), absence of a strong Labour Market Information System (LMIS), the need to modernise Industrial Training Institutes (ITI) curriculum, and industry participation**. The gaps are intricately linked to poor skill development. Additionally, the absence of and a clear framework for horizontal and vertical mobility for students opting for vocational education impedes the uptake of vocational skilling courses. The sector is hurt by the dearth of high frequency labour market reports as it results in sluggish market adjustment to the industry's skill needs. Further, the lack of on-ground industry participation has led to an overall sluggish adjustment in aligning of skilling curriculums to industry demand.

The third and the fourth themes in this report are that of **Employment and Entrepreneurship**. The report analyses the policy landscape of aspirational economic opportunities available to the youth via the mechanisms of both employment and entrepreneurship. **One million young people turn 18 every month and start looking for economic opportunities in**

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<sup>18</sup> Ministry of Skill Development and Entrepreneurship. 2015. National Policy for Skill Development and Entrepreneurship

<sup>19</sup> MSSDS Annual Report 2017-18

**India.**<sup>20</sup> However, the limited quantum of skilling at secondary level of education, coupled with the paucity of internships and apprenticeships foster a landscape of poor skills with limited economic returns - **unemployment is higher among youth in India (17.8%) than those over 30 years of age (1.5%).**<sup>21,22</sup>

In Maharashtra, unemployment rate for youth (15.1%) is marginally lower than the national rate.<sup>23</sup> Encouragingly, the State fares well in terms of employability in comparison to the rest of India with a 68% employability rate. Candidates from state were more employable than any other states, while Mumbai and Pune stood out as the most employable cities. Further, the state is ranked seventh in female employability.<sup>24</sup>

Key policy gaps that impede job creation are the absence of a **focused and contextualised state employment policy to address issues of regulatory overburden, issues centred around quality and access to jobs, need for digital integration of young people and focus on non-transferable skills and lastly, the need to streamline monitoring and evaluation systems in Maharashtra.** While the Government of Maharashtra (GoM) has made credible strides in improving the ease of doing business to support business and generate jobs in the state, the absence of a state-level employment policy has resulted in serious limitations. The proactive state has put together an Employment Market Information Programme (EMIP) to monitor labour market dynamics quarterly, however, these numbers

do not feed into a structured action plan for the benefit of young people in the state— it's important to highlight the state has is facing serious challenges on the front of unemployment of youth. While the state has initiated the concept of a localised job exchange with the launch of the Skill Development. Employment, and Entrepreneurship Guidance Cells — critical gains can be made by improving the digital presence and user experience of job seekers registered with the cell. Furthermore, with a growing gig-economy, the government needs to track the emerging requirements of the industry and work out institutional mechanisms that provide aspects of social security to gig-workers.

To supplement employment generation, **we need a cadre of young entrepreneurs who are job creators and not only job seekers- as a higher-educated Indian youth is more than five times (35%) as likely to be unemployed as an uneducated one (6.2%).** The government has recognised young start-up's as engines of job creation— hence, promoting and enabling businesses has been a policy priority for both Gol and GoM. The skill strategy is complemented by specific efforts to promote entrepreneurship to create ample opportunities for the skilled workforce. The National Policy of Skill Development and Entrepreneurship (2014) notes that an ideal entrepreneurial environment has five pillars: access to funding, entrepreneurial culture, supportive regulatory and tax regime, an educational system that promotes entrepreneurial mindsets, and a coordinated approach that

<sup>20</sup> Retrieved from: <https://www.thehindu.com/opinion/op-ed/creating-jobs-for-young-india/article29559283.ece>

<sup>21</sup> Sattva Analysis of PLFS

<sup>22</sup> YuWaah! Report on young people in India, 2019

<sup>23</sup> Sattva PLFS- refers to people in the age group of 15-29 years.

<sup>24</sup> Taggd and Confederation of Indian Industry. 2020. *India Skills Report*

links the public, private and voluntary sector.<sup>25</sup>

Key gaps in the entrepreneurship policy landscape are around the broad areas of **need for incubation and funding support, enhancing the ease of doing business and awareness and outreach.** Specifically, it is been observed that the criteria inhibiting start-up participation in government tenders impede the growth of entrepreneurship; more support is needed to enable start-up in the space of disruptive technologies; the need for online system & governance for seed funding; and the need for subsidised incubation for start-ups is necessary.

The fifth area analysed in this report is that of **Civic Engagement of Young People.** While young people represent ~30% of India's population, civic participation amongst the young in India is amongst the lowest in the world.<sup>26</sup> India has been ranked 133rd out of 183 countries in the 2016 Global Youth Development Index (YDI) compiled by the Commonwealth Secretariat.<sup>27</sup> India's neighbours rank better on the index with Sri Lanka, Bhutan and Nepal ranked at 31, 69 and 77 respectively. The index ranks countries based on five parameters, namely, education, health, employment, civic participation, and political participation. While national programmes like the National Service Scheme, National Cadet Corps and Nehru Yuva Kendras exist to encourage civic participation of young people, there is a need to report the tracked data to effectively

monitor the impact of these programmes at both the national and the state-level.

There are over three lakh students enrolled with the NSS in Maharashtra.<sup>28</sup> Further, there are several young people led organisations in the state. However, despite a state youth policy, Maharashtra does not have any organised information system around key activities initiated under the policy. Further, the state performs averagely on the National Youth Development Index — it's ranked 13<sup>th</sup> in terms of social inclusion of youth and their state-level political participation, its all-India rank is 14 in terms of youth civic participation.<sup>29</sup>

**Key areas of policy gaps that have emerged in the engagement space of young people in this analysis, are centred around improving monitoring and evaluation systems to address the limited visibility of the on-ground impact of both national and state initiatives.** There is a clear paucity of structured programmes for engagement between GoM and young people. Further, there is limited provisions for collaboration among various stakeholders in the ecosystem of civic engagement of young people, in addition to the absence of systematic channels for young people to provide inputs to government. **Hence, this analysis finds that there is a need for a convening/platform that can catalyse and facilitate exchange between government, innovators, organisations led by young people and young leaders to create impactful solutions.**

<sup>25</sup> Ministry of Skill Development and Entrepreneurship. 2015. National Policy for Skill Development and Entrepreneurship

<sup>26</sup> Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India. (Calculated from Table C-13)

<sup>27</sup> Commonwealth Secretariat. (2016). Youth Development Index (YDI) Retrieved from: <https://thecommonwealth.org/youthdevelopmentindex>

<sup>28</sup> Primary interview with UNICEF Maharashtra

<sup>29</sup> Youth development Index and Report 2017-  
[http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth\\_development\\_index.pdf](http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf)

This report has identified policy white spaces and thematically catalogued them based on the gap analysis of five themes of Secondary Education, Skill Development, Employment, Entrepreneurship and Engagement of Young People. **Four buckets of recommendations have emerged, these are, to Strengthen existing policies and implementation, Catalyse knowledge generation & innovation, Holistic ecosystem engagement and Targeted policy advocacy.** The sub-recommendations under these broadheads have been mapped across state-level stakeholders, that is, members of the YuWaah partnership — Policymakers and implementing government bodies, UNICEF, funders, and other stakeholders, such as NGOs, CSOs, social sector enterprises and private organisations that are active and integrated within the youth development ecosystem. All these stakeholders find themselves functioning in the same policy landscape and are limited by different dimensions of similar policy gaps. Addressing these gaps with co-created solutions will address gapping issues impeding engagement of young people in the state.

The four buckets of recommendations are based on the board set of observations that while several national and state-level initiatives and programs have been implemented to address the critical needs of young people, programs with holistic designs often face systematic governance issues, such as poor monitoring and absent cadence between officers at various levels of the bureaucratic hierarchy. Additionally, this report is cognisant that relevant pathways emerge when informational asymmetries are addressed. These informational asymmetries exist on both sides of the

stakeholder spectrum — the policymakers do not have a clear grasp of the key requirements of the young people and young people are not aware of how to effectively interact with the government machinery to make their needs heard, understood and met. This highlights a clear need to leverage digital solutions to ensure holistic participation of all the stakeholders and to co-create well-rounded solutions. Further, given the vast spectrum of stakeholders involved, there is an urgent need for holistic engagement of the ecosystem to unleash collaborative synergies and to bring youth to the centre of policy design. Lastly, the overall ecosystem of youth development is multi-dimensional and while existing policies cover wide aspects of this ecosystem, certain aspects have been left unaddressed, such as evidence-based systematic incorporation of youth economic aspirations in policy decisions — there is a significant need for evidence-based policy advocacy to mainstream these aspects into the national and state government policies.

To best address these gaps, this report has identified three operational solutions for the YuWaah partnership. Since YuWaah is envisioned to bring together government, non-governmental, private and development sectors, social enterprises and young people, these operational solutions are designed to be participatory, to best develop co-created solutions on the long list of identified gaps that currently impede synergies in the space. The first solution entails **establishing a YuWaah state stakeholders' taskforce** to facilitate exchange and collaboration across the dynamic spectrum of stakeholders. Such a platform does not exist in Maharashtra and will make for critical value addition in the young people development and engagement

ecosystem. To ensure a focused, representative, and agenda-driven taskforce, this report further recommends the setting up of an advisory group, three or more thematically focused working groups – including a working innovations working group, and a young people’s reference group.<sup>30</sup>

The second operational solution involves the design, development and launch of **YuWaah Knowledge Commons**. This tool will be designed to track innovations at micro-geographies, catalysing knowledge creation and innovation. This will help funders identify and invest in innovative solutions, both young people led and centric, and ultimately allow for cross-cutting synergies across engagement landscape of young people in Maharashtra. The innovations working group of the state taskforce should spearhead the beta and the final development of this tool in close collaboration with teach-experts like NASSCOM, industry bodies that are representative of the initiatives of young start-ups, MSInS, MCED, and MSSSD. The tool is envisioned to be a social innovations aggregator, one where innovations can be tracked at micro-geographies, to develop a thriving ecosystem by playing the role of market-maker— both funders and government will have easy access to the emerging innovative solutions that address the needs of young people.<sup>31</sup>

<sup>30</sup> A dedicated working group to track, catalogue and facilitate innovations in the young people’s engagement and development landscape.

<sup>31</sup> Knowledge commons tools are extensively used for knowledge management internationally, especially libraries. In the development sector, UNESCO MGIEP used this tool to facilitate and support young people’s engagement on topics of peace and sustainability. In this context, the tool will be designed for knowledge management of social innovations with the larger idea to support the entrepreneurship at micro-geographies.

<sup>32</sup> U-Report India is a free tool for community participation, designed to address issues that the

Lastly, this report endorses **investment in digital outreach tools** – these tools should build upon existing initiatives such as the Ureport (that captures supply-side aspirations via surveys) to address informational asymmetries in the ecosystem.<sup>32</sup> While the Ureport can collate and aggregate the opinions of young people on important issues, there is scope to further develop the tool to enable and engage young people as social changemakers. The platform should provide state-level resources and information that enable young people to develop into active citizens, thought leaders and, eventually, impactful social changemakers — these resources should also be made available in the Marathi. The platform should further leverage digital tools to encourage participation of young people in governance, policies, and politics.

Working on all these areas in tandem with a systematic approach is essential to enable young people who are going to be the future decision-makers India. By streamlining intervention models, sharpening delivery to the targeted beneficiary, and leveraging knowledge around best practices- YuWaah’s vision of partnering with 300 million young people as change makers, facilitating 200 million young people to gain relevant skills for productive lives and building pathways to aspirational socio-economic opportunities for an additional 100 million can be achieved.<sup>33</sup>

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

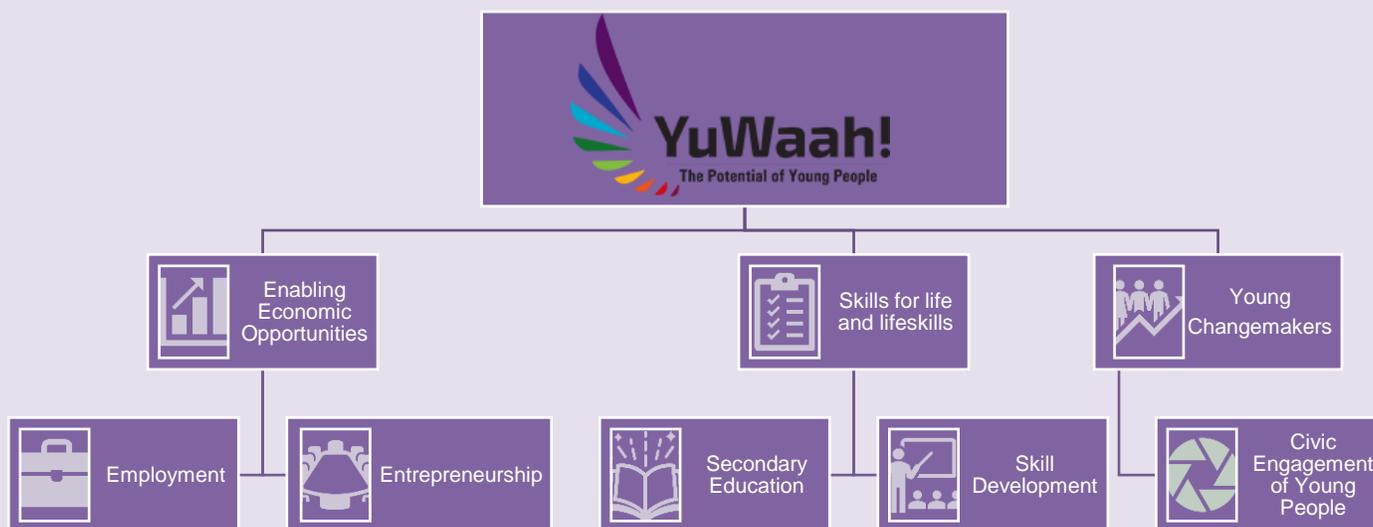
<sup>33</sup> GenU Updated country investment agenda with solutions

# Context

UNICEF initiated the global Generation Unlimited partnership in 2018 to meet the urgent needs of expanding education, skill development and employment opportunities for young people (10-24 years) across the world. Within the overall Sustainable Development Goals framework, and the new UN Youth Policy 2030, Generation Unlimited provides a universal agenda– all countries can and must do more to support the education, skills, and empowerment of youth. In this context, the India chapter of Generation Unlimited – YuWaah – was launched in 2019.<sup>34</sup> UNICEF India country office (ICO) has, for over 70 years, championed the rights of India’s children from their conception through adolescence. UNICEF ICO has been mandated to house the YuWaah secretariat.

YuWaah envisions to build pathways to aspirational socio-economic opportunities for 100 million young people, facilitate 200 million young people to gain relevant skills for productive lives and the future of work, and partner with 300 million young people as change makers and create spaces for developing their leadership.<sup>35</sup> Each goal has a set of priority focus areas which have been classified under **3 pillars** of **Skills And Pathways**, **Aspirational Economic Opportunities**, and **Social Changemakers**.<sup>36</sup>

Figure 1: Pillars and Five Focus Areas of YuWaah



<sup>34</sup> UNICEF. (2019). New Alliance To Transform Education, Skilling And Employment With And For India’s More Than 300 Million Youth. Retrieved from: <https://www.generationunlimited.org/press-releases/india-launches-bold-new-youth-initiative-YuWaah!>

<sup>35</sup> GenU India Strategy

<sup>36</sup> GenU Updated country investment agenda with solutions

The initiative is unique in its commitment to identify high-impact, scalable initiatives and enable roll-out at scale by brokering investments and shared value partnerships. It also aims to detect whitespaces and foster breakthrough innovation by co-creating solutions with young people to ensure they are drivers and agents of social change.<sup>37</sup>

India is home to 20% of the global young- people aged between 10-24 years, making it the youngest nation in the world.<sup>38</sup> In absolute numbers, this demographic cross-section consists of about 364 million individuals, claiming about 30% of the national population share.<sup>39</sup> In the past decade, there has been a lot of discussion around India's demographic potential—the possible economic boost that can be leveraged by a rise in the working-age population (15-59 years) and the consequent drop in the dependency ratio. However, demographic dividend is not India's destiny, but rather a demographic phenomenon that the country must take advantage of by making timely investments in education, skilling, health, and by promoting economic policies that enable labour market flexibility.<sup>40</sup>

A focused analysis of the **education** sector in India reveals that by 2017, India had achieved near-universal primary school enrolment with a 1.01 score on the Gender Parity Index (GPI), as well as a reported ~90% literacy in the 15-24 age group.<sup>41,42</sup> However, only 50.3% of class V students can read textbooks meant from class II students- highlighting critical gaps in foundational skills.<sup>43</sup> This compounds into a situation where over 17.06% of the students drop out at the secondary level education, adding to the 4% drop out rate at both the primary and upper-primary levels.<sup>44</sup> For enrolled children, it is essential that year-on-year learning outcomes are improved, possibly by upgrading curriculum and using innovative pedagogy with an overall focus on foundational skills. For out of school children (OOSCs), a dual balance between mainstreaming them back to formal schooling along with providing these young people with opportunities for training, skill development, and additional education is critical- especially, given the goal of linking them to aspirational economic opportunities.

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

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<sup>37</sup> GenU Country Investment Agenda

<sup>38</sup> The national definition of 'youth' according to the NYP (2014) is defined as a person in the age-group of 15-29 years. For this policy report, we will refer to youth as a person in the age group of 10- 24 years.

<sup>39</sup>

<sup>40</sup> Economic Survey of India, 2016-17.

<sup>41</sup> <https://www.unfpa.org/data/world-population/IN>

<sup>42</sup> <http://uis.unesco.org/en/country/in>

<sup>43</sup> ASER annual report, 2018-19.

<sup>44</sup> Average Annual Drop-Out Rate in School Education (2014-15), ESAG-2018

One million young people turn 18 every month and start looking for **employment**. However, the limited quantum of skilling at secondary level of education, coupled with the paucity of internships and apprenticeships foster a landscape of poor skills with limited economic returns - unemployment is higher among youth in India (13.5%) than those over 30 years of age (1.5%). The problem is compounded by the fact that India has evolved into a skill-intensive service sector economy. This calls for an urgent focus on upskilling the young people of India while also a critical focus on increasing the quantum of quality jobs across sectors. To supplement this, we need a cadre of young **entrepreneurs** who are job creators and not job seekers- as a higher-educated Indian youth is more than five times (35%) as likely to be unemployed as an uneducated one (6.2%).<sup>45</sup>

Availability of quality data on employment is a challenge since a relatively small proportion of the overall workforce is employed in the formal sector and the sample size is also small. About 86% of India's 500 million workers are in informal employment and over 90% are in the unorganised sector.<sup>46</sup> India's strong and steady economic growth has not yet yielded a corresponding improvement in terms of broadening access to quality formal employment, and within the current scenario of a global pandemic these employment repercussions are going to exacerbate.<sup>47</sup> The enormity and the promise of the country's socio-economic landscape have allowed for the development of numerous policies, schemes, and models, both by the government and private sector, to address the needs and aspirations of the young people. Gol has announced Skill Development and Employment Generation of India's young people as national priority.<sup>48,49</sup>

While young people represent ~30% of India's population, **civic participation** amongst young people in India is amongst the lowest in the world. India has been ranked 133rd out of 183 countries in the 2016 Global Youth Development Index (YDI) compiled by the Commonwealth Secretariat. India's neighbours rank better on the index with Sri Lanka, Bhutan and Nepal ranked at 31, 69 and 77, respectively.<sup>50</sup> The index ranks countries based on five parameters, namely, education, health, employment, civic participation, and political participation. Any policy decision related to education, skilling and enabling entrepreneurship impacts young people - hence, there is a need to develop innovative models to ensure that their aspirations, concerns, and co-created solutions find representation in the policies offered to them. In other words, there is a need to equip young people as problem-solvers and engaged members of civil society. YuWaah programme has been uniquely designed to keep engagement of young people at the core of its strategy.

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<sup>45</sup> Sattva Analysis of PLFS

<sup>46</sup> Bonnet, F., Vanek, J., & Chen, M. (2019). Women and men in the informal economy: a statistical brief. *International Labour Office, Geneva*.

<sup>47</sup> Ambarkhane, S. (2019). *State of Jobs In India 2019*. Grameen Foundation India.

<sup>48</sup> Ministry of Skill Development and Entrepreneurship, Gol. (2015). National Policy for Skill Development and Entrepreneurship.

<sup>49</sup> <https://in.one.un.org/un-priority-areas-in-india/>

<sup>50</sup> Retrieved from: <https://thecommonwealth.org/youthdevelopmentindex>

# Objective

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

Maharashtra has the second largest population, is third in terms of geographical area, and is a highly urbanised state with 45.2% population living in towns. It has a school dropout rate of 9.5% (approximately 2.3 million people), unemployment rate at 5.6% (approx. 6.9 million people), and **roughly 30% of its population falls under the definition of young people.**<sup>51</sup>

The state has established the Maharashtra State Skill Development Society (MSSDS) to prioritise skill development in the state with an aim to skill 4.5 crore youth from 2012 to 2022. The proactive state has also launched a start-up policy (2018) to give institutional and intellectual support to the new budding entrepreneurs. The policy underscores the state's approach to the challenge of unemployment — encouraging job creation over seeking jobs. With a young population, a vibrant ecosystem, and a dynamic government- Maharashtra makes for fertile grounds for the roll-out of the YuWaah partnership.

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<sup>51</sup> Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India.

# Research Methodology

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

## Secondary research

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

## Primary research

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

# Maharashtra

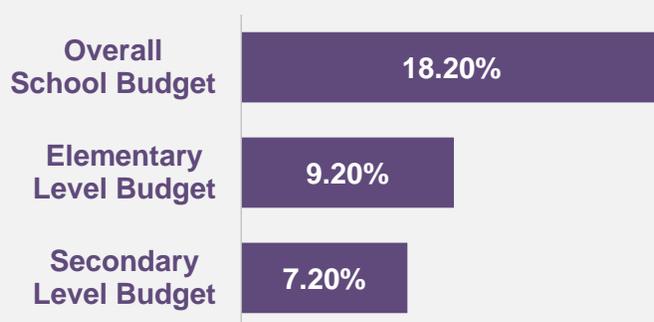
## THE ENVIRONMENT FOR YOUNG PEOPLE IN THE STATE

According to the 2011 census, Maharashtra has seen a decadal growth of 16% in its population with over five crore citizens in urban areas and another six crores in rural areas. While the sex ratio in the State has improved to 929 from 922 in 2001 (all-India level is 943), the child sex ratio of the state has decreased from 946 in 1991 to 894 in 2011- underscoring the critical need to focus on gender in the state. Overall, young people constitute approximately 29% of the state's population, the split is similar across rural (29%) and urban areas (28%).<sup>52</sup> The state's expected contribution to the nominal all-India GDP in FY 2019-20 was 14.3%- the highest from any state. It also boasted a high per capita income of Rs 1,91,736 as of FY 2018-19.<sup>53</sup>

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

### 1 Education

Figure 2: Percent of Maharashtra's State Budget allocated for Education



Govt allocated 59,194 Cr (33.2% of the total allocated budget) for education and skilling to Maharashtra. It was the highest spending state in 2016-17, with a unit cost of Rs. 48,009 for school education, a 184% increase from 2014-15.<sup>54,55</sup> This reflects in the State's enrolment ratio of 85.79%, a per cent above the national average. Encouragingly, the annual average secondary dropout rate is 14.47%, lower than the national average of

<sup>52</sup> Calculated from Table C-14, Office of the Registrar General and Census Commissioner, Ministry of Home Affairs, Government of India.

<sup>53</sup> Maharashtra Economic Survey 2019-20

<sup>54</sup> Protiva Kundu. 2018. *Budgeting for School Education: What has changed and what has not?*. CBGA and Child Rights and You. Retrieved from: <https://www.indiaspend.com/wp-content/uploads/2019/01/Budgeting-for-School-Education-What-Has-Changed-and-What-Has-Not.pdf>

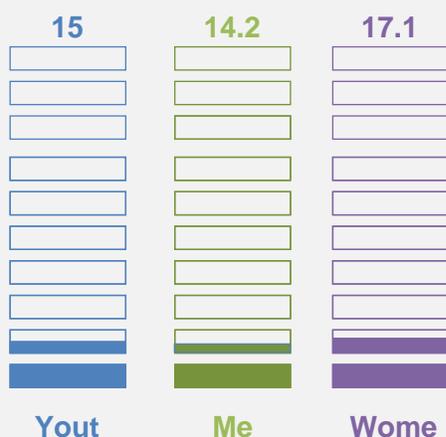
<sup>55</sup> RBI. 2018. *State Finances- A study of budgets of 2016-17*.

17.86%.<sup>57</sup> The state meets the ideal pupil-teacher ratio (PTR) with a PTR of 30.5 at the secondary level- emphasising the state’s investment in the education sector.

However, its pertinent to point out that 82% of the total education budget is allocated to teachers’ salaries in Maharashtra, with little left for making capital investments.<sup>58</sup> In terms of learning metrics, only 20.5% of grade VIII students can subtract and just 40.5% are able to divide, in rural Maharashtra- highlighting the need for focus on building foundation skills across rural and urban sectors.<sup>59</sup> And lastly, the state scores 0.98 and 0.96 on the Gender Parity Index, compared to a national score of 1.06 and 1.04, at the secondary and higher secondary level- highlighting the scope for improving enrolment of young girl’s in the state.<sup>60</sup> Further, due to the recent COVID-19 related lockdown, government schools are projecting steep reduction in enrolment percentages across grade-levels, though, official estimates are awaited.

The state stands to gain, and empower the education sector, by improving its data monitoring systems, especially on tracking and mainstreaming OOSCs. Key opportunities also lie in integrating career counselling in secondary-age education, strengthening foundational skills, and 21<sup>st</sup> century skill.

Figure 3: Unemployment Rate in Maharashtra



## 2 Employability

Nationally, India has 17.8% unemployment for both men and women in this age group.<sup>61</sup> In Maharashtra, unemployment rate for youth is lower than the national rate (See the figure 3).<sup>62</sup> Moreover, the state boasts a high Labour Force Participation Rate (LFPR) among young women (15-29 years) - 21.5% as compared to 16.4% at the national level. Conversely, amongst young men (15-29 years), 56.4% were a part of the labour force as compared to 58.8% in the same age-group at the national level.<sup>63</sup>

Maharashtra is a highly industrialised state with plenty of opportunities for skilled job seekers and entrepreneurs. However, the state faces a challenge to create meaningful and aspirational opportunities for employment for the large number of young people who enter the state’s workforce each year.<sup>64</sup> Further, due to COVID-19 related lockdown and consequent reverse labour migration, there has been a major short-term negative inflection

<sup>57</sup> Retrieved from: Unified District Information System for Education & Maharashtra Prathamik Shikshan Parishad

<sup>58</sup> Protiva Kundu. 2018. *Budgeting for School Education: What has changed and what has not?*. CBGA and Child Rights and You. Retrieved from: <https://www.indiaspend.com/wp-content/uploads/2019/01/Budgeting-for-School-Education-What-Has-Changed-and-What-Has-Not.pdf>

<sup>59</sup> Retrieved from: ASER report 2018

<sup>60</sup> Retrieved from: Unified District Information System for Education & Maharashtra Prathamik Shikshan Parishad

<sup>61</sup> All youth employment statistics in this report refer to the age group of 15-29 years of age.

<sup>62</sup> PLFS 2017-18 Report

<sup>63</sup> Ministry of Statistics and Programme Implementation. (2019). PLFS 2017-18 Report

<sup>64</sup> Retrieved from: <https://digitallearning.eletsonline.com/2019/05/maharashtra-evolving-as-education-hub/>

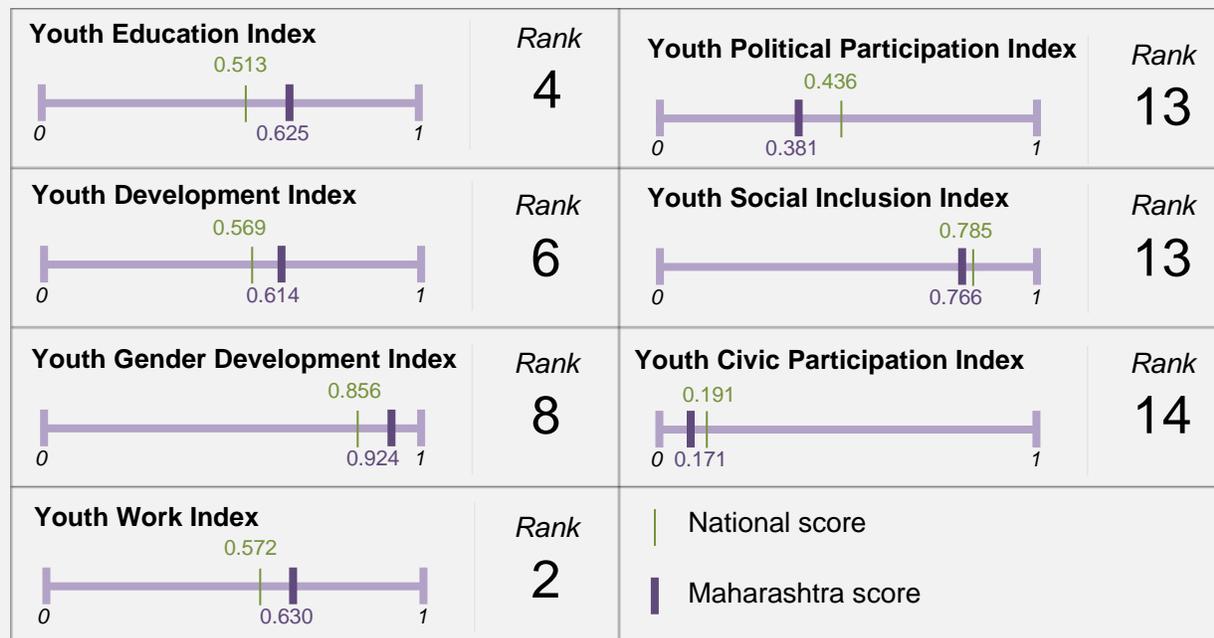
in the employment generation potential, and capacity, of the MSME both at a the national and state-level.

Promisingly, the State fares well in terms of employability in comparison to the rest of India with a 68% employability rate. According to the India Skill Report 2020, Maharashtra has climbed up nine positions to be ranked as the state that offers the most employable talent pool and 7<sup>th</sup> in female employability. Mumbai tops the all India list of cities in terms of employability of male candidates and ranks fifth on the count of female employability. This translates into a robust hiring environment-Maharashtra had the highest hiring activity in 2016, 2017 & 2019- with a likelihood of it having the 3<sup>rd</sup> highest hiring in 2020.<sup>65</sup> Critical opportunities lie in maintaining and growing employability in the state.

### 3 Civic Engagement of Young People

To address the needs of the young people, Government of Maharashtra (GoM) launched a youth policy in 2012, however, due to a large number of ministries and departments involved, and the absence of an umbrella monitoring system, the schemes launched under the policy are not adequately implemented and monitored. Consequently, Maharashtra shows an average performance on the overall engagement landscape of young people (See the figure 4).<sup>66</sup>

Figure 4: Maharashtra State Performance



<sup>65</sup> Taggd and Confederation of Indian Industry. 2020. *India Skills Report*

<sup>66</sup> Youth development Index and Report 2017-

[http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth\\_development\\_index.pdf](http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf)

Maharashtra has the potential to improve its rank in terms of both civic and political participation. The key gap in the engagement of young people in Maharashtra is centred around the lack of reporting around the data that is tracked and monitored by GoM. With better digital documentation around the implementation of the schemes and initiatives as well as regular state-level reports that track crucial metrics, the state will be equipped to make key interventions in areas of critical need.

Encouragingly, experts in the field of civic engagement of young people have highlighted promising statistics- the state has a vibrant community of over 300,000 student volunteers affiliated with the National Service Scheme (NSS) of the Ministry of Youth and Sports Affairs (MoYAS). Maharashtra has a rich history of civic engagement of young people fuelled by the active youth-led organisations in the state. This, for instance, is reflected in the magnitude of young people led support on COVID-19 related coordination efforts. In the last couple of months, when the country has witnessed a virtual lockdown, it is reported that the student community affiliated with the Nehru Yuva Kendra (NYK's) have been collaborating on last-mile solutions over group video calls (Zoom calls). The National Cadet Corps (NCC) is also well adopted across private and public universities- however, a clear estimate of the total number of affiliated students is not available as the student community itself is a moving population, with new students enrolling and passing out of the universities annually. Several students have also signed up to volunteer as 'Bal Mitras', that is, young people volunteers for water, sanitation, and hygiene (WASH) programmes.<sup>67</sup>

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<sup>67</sup> Primary interviews with UNICEF Maharashtra team

# Policy Landscape

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## SECONDARY SCHOOL EDUCATION POLICIES

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

The education and training systems in India remain behind in providing young people with the basic foundational skills and 21st century skills needed to escape poverty and unemployment, even when they continue to receive formal education. To address these concerns, the government has initiated the process of formulating a **New Education Policy (NEP)**. It aspires to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.<sup>68</sup>

In Maharashtra, the state's **School Education and sports Department** has ensured near universalisation of primary education in the state by providing access to government-run schools across the state. However, the department does not hold the same presence in secondary education space with just 25% of the total schools offering secondary education – Secondary education is predominantly provided by private unaided schools.<sup>69</sup> Despite issues of cost-based exclusion, the state's secondary education enrolment is 89.95 %, approximately 10% above the national average of 80.01%.<sup>70</sup> While holistic programme design and monitoring mechanisms have been put in place, like most states, there is vast scope for improvement in the implementation of these programmes. Some of the key initiatives of GoM in the secondary education space have been discussed under:

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<sup>68</sup> MHRD annual report 2016-17

<sup>69</sup> <https://education.maharashtra.gov.in/edudashboard/>

<sup>70</sup> Educational Statistics at a Glance. (2018). Retrieved from: [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/ESAG-2018.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf)

In Maharashtra, **Pragat Shaikshanik Maharashtra Programme (PSMP)** was launched in 2015-16 to enhance the quality of education for school going children and to ensure that not a single child remains below the expected norms, and gains age appropriate proficiency. To achieve the goal of this programme the government is providing need-based and demand-driven training to teachers.<sup>71</sup> The Government is encouraging corporate companies to invest Corporate Social Responsibility (CSR) fund in the school system to improve educational facilities in the State – 4,816 schools were benefitted in the year 2018-19 in addition to a aggregate of 53,456 school being set up as pragat schools.<sup>72</sup>

GoM also launched an e-learning initiative, **Airvat** under the larger PSMP in secondary schools, to emphasise e-learning and e-school projects in the era of Information Technology. For this, teachers are being trained to adapt with the technology and deliver quality education to the student. Avirat is being implemented by school education department and in the first phase, over 40,000 teachers have been imparted training. The government is giving tablets to students of state-aided secondary schools. The government currently spends Rs 250 crore per year on providing textbooks to the students in the secondary classes. The state education is thus surveying the concept of e-learning on labs.<sup>73</sup>

Further to address the need of disabled children, GoM's has launched the inclusive education for **Divyang programme** targets to ensure quality education to 'Children with Special Needs' (CWSN) in a normal set up with a normal peer group for their emotional progress and their social integration. The programme includes identification and medical assessment of CWSN, providing rehabilitation and educational support services at the cost of 87.32 lakh crore at primary level and 4.49 lakh crores for secondary age students.<sup>74,75</sup> Similar programmes have been initiated to encourage enrolment of female students, such as, Ahilyabai Holkar scheme, Free education to girls in XI & XII, and Kasturba Gandhi Balika Vidyalaya.<sup>76</sup>

Additionally, **English Language Initiative for Secondary Schools (ELISS)** was started in the state in 2013 as a partnership between the British Council and Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) to reach 16,425 teachers (grades 9 and 10) of English from Government and Government aided schools with objective of building capacity of RMSA to deliver high quality cascade training and to move towards other more decentralised and sustainable models of in-service teacher development. As a result, the state has a cadre of 420 skilled, experienced, and motivated Master Trainers and mentors who understand learner-centred teaching and are focused on their own professional development.<sup>77</sup>

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<sup>71</sup> [http://samata.shiksha/wp-content/uploads/2017/12/samata-e-book\\_eng-1.pdf](http://samata.shiksha/wp-content/uploads/2017/12/samata-e-book_eng-1.pdf)

<sup>72</sup> Maharashtra State Council of Educational Research and Training

<sup>73</sup> <https://www.theindianwire.com/education/governments-e-learning-initiative-63500-schools-claim-become-digital-maharashtra-69338/>

<sup>74</sup> Economic Survey of Maharashtra- 2019-20, DES

<sup>75</sup> Directorate of Primary Education, GoM and Maharashtra Prathamik Shikshan Parishad

<sup>76</sup> Directorate of Primary Education, GoM and Maharashtra Prathamik Shikshan Parishad

<sup>77</sup> <https://www.britishcouncil.in/programmes/english-partnerships/state/maharashtra-english-language-initiative-secondary-school>

GoM's keenness to serve young people in the state by dovetailing national education programmes, and uptake digital solutions for better reporting on various metrics across the education system stands out. The state governments attempt to direct CSR funds for embedding digital schools in the primary and secondary education system is particularly relevant for holistically integrating digital skills in the state. However, compared to other comparable major state, such as Karnataka, there is clear scope to expand the breath of services currently offered to young people. For instance, there is vast potential in the space of embedding career counselling services in secondary education to facilitate alignment of economic aspirations of young people with industry demands.

## SKILL DEVELOPMENT

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

In addition to laying down the objectives and expected outcomes, the policy also identifies the overall institutional framework which will act as a vehicle to reach the expected outcomes. The framework outlines eleven major paradigms and enablers (aspiration and advocacy, capacity, quality, synergy, mobilisation and engagement, global partnerships, outreach, Information and communications technology enablement, trainers and assessors, inclusivity and promotion of skilling among women to achieve these objectives of skilling India. The skill strategy is complemented by specific efforts to promote entrepreneurship to create ample opportunities for the skilled workforce. National mission-mode programs such as Start-up India, Stand-up India, and Atal Innovation Mission have been launched to promote entrepreneurship. The policy links skills development to improved employability and productivity in paving the way forward for inclusive growth in the country (See the figure 5 for a list of flagship schemes on skilling in the country along with Maharashtra specific data points).<sup>78,79,80,81,82</sup>

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<sup>78</sup> <http://nulm.gov.in/> and MSSDS Annual Report 2017-18

<sup>79</sup> <http://ddugky.gov.in/>

<sup>80</sup> <http://umed.in/convergence/> Last visited: 15-04-2020

<sup>81</sup> <https://pmkvyofficial.org/>

<sup>82</sup> <https://www.pmkvyofficial.org/Dashboard.aspx> Last visited: 15-04-2020

Figure 5: Flagship Schemes on Skilling

Launch  
Dates

- **2011 Deen Dayal Antyodaya Yojna (DAY)**  
To reduce poverty of the urban poor households by enabling them to access
- **DAY-Maharashtra**  
As on May 2018, ~1 lakh students have been trained under the scheme and further 55,376 students are undergoing training
- **2014 Deen Dayal Upadhyaya Grameen Kaushal Yojana (DU-GKY)**  
Dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of rural youth
- **DU-GKY Maharashtra**  
Develop partnerships with major government programmes and build synergies to address different dimensions of poverty
- **2015 Pradhan Mantri Kaushal Vikas Yojna (PMKVY)**  
Training is provided in sectors such as Agriculture, Apparel, Home furnishing, Automotive. Bamboo fabrication. etc.
- **PMKVY Maharashtra**  
As of April 2020, Short term training component had 1,25,477 Enrolled candidates and 1,25,220 Trained candidates and Recognition of prior learning component had 5,66,905 Enrolled and Trained candidates.

Maharashtra has witnessed sharp developments in the Skill Development space in the past decade. The state government has instituted the **Maharashtra State Skill Development Society (MSSDS)** to implement and govern, apart from aid programme design and establish fresh partnerships with crucial stakeholders, across several fragmented skill development initiatives. The mandate and targets of major skill development initiatives in the state are discussed under:

MSSDS in 2011 to develop and generate 4.5 crores skilled people in the state by 2022. To achieve this target, the state will have to produce 45 lakhs skilled workers annually for a whole decade (2011-22). Notable programs run by the MSSDS include **Pramod Mahajan Kaushlya va Udyojakta Vikas Abhiyan (PMKUVA)** and the **Industry Linked Skill Development Programme**.

PMKUVA is State's flagship skill development scheme which was launched in September 2015 by MSSDS. It was launched to achieve the goal of 'Skilled Maharashtra, Employable Maharashtra'. Under the program, skill development training is provided to create opportunities for

employment and entrepreneurship (See the Table 1 for details on the performance of PMKUVA).<sup>88,89</sup>

<sup>88</sup> Economic Survey of Maharashtra- 2019-20, DES

<sup>89</sup> Maharashtra State Skill Development Society

Table 1: Performance of PMKUVA

Year	No of candidates					Expenditure incurred (Rs. Crore)
	Under Training	Completed Training	Completed Assessment	Total	Employed/ Self Employed Candidates	
2016-17	8,423	5,798	63,314	77,535	32,613	17.09
2017-18	3,070	1,958	36,635	41,663	22,432	92.15
2018-19	970	3,712	30,625	35,307	5,659	80.74

The **Industry Linked Skill Development Programme** was launched by MSSDS for imparting training to youths for updated skills required by industries. The society has signed Memorandum of Understandings (MoU) with 171 major industrial groups. Under this initiative, 9.87 lakh young people are undergoing skill development training, this intervention is projected to provide employment in three years. By October 2019-20, a total 2.28 lakh youths were skilled, and 1.18 lakh youths were provided employment or self-employment.<sup>90,91</sup>

GoM launched the **Support to Training and Employment Programme (STEP)** aims to provide vocational skills and competencies related to employability and entrepreneurship. Under the scheme, training of skills in fields like agriculture, tailoring, computer & IT enabled services, travel & tourism, etc. is being imparted.

Schemes like **Swadar** and **Ujwala** further target women in need of support- and to support their reintegration into society through skilling. In conclusion, there is a clear focus on skilling/ up-skilling/ re-skilling the youth in an inclusive manner in Maharashtra. However, since these efforts are aligned to industry demand, more can be done to align skill development framework with the aspirations of young people.

Maharashtra has not just set up an umbrella entity, like other comparable major states, but has further holistically empowered existing structures—for instance, Maharashtra has delegated rural sector skill development to its rural livelihood mission (Maharashtra Rural Livelihood Mission-Umeed) despite setting up the Maharashtra State Skill Development Society. Maharashtra has hence been able reach a much higher number of target beneficiaries. Overall, given the states inclination towards digitalising reporting systems, it is also easier to track impact data despite a more decentralised structure compared to other comparable states like Karnataka.

<sup>90</sup> Maharashtra State Skill Development Society

<sup>91</sup> Economic Survey of Maharashtra- 2019-20, DES

# EMPLOYMENT

There has been a growing disconnect between economic growth and job creation. Automation, digitisation, and artificial intelligence are changing the nature of jobs and impacting new jobs, particularly at the lower end of the skills spectrum.<sup>92</sup> The problem has been compounded by the fact that India does not have a national employment policy, and the country is still working to improve its Labour Market Information System (LMIS).<sup>93,94</sup>

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

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

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

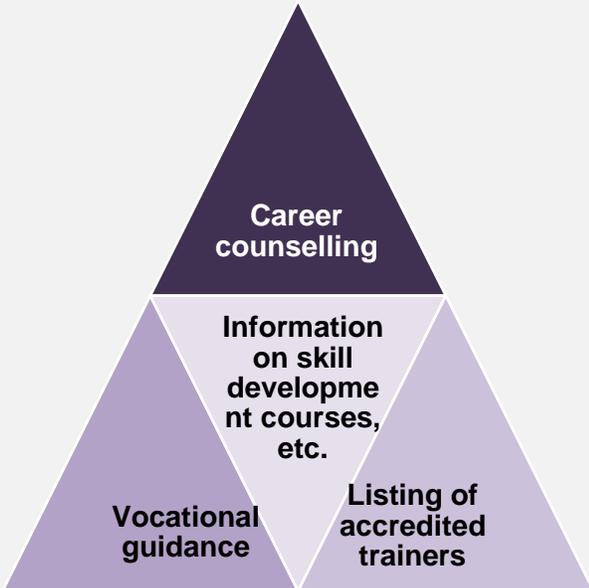


Figure 6: Areas under National Career Services (NCS)

<sup>92</sup> Ambarkhane, S. (2019). *STATE OF JOBS IN INDIA 2019*. Grameen Foundation India.

<sup>93</sup> Ministry of Skill Development and Entrepreneurship, GoI. (2015). National Policy for Skill Development and Entrepreneurship.

<sup>94</sup> ILO. (2013). *Towards a More Effective Labour Market Information System in India*.

creation in the gig-economy, GoI is planning to provide ESIC benefits to gig workers under the proposed Social Security Code Bill.<sup>95</sup>

Relying on a strong industry policy (especially, the recent Maharashtra Industrial Policy, 2019), GoM's strategy is centred around aiding the creation of jobs by facilitating growth of industrial corridors, IT parks, and the Micro, Small and Medium enterprises (MSME), in other words, enable strong growth for job creation based on growth fundamentals.<sup>96</sup> The state government is invested in engaging with the industry to enhance the ease of doing business, while also increasing the employability of young people in the state,

In Maharashtra, schemes like **Prime Minister Employment Generation Programme (PMGEP)** and **Chief Minister's Employment Generation Programme (CMGEP)** have been launched to promote employability. GoM's **CMGEP** for MSMEs and service sector units aims to create 10 lakh jobs and 2 lakh micro entrepreneurs in the next five years. The flagship programme of the Industries Department will have 30% reservation for women entrepreneurs. It will provide easy financial assistance as a viability gap funding for approved project cost of up to Rs 50 lakh for manufacturing activities and up to Rs 10 lakh for service sector activities.<sup>97</sup>

GoM is committed towards enabling an ecosystem that aids job creation in a balanced manner across the state— this is being achieved in that state by keeping job creation at the centre of all industrial development programmes. The state has shown consistent commitment towards developing special economic zones since 2001. As of October 2019, of 251 proposals received, 30 SEZ's have been executed with an aggregate cost of ~36,000 crores, generating 5.94 lakh jobs in the state.<sup>98</sup> The **Maharashtra Industrial Development Corporation (MIDC)** and the **City and Industrial development corporation of Maharashtra (CIDCO)** have also played a key role in setting of 37 public IT Parks in the state, these parks have generated employment for 2.68 lakh people in the state.<sup>99</sup> Being cognisant of the potential job-creation by IT parks, GoM has invited the private sector for the creation of world class infrastructure for the IT industry in the state—of the 530 private IT parks approved, 190 have been set up generating employment for 5.30 lakh and the remaining projects are projected to create an additional 12.95 lakh jobs in the state.<sup>100</sup>

However the cornerstone of job creation in Maharashtra is the MSME sector, hence the state has prioritise the development of the sector for holistic job creation— by the end of 2019, about 14.90 lakh MSMEs had obtained Udyog Aadhaar Number (UAN) these enterprises provide employment to 78.92 lakh people in the state.<sup>101</sup>

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<sup>95</sup> [https://www.business-standard.com/article/economy-policy/esic-may-cover-gig-economy-workers-as-part-of-new-social-security-code-bill-119120401436\\_1.html](https://www.business-standard.com/article/economy-policy/esic-may-cover-gig-economy-workers-as-part-of-new-social-security-code-bill-119120401436_1.html)

<sup>96</sup> Maharashtra Industrial Policy, 2019. Retrieved from:

<https://maitri.mahaonline.gov.in/PDF/Maharashtra%20New%20Industrial%20Policy-2019.pdf>

<sup>97</sup> <https://economictimes.indiatimes.com/jobs/maharashtra-flagship-scheme-for-msmes-to-generate-10-lakh-jobs/articleshow/69839869.cms?from=mdr>

<sup>98</sup> Directorate of Industries, GoM

<sup>99</sup> Maharashtra Economic Survey 2019-20

<sup>100</sup> Maharashtra Economic Survey 2019-20

<sup>101</sup> Directorate of Industries, GoM

The Employment Market Information Programme was initiated by the GoM to capture the labour market dynamics, especially the structure of employment across public and private sector, in the state. Data is captured from all enterprises employing 25 or more people in greater Mumbai and 10 or more people in the rest of the state. While the programme is not able to capture job creation in micro enterprises, the programme serves to provide important information on the labour market in the state.<sup>102</sup>

GoM has further set up **Skill Development, Employment And Entrepreneurship Guidance Cells (SDEEGC)** in the state—there are a total of 51 such centres, 36 of these are at the district level, eight are dedicated for tribal candidates, six are set up in universities, and one is dedicated to differently abled candidates. Towards the end of 2019, 7.86 job seekers were registered in these centres, 2 lakhs of those registered got placed against a total of 4.67 lakh notified vacancies.<sup>103</sup>

Further, **Navtejaswini Maharashtra Rural Women Enterprises Development Project** and hostels for working women show the state's commitment to improving female labour force participation (FLFP)- this is reflected in the states average FLFP being higher than the national average.<sup>104</sup>

GoM is invested in aiding the creation of a seamless job market, where the role of the state is focused around enabling the growth of enterprises and tracking the skill requirement of the industries already set up. Opportunities on the front of integrating digital solutions to link job seekers to job providers, leveraging the current network of district employee exchanges, have scope for acceleration in the state — comparable states, particularly Karnataka has invested on such interventions.

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<sup>102</sup> Directorate of Skill development, Employment & Entrepreneurship, GoM

<sup>103</sup> Directorate of skill development, employment, and entrepreneurship, GoM

<sup>104</sup> Maharashtra Economic Survey 2019-20

# ENTREPRENEURSHIP

The skill strategy is complemented by specific efforts to promote entrepreneurship to create ample opportunities for the skilled workforce. The **National Policy of Skill Development and Entrepreneurship (2014)** notes that an ideal entrepreneurial environment has five pillars: access to funding, entrepreneurial culture, supportive regulatory and tax regime, an educational system that promotes entrepreneurial mindsets, and a coordinated approach that links the public, private and voluntary sector.<sup>105</sup> To coordinate and strengthen factors essential for the growth of entrepreneurship across the country the policy proposes to strategically focus on nine areas. Under this policy, flagship programs such as **Start-up India, Stand-up India, and Atal Innovation Mission (AIM)** have been launched to promote entrepreneurship in India.

To accelerate the start-up movement the government has expanded the Start-up India from the digital/ technology sector to a wide array of sectors including agriculture, manufacturing, social sector, healthcare, education, etc.; and from existing tier 1 cities to tier 2 and tier 3 cities including semi-urban and rural areas. While Stand-up India uniquely supports SC, ST, and women entrepreneurs, AIM's objective is to develop new programs and policies for fostering innovation in different sectors of the economy, provide platform and collaboration opportunities for different stakeholders, and create an umbrella structure to oversee the innovation ecosystem of the country.<sup>106,107,108</sup>

Presently, Ministry of Skill Development and Entrepreneurship (MSDE) is implementing one scheme dedicated to entrepreneurship development '**Pradhan Mantri Yuva Udyami Vikas Abhiyan (PM-YUVA)**'. The scheme aims to create an enabling ecosystem for entrepreneurship development through entrepreneurship education and training in select institutes of higher learning.<sup>109</sup>

GoM has taken lead in reinvigorating the business atmosphere in the state by adopting varied measures to increase 'Ease of Doing Business' while also attract global investors, through the 'Magnetic Maharashtra' initiative to enable growth and business creation.<sup>110</sup> Maharashtra has demonstrated its proactive stance on creating business opportunities in the state by launching

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<sup>105</sup> National Policy for Skill Development and Entrepreneurship 2015  
<https://www.msde.gov.in/assets/images/Skill%20India/National%20Policy%20on%20Skill%20Development%20and%20Entrepreneurship%20Final.pdf>

<sup>106</sup> Retrieved from: <https://www.start-upindia.gov.in/>

<sup>107</sup> Retrieved from: <https://www.standupmitra.in/>

<sup>108</sup> Retrieved from: <https://www.aim.gov.in/>

<sup>109</sup> Retrieved from:

<https://www.start-upindia.gov.in/content/sih/en/profile.GovernmentBody.5a1e13e9e4b05e72e7960df1.html>

<sup>110</sup> <https://indianexpress.com/article/cities/mumbai/magnetic-maharashtra-2-0-launched-state-signs-12-mous-worth-16100-crore-with-foreign-indian-firms-6460668/>

**Aerospace and Defence manufacturing policy**, and **FinTech policy**—it is the first Indian state to have designed and launched such policies.<sup>111,112</sup>

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

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

In terms of promoting entrepreneurship, Maharashtra has been a clear front-runner. It established the **Maharashtra Centre for Entrepreneurship Development (MCED)** in 1988 as an autonomous society to create & develop the spirit of entrepreneurship. GoM has shown its renewed commitment to foster entrepreneurship through the launch of **Maharashtra State Innovative Start-up Policy (MSInS)**. This was formulated by the **Skill Development & Entrepreneurship Department (SDED)** of GoM with a vision of enabling an innovation-based economy and fostering an entrepreneurial spirit across the state. The policy aims to drive economic growth and job creation in the coming years by encouraging entrepreneurs to design novel solutions in new-age sectors such as biotechnology, artificial intelligence, clean energy etc. as well as revamping traditional sectors.<sup>113,114,115</sup>

To enable the ecosystem further, the **Seed Money Scheme** of GoM has been launched with the aims to encourage unemployed youth to take up self-employment ventures through industry, service and business by providing soft loans from institutional finance to meet part of the margin money.<sup>116</sup>

Overall, in Maharashtra, there is a clear shift towards providing credit to entrepreneurs, fostering new ventures, and incubating innovative solutions. These steps ensure a robust funding ecosystem, solid incubation support, and optimal ease of doing business. Lastly, the inclusive nature of initiatives empowers women entrepreneurs and entrepreneurs from other vulnerable communities, however, much remains to be done. For

<sup>111</sup> Retrieved from:

<https://maitri.mahaonline.gov.in/PDF/Aerospace%20and%20Defence%20Manufacturing%20Policy%20-%202018.pdf>

<sup>112</sup> Retrieved from: <http://di.maharashtra.gov.in/layouts/15/doistaticsite/English/pdf/FintechPolicy.pdf>

<sup>113</sup> Retrieved from: <http://www.mced.in/>

<sup>114</sup> Retrieved from: <https://www.msins.in/>

<sup>115</sup> Retrieved from: <http://www.mahaswayam.gov.in/>

<sup>116</sup> Maharashtra Economic Survey 2019-20

instance, female entrepreneurs account for just 9% of the total entrepreneurial population of the country, the lowest amongst the BRICS nations.<sup>117</sup> Overall Maharashtra government's quantity and quality of initiatives to promote entrepreneurship surpasses majority of other similarly placed major states.

## CIVIC ENGAGEMENT OF YOUNG PEOPLE

The National Youth Policy, 2014 (NYP-2014) reiterates the commitment of the entire nation to all-round development of the youth of India (15-29 years), so that they can realise their full potential and contribute productively to the nation-building process.<sup>118</sup> The NYP-2014 had identified five objectives and multiple priority areas under each of these objectives. These objectives and identified priority areas have clear concurrence with the YuWaah partnership and are summarised below:

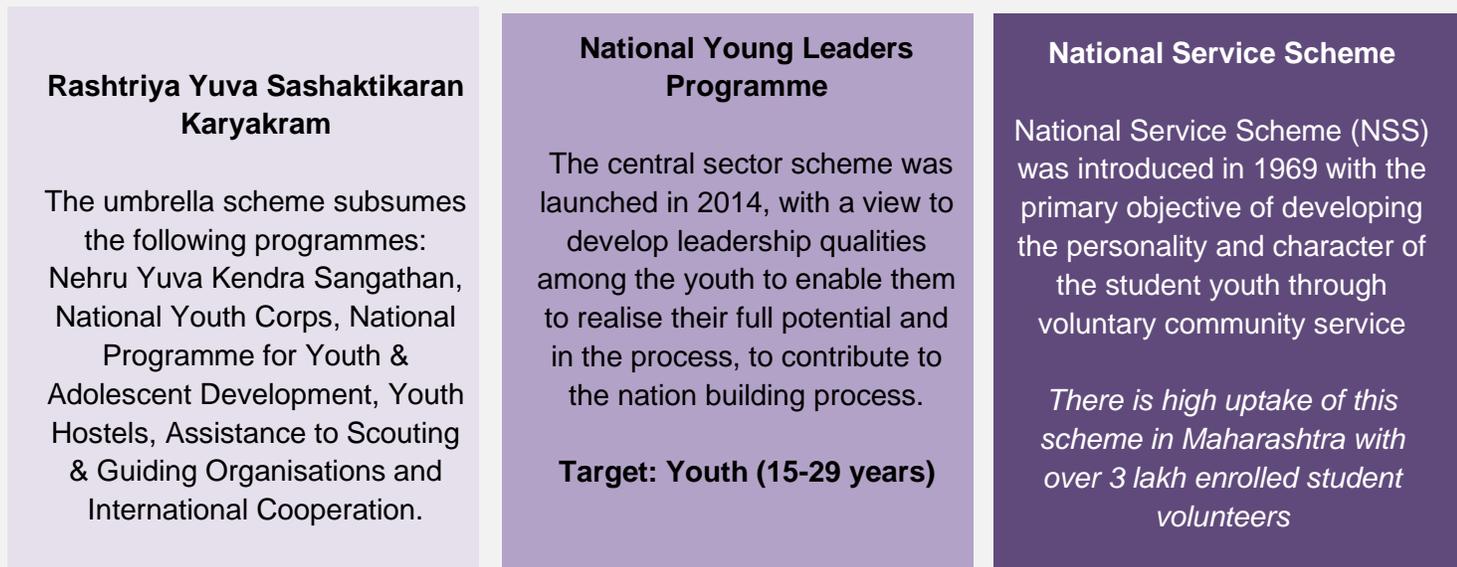
**Table 2: NYP-2014 Objectives**

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

<sup>117</sup> NASSCOM. 2015. Start-Up Report - Momentous Rise of The Indian Start-Up Ecosystem. Retrieved from: <https://www.nasscom.in/knowledge-center/publications/start-report-momentous-rise-indian-start-ecosystem>

<sup>118</sup> Since, all the discussed programmes have been designed based on the National Youth Policy-2014, the target beneficiaries are in the age-group of 15-29 years. Hence, in this section the term 'youth' will be used consistently.

Figure 8: Key National Policies for Youth



The RKSYS, NLP, and the NSS are key national policies that are supporting the vision of the NYP-2014. Further, the Rajiv Gandhi National Institute of Youth Development (RGNIYD) functions as a vital resource centre with its multifaceted functions of offering academic programs at postgraduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development.<sup>119</sup>

Maharashtra is one of the leading states engaged in the promotion of development and engagement of young people in the country. National level initiatives like NSS, NCC, and NYKS are deep-rooted and widespread in the state. In addition to these national initiatives and sports, the state is reported to have a vibrant ecosystem of youth-led organisation. Despite this, political, civic and social engagement among youth is lagging compared to the national average as reported by the Youth Development Index released by RGNIYD.<sup>120</sup> Hence, it is clear that there is limited collaboration between government and other ecosystem players.

At the national level, there is a clear trend towards engaging all sections of the youth holistically, whilst attempting to nurture wider civic participation. GoM launched a youth policy in 2012, targeting the age groups of 13-35 years to maintain alignment with the erstwhile national youth policy, 2003. The policy recommended a patchwork of schemes across ministries to engage the state's youth. However, most of these schemes were either not implemented, were budgetarily nascent or further, not adequately monitored.<sup>121</sup>

<sup>119</sup> MoYAS, GoI. 2018-19. Annual Report. Retrieved from:

<https://yas.nic.in/sites/default/files/Annual%20Report%20%28English%29%202018-19.pdf>

<sup>120</sup> [http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth\\_development\\_index.pdf](http://rgniyd.gov.in/sites/default/files/pdfs/publications/youth_development_index.pdf)

<sup>121</sup> [https://sports.maharashtra.gov.in/nfsshare/sports\\_en/about\\_department/1530700413\\_youth\\_policy-eng1.pdf](https://sports.maharashtra.gov.in/nfsshare/sports_en/about_department/1530700413_youth_policy-eng1.pdf)

Nevertheless, there is a clear emerging focus on civic engagement of young people – GoM has recently initiated Sahabhag, a digital platform to facilitate and encourage the participation of citizens, corporates, NGOs, and other stakeholders of the society in community centric projects. Sahabhag will ensure gateway for peer to peer collaboration to encourage a positive impact on the well-being of the society. It is an attempt to develop an ecosystem to bring transparency and visibility in execution of projects under various government flagship programs.<sup>122</sup>

The young people engagement ecosystem of Maharashtra is similar to that of other comparable major states, in that it is centred on implementation of national schemes. There are limited state-level initiatives to engage young people. Moreover, while there is a state-level policy for young people, insufficient information is available on the initiatives undertaken within it and its overall impact. Therefore, while Maharashtra performs relatively well in the implementation of national level initiatives, the challenges faced by the state are similar in nature to other similarly placed states.

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<sup>122</sup> <https://sahabhag.maharashtra.gov.in/about-src.htm>

# Emerging Innovative Solutions

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

**Table 3: Innovative Programs in Maharashtra for young people**

Intervention / Organisation	Sector	Who	Description	Self-reported impact
<b>Mahaswayam Portal</b>	Entrepreneurship, skilling, employment	Maharashtra Government	Portal integrating employment, skilling, and entrepreneurship to bring together students, young people, job seekers, employers, trainers, and entrepreneurs. <sup>123</sup>	-
<b>Youth for Unity and Voluntary Action (YUVA)</b>	Civic engagement	Non-profit	Committed to enabling vulnerable groups to access their rights by encouraging the formation of people's collectives that engage in the development, thereby ensuring self-determined and sustained collective action in communities. <sup>124</sup>	Poverty -113 communities, Rights of young people- Outreach to over 35,000+ young people. <sup>125</sup>
<b>Global Alliance for Mass</b>	Entrepreneurship	Non-profit	GAME aims to create a thriving environment for young people led Mass	10M entrepreneurs who create 50M jobs by 2030. <sup>126</sup>

<sup>123</sup> <https://www.mahaswayam.gov.in/about>

<sup>124</sup> <https://yuvaindia.org/>

<sup>125</sup> YUVA Annual Report 2018-19

<sup>126</sup> <https://massentrepreneurship.org/about-us/>

<b>Entrepreneurship (GAME)</b>			Entrepreneurship (ME) in India, resulting in large-scale job creation. GAME partners with multiple players in collaborative models to accelerate the ME growth.	
<b>TATA Strive</b>	Entrepreneurship, skilling, employment	Non-profit	Replicable model for training & career guidance for underprivileged, creating capacity in select sectors along with appropriate certification	60 centres, 20 states, 25 focus sectors, ~1.4 lac students. <sup>127</sup>
<b>Akanksha Foundation</b>	Education,	Foundation	Systematic change in education- set up strong teams and strictures to see progress on all three dimensions of implementation, evaluation, and improvement.	8000 students- 90% student attendance and 97% student retention. <sup>128</sup>

From the analysis of the innovation landscape and expert interviews, upcoming innovations have been detailed in the 5 identified areas.

Within the spectrum of **education**, there are organisations that are trying to increase focus on OOSCs, to intricately link education to employment through a vocational education model at secondary level, and to incorporate 21st century life skills and system-thinking approach into formal education. While they have been increasingly involved with the government, it is necessary to proactively bring them at the forefront of our education system. One potential pathway for reducing the dropout rates is using a bridge course to engage students in vocational education. This way students can transition from 'fail' to 'eligible' for skill training, attaching a positive connotation to vocational education. An interesting model for vocational education is the dual system of training (Germany), in which learning takes place using two mediums, the vocational training centres and the industry or a company. Moreover, while the classroom platforms such as Coursera are proving to be useful, they should be integrated with classroom learning in a formalised manner.

<sup>127</sup> <https://www.tatastrive.com/index.html>

<sup>128</sup> Akanksha Foundation Annual Report. Retrieved from: <http://www.akanksha.org/wp-content/uploads/The-Akanksha-Foundation-Annual-Report-2017-18.pdf>

For solidifying the **skilling** initiatives, aspiration matching, multi-layered skilling, career guidance, and access to labour market information have to be treated as a foundational concepts and should be tailored to address vulnerable youth such as women, people with disabilities, youth leaving care, SC/STs, etc. While innovative solutions are emerging in this space in Maharashtra, government buy-in to scale-up such initiatives and alignment with business requirements are essential to maximise impact.

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

**Entrepreneurship** initiatives can be strengthened by partnership between government and other organisations such as GAME which acts as a convening body that brings alignment within the ecosystem and mobilises action to address systemic challenges with the aim to facilitate advanced growth of mass entrepreneurship through innovative collaborative models.<sup>129</sup>

**Civic engagement** initiatives are focusing on developing holistic platforms for young people to interact, access information, and participate in civic, social, or nation-building activities. There is a rich ecosystem of young people centric organisations in Maharashtra that are involved in the various facets of civic engagement, however, not all such organisations are accredited or recognised by the government. These organisations can be leveraged to holistically engage the young people in grassroots focused problem solving, innovative thinking, and other constructive activities. The dearth of a common platform to facilitate exchange between these organisations and the government is critically felt.

While Maharashtra government policies have identified some technology initiative such as '**Leapfrog Maharashtra Portal**' to create a single point of contact for the entire start-up ecosystem and enable knowledge exchange and **Maharashtra virtual incubation center** to provide value-added services including legal, financial, IP, cloud and mentorship to start-ups across Maharashtra, the overall technology adoption for youth initiatives has been slow and the innovations are currently happening in silos.<sup>130</sup> Therefore, Yuwaah needs to increasingly leverage **technology and partnerships** across private organisations, foundations, non-profits, social enterprises, and government to synthesise the efforts in these 5 areas and form synergies to create a sustainable impact on young people in India and to work with them.

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<sup>129</sup> Retrieved from- <https://massentrepreneurship.org/about-us/>

<sup>130</sup> Maharashtra State Innovative Start-up Policy 2018

# Gap Analysis

## SECONDARY EDUCATION POLICIES

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of the GoI, to enhance access to secondary education and improve its quality. In the state of Maharashtra, this scheme is managed by the Department of School Education and Sports. During 2018-19, expenditure incurred on secondary & higher secondary education by the State Government was INR 17,585 crore.<sup>131</sup>

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

1. **Directorate of Secondary and Higher Secondary Education, Maharashtra** is responsible for managing the secondary and higher secondary education, vocational courses, and vocational training
2. **Maharashtra State Board of Secondary and Higher Secondary Education** is responsible for maintenance of a uniform school syllabus and standardised curriculum
3. Under **Samagra Shiksha Abhiyaan**, Government of India's (GoI's) school education program that extends from pre-school to senior secondary classes, Maharashtra has allocated 19.3% of its total allocated budget for the scheme on secondary education<sup>132</sup>

The strengths and gaps in the overall secondary education ecosystem can be understood by analysing the following 3 areas:<sup>133,134</sup>

Table 4: Secondary Education- Strengths and Gaps Analysis

Areas	Key strengths of government policies	Gaps in government policies
<b>Accessibility to education</b>	<ul style="list-style-type: none"> <li>• The GoM has continuously offered special incentives to private bodies to set-up schools in remote areas</li> <li>• Schemes to promote education among girls- Attendance allowance scheme, Ahilyabai Holkar scheme, etc.<sup>135</sup></li> <li>• Inclusive Education for Divyang</li> </ul>	Limited access due to- <ul style="list-style-type: none"> <li>• Overall: Fewer numbers of secondary schools.</li> <li>• Cost: Inadequate government / aided secondary schools.</li> <li>• Location: Limited secondary schools in rural areas.</li> </ul>

<sup>131</sup> Economic Survey of Maharashtra- 2019-20, DES

<sup>132</sup> Samagra Shiksha PAB minutes for 2019-20 for individual states. Available online at <https://seshagun.gov.in/pab-minutes>. Last accessed on 14 April 2020.

<sup>133</sup> Situational analysis of secondary education in Maharashtra, UNICEF

<sup>134</sup> Unpacking School to Work Transition, UNICEF

<sup>135</sup> Maharashtra Prathamik Shikshan Parishad and Directorate of Primary Education- GoM

	<p>scheme.<sup>136</sup></p> <ul style="list-style-type: none"> <li>● Stipend for tribal students, free education to economically backward students (Boys) of Standard XI &amp; XII.<sup>137</sup></li> </ul>	<ul style="list-style-type: none"> <li>● Vulnerability: Insufficient focus on inclusion of minority/ vulnerable students- tribal, girls, etc.</li> </ul>
<b>Quality of education</b>	<ul style="list-style-type: none"> <li>● Pragat Shaikshanik Maharashtra Programme was launched by the GoM in 2015-16 to enhance the quality of education for school going children by providing need-based and demand-driven training to teachers.<sup>138</sup></li> <li>● Under the Scheme for Infrastructure Development in Minority Institutes, an amount of Rs. 1.2 crores had been released to 14 minority institutions in Maharashtra.<sup>139,140</sup></li> </ul>	<ul style="list-style-type: none"> <li>● Inadequate foundational skills for language and arithmetic among students</li> <li>● Limited focus on 21st century skills, life skills, and digital skills.</li> <li>● Insufficient focus on vocational education.</li> <li>● Inadequate quality teachers, resources, and infrastructure.</li> <li>● Limited student retention especially among poor &amp; women.</li> </ul>
<b>Monitoring and governance of education initiatives</b>	<ul style="list-style-type: none"> <li>● Online portal- SARAL for collecting information related to schools, teachers, students, etc.<sup>141</sup></li> </ul>	<ul style="list-style-type: none"> <li>● Sparse data collection and analysis and monitoring to ensure quality education.</li> <li>● Poor governance cadence for officers across districts, blocks, and clusters to collaborate to improve the education ecosystem.</li> </ul>

## SKILL DEVELOPMENT POLICIES

Skill Development is a national priority of the GoI and, hence, a natural priority for all states of India. As discussed earlier, Maharashtra has demonstrated its proactive stance on the issue of skill development by setting up the Maharashtra State Skill Development Society in 2011. It plans to equip 4.5 crore people with employable skills from 2012 till 2022 as a part of the plan of the GoI. As per the NSDC Skill Gap report for Maharashtra, the State will require 90,28,144 skilled manpower in various sectors.<sup>142</sup>

<sup>136</sup> Maharashtra Prathamik Shikshan Parishad

<sup>137</sup> Maharashtra Prathamik Shikshan Parishad and Directorate of Primary Education- GoM

<sup>138</sup> [http://samata.shiksha/wp-content/uploads/2017/12/samata-e-book\\_eng-1.pdf](http://samata.shiksha/wp-content/uploads/2017/12/samata-e-book_eng-1.pdf)

<sup>139</sup> <https://mhrd.gov.in/idmi>

<sup>140</sup> [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/maha\\_idmi.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/maha_idmi.pdf)

<sup>141</sup> <https://education.maharashtra.gov.in/saral2/>

<sup>142</sup> MSSDS Action Plan 2018-19

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

1. **Maharashtra State Skill Development Society (MSSDS):** The Society is the single nodal agency for planning, coordination, execution & monitoring of all skill development initiatives of the GoM. The society is managing the LMIS and implementing seven national and states schemes:
  - a. Pramod Mahajan Kaushalya Udyojkta Vikas Abhiyan (PMKUVA)
  - b. Skill development training of minority youths
  - c. Pandit Deen Dayal Upadhyay Antyodaya Yojna - NRLM
  - d. Pradhan Mantri Kaushal Vikas Yojna (PMKVY)
  - e. Skill development training program in Construction sector
  - f. Pradhan Mantri Kaushal Vikas Yojna (PMKVY) 2.0
  - g. Kiman Kaushalya Vikaas Kaaranyakram under District Planning Committee Scheme
  
2. **Directorate of Vocational Education & Training (DVET):** Directorate of Vocational Education & Training, Mumbai (DVET) is the apex authority for vocational training and education in the State.<sup>143</sup>
  
3. **Maharashtra State Rural Livelihood Mission (MSRLM):** DU-GKY is being implemented by MSRLM in Maharashtra. As on 31st May 2018, 1,16,532 students in Maharashtra have been trained under the scheme and further 55,376 students are undergoing training.<sup>144</sup>
  
4. **National Apprenticeship Training Scheme (NATS)** in India is a one-year graduate and Technical Apprenticeship programme run by Ministry of Human Resource Development (MHRD) with the aim to equip technically qualified young people with practical knowledge and skills required in their field of work. As of 2017, 55909 apprentices have been trained in Maharashtra.<sup>145</sup>

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

**Table 5: Skill Development- Strengths and Gaps Analysis**

Areas	Key strengths of government policies	Gaps in government policies
<b>Access and Quality</b>	<ul style="list-style-type: none"> <li>● Focus on strengthening the vocational education structure.</li> <li>● Improve financial access to</li> </ul>	<ul style="list-style-type: none"> <li>● Insufficient support to students for making informed career decisions.</li> <li>● A clear framework for horizontal</li> </ul>

<sup>143</sup> Retried from: <https://www.dvet.gov.in/mr/>

<sup>144</sup> Retried from: [umed.in](http://umed.in)

<sup>145</sup> Retried from: <https://data.gov.in/resources/state-ut-wise-apprentices-trained-undergoing-training-under-national-apprenticeship>

	<p>disadvantaged socio-economic groups.</p> <ul style="list-style-type: none"> <li>● Improve quality of delivery through a quality assurance framework</li> <li>● Focus on relevant curriculum and practical oriented training</li> <li>● Attempts to create and promote a culture of life-long learning</li> </ul>	<p>and vertical mobility for students opting for vocational education is still under development.</p> <ul style="list-style-type: none"> <li>● Scope for improvement in monitoring</li> </ul>
<b>Accreditation &amp; Recognition of Prior Learning</b>	<ul style="list-style-type: none"> <li>● Recognition that govt accreditation increases credibility and allows for scalability</li> <li>● Conscious attempt to recognise informal on-the job training</li> </ul>	<ul style="list-style-type: none"> <li>● Many young players with credible skill development model are not accredited with the government due to missing effective platforms for them to engage with the state government.</li> <li>● Insufficient uptake of RPL programs to accurately capture the skilling landscape in the state.</li> </ul>
<b>Labour Market Information System</b>	<ul style="list-style-type: none"> <li>● The tool has been envisioned, piloted for, and expanded to a pan-India stage</li> </ul>	<ul style="list-style-type: none"> <li>● LMIS is not adequately leveraged, can be used to generate quarterly and annual skill gap reports.</li> <li>● Registration of all job seekers enrolling with Govt education institutions such as ITI, polytechnics, CSCs etc. on the LMIS website has not yet happened.</li> </ul>
<b>ITI's</b>	<ul style="list-style-type: none"> <li>● Many ITI in Maharashtra have been upgraded under the scheme of adoption of ITI or turning ITI as Centre of Excellence</li> </ul>	<ul style="list-style-type: none"> <li>● Not leveraged the trade specialised centers for creating hub-ITI's to expose students to the latest technology</li> </ul>
<b>Faculty Development</b>	<ul style="list-style-type: none"> <li>● Improved the quality of instructor development training to encourage and reward faculty/ instructors</li> <li>● Set aside adequate funding for instructor development activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Need to assess the region-wise and trade-wise vacancy among faculty or field staff</li> <li>● Need to investment in upskilling/ reskilling trainers</li> </ul>
<b>Industry Participation</b>	<ul style="list-style-type: none"> <li>● Improved linkage with industry through meaningful engagement with industry at all stages of industrial training.</li> <li>● Recognises the importance of</li> </ul>	<ul style="list-style-type: none"> <li>● Need to enable industry to provide cluster-based mentoring of ITIs where special modules can be designed and delivered.</li> <li>● Need to operationalise National</li> </ul>

	aligning with industry requirements- setup of sector skill councils.	Board for Skills Assessment and Certification (NBSAC) to enable industry to quantify the skills of workers with informal training.
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# EMPLOYMENT POLICIES

The unemployment rate in India for FY18 is at 5.3% in rural India and 7.8% in urban India and 6.1% overall - a 45 year high. Availability of quality data on employment is a challenge since a relatively small proportion of the overall workforce is employed in the formal sector and sample size is also small.<sup>146</sup> Unemployment, especially youth employment, is recognised to be a major policy hurdle in Maharashtra as well.

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

1. **NREGA:** The National Rural Employment Guarantee Scheme in India has already achieved a significant breakthrough in providing a certain level of employment security, particularly to informal workers and strengthening public works. In FY 2019-20, 32,49,161 persons were allotted NREGA work in Maharashtra.<sup>147</sup>
2. **Employment Market Information Programme:** Employment Market Information Programme capture the labour market dynamics, especially the structure of employment across public and private sector and functions as an important source of labour market information in the state. Information like the number of establishments in public and private sectors and employment therein is collected quarterly under EMI Programme.
3. **Skill Development, Employment and Entrepreneurship Guidance Cells:** Skill development, employment and entrepreneurship guidance centres have been established to counsel, guide & help the jobseekers in the State regarding employment & self-employment.

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

**Table 6: Employment- Strengths and Gaps Analysis**

Areas	Key strengths of government policies	Gaps in government policies
<b>Quality and access</b>	<ul style="list-style-type: none"> <li>• National Skills Qualification Framework (NSQF) ensures that the education, training, and skill development system is aligned with the changing requirements of the labour market- meeting the need of</li> </ul>	<ul style="list-style-type: none"> <li>• Limited uptake of NCS is highlighted by the fact that there are only 77 listed counsellors, 678 LPS, and 302 skill providers listed in Maharashtra.</li> <li>• Insufficient policy mechanism to</li> </ul>

<sup>146</sup> Unpacking School To Work Transition- UNICEF 2019  
<sup>147</sup> Retrieved from:[https://nregarep2.nic.in/netnrega/dynamic2/dynamicreport\\_new4.aspx](https://nregarep2.nic.in/netnrega/dynamic2/dynamicreport_new4.aspx)

	<p>flexible learning.</p> <ul style="list-style-type: none"> <li>• Launched NCS as a single national umbrella mechanism that provides career counselling and placements.</li> <li>• GoM launched the skill development, employment and entrepreneurship guidance cells that also serve as employment exchanges.</li> </ul>	<p>monitor data- on both quality and access- of private career counselling and placement support.</p> <ul style="list-style-type: none"> <li>• Absent link between the GoM's SDEEGC and the NCS. This is important for better uptake of both the platforms- for exposure to both local and national opportunities. To address this gap industry participation is required.</li> </ul>
<b>Regulatory overburden</b>	<ul style="list-style-type: none"> <li>• GoM has complied with 92% of World Bank recommendations on improving ease of doing business to accelerate job creation.<sup>148</sup></li> <li>• Make in India, Start-up India and standup India are supporting young entrepreneurs to become job creators.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and coherence across policy initiatives and programmes in different sectors though a new employment policy.<sup>149</sup></li> <li>• Need to design MSME policies such that there are adequate incentives to grow &amp; create jobs- many SMEs remain small to avoid regulatory overburden.</li> </ul>
<b>Digital integration &amp; focus on non-transferable skills</b>	<ul style="list-style-type: none"> <li>• MSDE has launched 15 India International Skill Centers (IISC) to help Indian students get foreign placements</li> <li>• MHRD has launched SWAYAM to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.</li> <li>• Launched Digital India to mainstream digital integration across the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Not addressed concerns around income instability &amp; social protection and well-being of gig economy participants.</li> <li>• Not addressed need of young people to be at least digitally literate to manage linkages, negotiation, sales, and overall relations- elements of the gig economy.</li> <li>• Need for a digital economy corporation that shifts underemployed youth into the gig economy.<sup>150</sup></li> </ul>
<b>Monitoring and</b>	<ul style="list-style-type: none"> <li>• Labour bureau and PLFS designed</li> </ul>	<ul style="list-style-type: none"> <li>• Need to develop linkages</li> </ul>

<sup>148</sup> <https://maitri.mahaonline.gov.in/Home/EaseOfDoingBusiness>

<sup>149</sup> <https://www.niti.gov.in/niti/content/national-employment-policy-india-perspective>

<sup>150</sup> The Malaysia Digital Economy Corporation, a public agency, has set up several programmes to shift underemployed Malaysians onto gig economy platforms- World Bank (2018). WDR

**evaluation**

to give regular updates on the labour market.

- GoM's EMIP is designed to provide high frequency information on the structure and dynamics of the labour market
- Designed and launched Labour Market Information System (LMIS) for identifying skill shortages, training needs and available employment opportunities at state and district level.

between Employment Market Information Programme, national LMIS.

- EMIP numbers do not feed into a structured action plan for the benefit of young people in the state
- Need improve and digitalise GoM's SDEEGC's– to enhance its capacity to capture labour dynamics at micro-geography.

# ENTREPRENEURSHIP POLICIES

The GoM has been steadily undertaking initiatives towards creating a strong entrepreneurship ecosystem in the State. In fact, as per the Department of Industrial Policy and Promotion (DIPP), Maharashtra has the highest number of start-ups, with a total of 2,787 start-up registrations (out of 14,565), and has been acknowledged as an 'Emerging State' in the Start-up Ranking 2018.<sup>151</sup>

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

1. **Maharashtra Centre for Entrepreneurship Development (MCED)** is an autonomous society working under Directorate of Industries, GoM in the field of entrepreneurship development since 1988 and has trained 14,50,703 participants by March 2018.<sup>152</sup>
2. **Maharashtra State Innovative Start-up Policy** was launched in February 2018 by the Skill Development & Entrepreneurship Department - GoM, with a vision of enabling an innovation-based economy and fostering an entrepreneurial spirit across the State.<sup>153</sup>
3. **Maharashtra State Innovation Society (MSInS)** has been established under the Department of Skill Development and Entrepreneurship with an aim to foster innovative approaches and create conducive environment for innovative businesses in the state.<sup>154</sup>

The strengths and gaps in the overall ecosystem can be understood by analysing the following 4 areas:<sup>155,156,157,158</sup>

**Table 7: Entrepreneurship- Strengths and Gaps Analysis**

Areas	Key strengths of government policies	Gaps in government policies
<b>Existing policies and implementation</b>	<ul style="list-style-type: none"> <li>● Provision for a platform to nurture young people's entrepreneurial aspirations</li> <li>● Provision to develop a robust infrastructure and ease the regulatory framework</li> </ul>	<ul style="list-style-type: none"> <li>● Limited incentives for women entrepreneurs</li> <li>● Limited mechanism for monitoring the progress of policy implementation</li> <li>● Limited online system for</li> </ul>

<sup>151</sup> Department of Industrial Policy and Promotion (DIPP), Ministry of Commerce and Industry, GoI. (2018). States start-up ranking. Retrieved from: [https://www.start-upindia.gov.in/content/dam/invest-india/compendium/Start-up%20India%20-%20National%20report\\_Final%20Version\\_web.pdf](https://www.start-upindia.gov.in/content/dam/invest-india/compendium/Start-up%20India%20-%20National%20report_Final%20Version_web.pdf)

<sup>152</sup> <http://www.mced.in/pdf/AboutMCED.pdf>

<sup>153</sup> Maharashtra State Innovative Start-up Policy 2018

<sup>154</sup> <https://www.msins.in/msins>

<sup>155</sup> Start-up India- Maharashtra Emerging State Report- State Start-up Ranking Exercise- Ministry of Commerce and Industry

<sup>156</sup> Maharashtra and the exciting growth of its start-up ecosystem- KPMG report

<sup>157</sup> Economic Survey of India, 2019-20

<sup>158</sup> Economic Survey of Maharashtra- 2019-20, DES

	<ul style="list-style-type: none"> <li>● MSInS for overseeing implementation of State Start-up initiatives</li> <li>● Rajiv Gandhi National Institute of IP Management to conduct IP training, research, awareness, &amp; management</li> </ul>	<p>information &amp; approvals for Start-ups</p> <ul style="list-style-type: none"> <li>● Inefficient query resolution system</li> <li>● Inadequate mentor network</li> <li>● Insufficient collaboration with other relevant stakeholders</li> </ul>
<b>Incubation and funding support</b>	<ul style="list-style-type: none"> <li>● GoM's Seed Money Scheme to encourage unemployed young people to take up by providing soft loans</li> <li>● Maharashtra State Social Venture Fund- an Alternative Investment Fund</li> <li>● Maharashtra Start-Up Policy plans to disburse INR 50 billion by 2022 to build 10,000 start-ups</li> </ul>	<ul style="list-style-type: none"> <li>● Need for subsidised incubation for Start-ups</li> <li>● Inadequate incubators formed through collaboration</li> <li>● Need for online system &amp; governance for seed funding</li> <li>● Need for incentives to attract angel investors and venture funds</li> </ul>
<b>Ease of doing business</b>	<ul style="list-style-type: none"> <li>● Self-certification-cum consolidated annual returns scheme enabled for State-based Start-ups</li> <li>● The Maharashtra Start-up Policy focuses on examinations of local laws for relaxing certain norms to allow easy compliance</li> <li>● State has identified disruptive technologies such as Fintech and E-Vehicles and has drafted policies to support Start-ups in these sectors (FinTech Policy 2018)</li> </ul>	<ul style="list-style-type: none"> <li>● Need for more policies/ regulations to support Start-ups in disruptive technologies/ business models</li> <li>● Necessity to remove the criteria inhibiting Start-ups participation in government tenders</li> <li>● Inadequate grievance redressal mechanism for Start-ups on public procurement issues</li> </ul>
<b>Awareness and outreach</b>	<ul style="list-style-type: none"> <li>● State Government organised a start-up outreach event 'Magnetic Start-up Award' in February 2018</li> <li>● MSInS organises the Maharashtra Start-up Week, which provides a platform for start-ups to demonstrate their business ideas to the government</li> </ul>	<ul style="list-style-type: none"> <li>● Need for entrepreneurship cells or events to boost entrepreneurship &amp; innovation in schools &amp; colleges</li> <li>● Insufficient Start-up outreach events and Start-up participation support in national and international events</li> <li>● Limited partnerships with other countries or international agencies</li> </ul>

# POLICIES ON ENGAGEMENT OF YOUNG PEOPLE

Maharashtra youth policy (2012) considers active youth civic participation for their all-round development as one of the key guiding principles. The policy, therefore, emphasises citizenship (youth participation in the decision-making process and the implementation of the youth-centric programs) and social security (through all-round development of youth). This focus was further solidified by the National Youth Policy- 2014, in which youth participation and civic engagement has been identified as priority areas.<sup>159</sup>

Some of the key highlights of Maharashtra’s youth and adolescent’s civic engagement are as follows:<sup>160</sup>

1. **Tribal Youth Exchange Programme** was implemented to sensitise them to the rich cultural heritage of the country
2. **Adolescent Health and Development Project** was implemented to empower out-of-school adolescents
3. **National Integration Camp** was organised to promote national integration of youth by bringing them together from different parts of the country on a common platform

The strengths and gaps in the overall ecosystem of civic engagement of young people can be understood by analysing the following two areas:<sup>161,162</sup>

**Table 8: Engagement of young people - Strengths and Gaps Analysis**

Areas	Key strengths of government policies	Gaps in government policies
<b>Existing policies</b>	<ul style="list-style-type: none"> <li>● Robust policy for youth at the central level, National Youth Policy 2014</li> <li>● Multitude of national level schemes such as Rashtriya Yuva Sashaktikaran Karyakaram, National Service Scheme, and Rajiv Gandhi National Institute of Youth Development</li> </ul>	<ul style="list-style-type: none"> <li>● Limited state-level initiatives for engagement of young people</li> <li>● Insufficient visibility on the on-ground impact of national level initiatives</li> <li>● Poor coordination of programmes that promote youth engagement in politics and governance</li> </ul>
<b>Existing</b>	<ul style="list-style-type: none"> <li>● Proactive young people in Maharashtra,</li> </ul>	<ul style="list-style-type: none"> <li>● Inadequate structured</li> </ul>

<sup>159</sup> Since, all the discussed programmes have been designed based on the National Youth Policy-2014, the target beneficiaries are in the age-group of 15-29 years. Hence, in this section the term ‘youth’ will be used consistently.

<sup>160</sup> Ministry of Youth Affairs and Sports Annual Report 2018-19

<sup>161</sup> National Youth Policy 2014

<sup>162</sup> Maharashtra Youth Policy 2012

<b>youth engagement ecosystem</b>	<p>as is visible from their active participation across social issues such as COVID response, etc.</p> <ul style="list-style-type: none"> <li>● Readiness to collaborate among various stakeholders including the government, nonprofits, youth led organisations, etc. as was concluded in YuWaah Maharashtra State Consultation meeting</li> </ul>	<p>programmes for engagement between GoM and youth</p> <ul style="list-style-type: none"> <li>● Limited provisions for collaboration among various stakeholders in youth civic engagement ecosystem</li> <li>● Absence of systematic channels for youth to provide inputs to government</li> </ul>
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# Recommendations

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

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

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

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

## 01 Strengthen Existing Policies and Implementation

Several national and state-level initiatives and programs have been implemented to address the critical needs of young people. However, this analysis finds that programs with holistic designs often face systematic governance issues, such as, poor monitoring and absent cadence between

officers at various levels of the bureaucratic hierarchy. Additionally, it is clear that given the varying definitions of youth used by various stakeholders, in terms of age inclusion, the needs of the target beneficiary themselves largely vary- from foundational education, secondary education, skill development, to larger issues around economic aspirations—hence, by design a number of specialised interventions need to be considered and these are spread across disparate national and state ministries. A need for strengthening well designed policy initiatives by addressing existing lacunae and by collaborating across the board for unleashing synergies is recommended. Table 8 delves into deeper details:

**Table 9: Recommendations- Strengthen Existing Policies and Implementation**

Recommendations	Stakeholders	
	Lead	Support
<p>Improve quality of inputs by using unutilised budget funds - 68% of Maharashtra’s development budget remains unutilised.<sup>163</sup> The following two areas for potential quality upgrades stand out:</p> <ul style="list-style-type: none"> <li>• Make timely investments in teachers training, modernising school infrastructure, study material etc. in secondary schools to increase retention especially among vulnerable communities and women.</li> <li>• Invest in imparting foundational skills and 21<sup>st</sup> century skills using innovative pedagogies to enhance learning and to warrant smooth movement from primary to secondary education and reduce dropouts in secondary education.</li> </ul>	Policy Makers and Government Implementing Bodies	UNICEF and other Implementing Organisations <sup>164</sup>
<p>Invest in skill trainers at skill centers and offer them defined career pathways. Specifically:</p> <ul style="list-style-type: none"> <li>• Invest in upskilling and reskilling trainers to keep their skill sets relevant and aligned to industry standards.</li> <li>• Define career pathways for skill trainers to encourage up take by young people.</li> </ul>	Policy Makers and Government Implementing Bodies	YuWaah, UNICEF, Funders, Other Implementing Organisations
<p>Address issues of exclusion:</p> <ul style="list-style-type: none"> <li>• Expand the reach of government aided model secondary schools especially in rural areas to increase accessibility among rural young people. For example, introduce a model government school with integrated career guidance cells in very block/ taluk to address issues of geographical exclusion.</li> </ul>	Policy Makers and Government Implementing Bodies	YuWaah, UNICEF, Funders, and other Implementing Organisations

<sup>163</sup> <https://indianexpress.com/article/cities/mumbai/maharashtra-63-of-development-budget-lies-unused-6281806/>

<sup>164</sup> **Implementing organisations here refer to social enterprises, NGOs, CSOs and private organisations that are active and integrated in the youth development ecosystem.**

<ul style="list-style-type: none"> <li>• Address policy blind spots where they exist in terms of access of vulnerable young people, such as, tribals, girls, OOSCs, young people with disabilities, SCs/STs, young people requiring, and those from rural areas — with the objective to integrate them into mainstream activities across the five areas of interest. For instance, increase incentives for women entrepreneurs by addressing their normative barriers. Further, looking at question of gender-based exclusion from a life cycle approach when designing policies.</li> <li>• Link existing secondary education to vocational education to reduce alienation of dropouts by building effective bridge courses to engage them. This can be achieved by developing a framework for horizontal and vertical mobility for students opting for vocational education.</li> </ul>		
<p>Strengthen monitoring systems for enhanced outcomes and to make timely investments:</p> <ul style="list-style-type: none"> <li>• Develop a state-level data monitoring and evaluation system for government initiatives to ensure complete visibility of the impact of both national and state-level initiatives in Maharashtra. For instance, develop mechanisms to monitor data on quality and access to private career counselling and placement support.</li> <li>• Define a governance cadence for officers across districts, blocks, and clusters to ensure holistic implementation and management.</li> </ul>	<p>YuWaah, UNICEF and other Implementing Organisations</p>	<p>Government and Funders</p>
<p>Build implementation support systems, such as:</p> <ul style="list-style-type: none"> <li>• Online system for information &amp; approvals for Start-ups</li> <li>• Query resolution system</li> <li>• Information helpdesks</li> <li>• Grievance redressal system</li> </ul>	<p>Policy Makers and Government Implementing Bodies</p>	<p>YuWaah, UNICEF, Funders, other Implementing Organisations</p>

## 02 Catalyse Knowledge Generation and Innovation

Relevant pathways emerge when informational asymmetries are addressed. These informational asymmetries exist on both sides of the stakeholder spectrum — the policymakers do not have a clear grasp of the key requirements of the young people and young people are not aware of how to effectively interact with the government machinery to make their needs heard, understood and met. In the absence of a functional information aggregation system- these issues become structural. For instance, in the broad age-group of

10-24 years of age, what avenues do the young people have to enable ‘learning’ that equips them to become responsible citizens and future thought leaders? To answer such crucial policy questions, there is an urgent need to generate credible knowledge. Overall, it is recommended to leverage digital solutions to ensure holistic participation of all the stakeholders and to co-create well-rounded solutions. Table 9 details out this thematically:

**Table 10: Recommendations- Catalyse Knowledge Generation and Innovation**

Recommendations	Stakeholders	
	Lead	Support
<p>Generate credible knowledge around the needs of the various stakeholders by increasing their participation in designing and implementation of programs by:</p> <ul style="list-style-type: none"> <li>Developing holistic technology platform for interaction between government, youth, and other stakeholders to ensure programmes designs are aligned to the requirements of the youth. This will ensure sustainable uptake of designed solutions.</li> <li>Enhancing industry participation in skill development curriculum design. For example, invite industry guest lecturers and leverage industrial hubs near ITI’s for hands on training programs. This will ensure that the courses offered are both aligned to industry demand and the students are exposed to the job-market. Further, it will enable the students to align their aspirations with the job market or shift to better aligned skill training.</li> </ul>	<p>YuWaah, UNICEF and other Implementing Organisations</p>	<p>Funders, Industry groups</p>
<p>Address information asymmetries on the demand and supply aspects of the job market and explore synergies:</p> <ul style="list-style-type: none"> <li>Leverage the LMIS to hasten the demand-supply job matching by registration of all job seekers enrolling with Govt education institutions on the LMIS website</li> <li>Leverage the trade specialised centers for creating hub-ITI’s to expose students to the latest technology</li> </ul>	<p>Policy Makers and Government Implementing Bodies</p>	<p>Funders, Industry groups</p>
<p>Embedding school to work transition mechanisms in secondary age school and leveraging digital solutions by:</p> <ul style="list-style-type: none"> <li>Creating an all-encompassing career guidance system to ensure youth aspirational alignment, reduce dropouts, and increase productivity in employment.</li> </ul>	<p>UNICEF and Government Implementing Bodies</p>	<p>Funders, Industry Groups, other Implementing Organisations</p>

<ul style="list-style-type: none"> <li>• Strengthening Recognition of Prior Learning (RPL) programs to create a level playing field for OOSC. Example- inclusion of RPL component in proposed skill scores, fastening the accreditation of young credible skill training institutes by leveraging digital solutions.</li> <li>• Expanding the scope of existing education and skill development system to include 21<sup>st</sup> century skills, life skills, and socio-economic and digital skills to ensure smooth school to work transition and success at work.</li> </ul>		
<p>Leverage technology innovations:</p> <ul style="list-style-type: none"> <li>• Improve the registration process by providing an easily accessible standalone website for GoM's Skill Development, Employment and Entrepreneurship Guidance cells, and further link it up with the NCS.</li> <li>• Synergise of LMIS and NCS with private sector participation to capture labour dynamics at micro-geography.</li> <li>• Operationalise National Board for Skills Assessment and Certification (NBSAC) to enable industry to quantify the skills of workers with informal training.</li> </ul>	Government	Funders, Industry groups

## 03 Holistic Ecosystem Engagement

Given the large age-group and a variety of requirements, the youth development ecosystem in India involves multiple ministries including Ministry of Education, Ministry of Skill Development and Entrepreneurship, Ministry of Youth Affairs and Sports, Ministry of Youth Affairs and Sports, Ministry of Social Justice and Empowerment, etc. Further, there are several implementing organisations, who again attempt to address the broad spectrum of needs of the youth- many of these organisations have innovative solution designs and have developed into islands of excellence. There is an urgent need for holistic engagement of the ecosystem to unleash collaborative synergies and to bring youth to the centre of policy design. Table 10 presents key action areas:

Table 11: Recommendations- Holistic Ecosystem Engagement

Recommendations	Stakeholders	
	Lead	Support

<p>Develop systems to facilitate inter-government ecosystem collaboration:</p> <ul style="list-style-type: none"> <li>• Develop systems that facilitates seamless information exchange across various government departments on policy initiatives and programmes in different areas of youth engagement. This will aid in facilitating access to best practices across areas of interventions, and hence, allow for leveraging of synergies.</li> </ul>	<p>YuWaah, UNICEF, and Other Implementing Organisations</p>	<p>Government Ministries, Funders</p>
<p>Incentivise collaboration across government, private sectors, CSOs, and NGOs (including both national and international organisations) to synergise the isolated youth development initiatives by developing:</p> <ul style="list-style-type: none"> <li>• Public Private Partnerships incubators.</li> <li>• Start-up outreach events and Start-up participation support in national and international events.</li> <li>• Enable industry to provide cluster-based mentoring of ITIs where special modules can be designed and delivered.</li> <li>• Involve guest industry lecturers to appraise students on the latest technology and its applications.</li> <li>• Incentivise SMEs to grow &amp; create jobs.</li> </ul>	<p>Government Implementing Bodies, YuWaah, and UNICEF</p>	<p>Other Implementing Organisations, Industry Groups, Funders, Other Relevant Stakeholders</p>
<p>Encourage community engagement in designing interventions and implementation of initiatives, such as:</p> <ul style="list-style-type: none"> <li>• Involvement of qualified professionals in mentor networks.</li> <li>• Entrepreneurship cells or events to boost entrepreneurship &amp; innovation in schools &amp; colleges.</li> </ul>	<p>YuWaah, UNICEF, other Implementing Organisations</p>	<p>Community, Government</p>
<p>Overall ecosystem engagement with specific focus on the youth as stakeholders:</p> <ul style="list-style-type: none"> <li>• Develop platforms, systems, and initiatives to ensure collaboration between the youth and rest of ecosystem working in youth development to incorporate youth's voice and beliefs into the initiatives for them. For example, develop tech-based, embedded in commonly used social media applications, solutions for engagement between GoM and the youth.</li> </ul>	<p>YuWaah, UNICEF, other Implementing Organisations</p>	<p>Government, Funders</p>

# 04 Targeted Policy Advocacy

The overall ecosystem of youth development is multi-dimensional and while existing policies cover wide aspects of this ecosystem, certain aspects have been left unaddressed, such as, evidence-based systematic incorporation of youth economic aspirations in policy decisions — there is a significant need for concentrated effort to mainstream these aspects into the national and state government policies. Given the broad needs of the youth, and new emerging needs due to the shock of COVID-19 across the landscape of stakeholders, there is need to invest in targeted policy advocacy to maintain the relevant concerns of the youth as policy priorities. Fresh areas of fiscal spending will emerge at both the national and at the state-level, hence, to lend greater credibility to the advocacy efforts it will be essential to do so as a collective- as a group of all relevant stakeholders. Table 11 details out possible areas for advocacy:

**Table 12: Recommendations- Targeted Policy Advocacy**

Recommendations	Stakeholders	
	Lead	Support
<p>Given the quantum of unspent development fund in the state, strategic investments in targeted policy advocacy could results in big returns in terms fiscal allocation in YuWaah’s areas of interest. Focus should be on:</p> <ul style="list-style-type: none"> <li>• Strengthening state-level government initiatives, by equipping them with robust programme monitoring and evaluation, for development and engagement of young people across the five areas of interest. Areas highlighted in Table 8 should be prioritised.</li> <li>• Further, a potential area for policy advocacy includes engagement of young people in politics and governance.</li> <li>• Strategic evidence-based advocacy for systematic incorporation of young people’s aspirations in policy decisions.</li> </ul>	<p>YuWaah, UNICEF, Funders, and other Implementing Organisations</p>	<p>Policy makers, Government Implementing Bodies,</p>
<p>Advocacy for enabling economic aspirations of young people by:</p> <ul style="list-style-type: none"> <li>• Structure policies to formalise the informal labour market and social protection for gig workers to ensure income stability.</li> </ul>	<p>YuWaah, UNICEF and Other Implementing Organisations</p>	<p>Policy makers, Government Implementing Bodies, Funders</p>

- Revamping the incubation and funding of start-ups by subsidising incubation and providing incentives to attract angel investors and venture funds.
- Support start-ups in disruptive technologies/ business models as several young people led start-ups are in this space.
- Promote start-up participation in government tenders to give young entrepreneurs equal access to opportunity. This will also build momentum towards systematic information exchange between young entrepreneurs and the government- resulting in better aligned policy design in the entrepreneurship space.

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

Table 13: YuWaah's Role and Feasibility

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

# Way Forward

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

## 01 Yuwaah State Taskforce:

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

The proposed skeletal structure of the secretariat:

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

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

## 02 YuWaah Knowledge Commons:

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

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

## 03 Digital outreach and engagement tools

Tools that build upon existing initiatives such as the Ureport (that captures supply-side aspirations via surveys) are essential for **ecosystem engagement**.<sup>165</sup> While most stakeholders will be able to collaborate and co-create via the mechanism of the YuWaah state taskforce, digital outreach and engagement tools will prove to be an essential mechanism to capture the demand, needs and voices of young people in the state — proving that YuWaah captures both the demand and supply dimensions of the young people's development and engagement landscape. However, the scope of the function of digital outreach and engagement under the YuWaah partnership will not just be limited to enabling the capturing of the voices of young people on important issues of policy but will also support the development of young people into **social changemakers**.

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

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<sup>165</sup> U-Report India is a free tool for community participation, designed to address issues that the population cares about. Once a U-Reporter has followed @UReportIndia on Twitter or Liked U-Report India Facebook Page, polls and alerts are sent via Direct Message and real-time responses are collected and mapped on this site. Results and ideas are shared back with the community and policymakers. Issues polled include health, education, water, sanitation and hygiene, youth unemployment, HIV/AIDS, disease outbreaks and anything else people want to discuss. Retrieved from: <https://india.ureport.in/>

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

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

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

# About Sattva

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Sattva is a social impact strategy consulting and implementation firm. Sattva works closely at the intersection of business and impact, with multiple stakeholders including non-profits, social enterprises, corporations, and the social investing ecosystem. Sattva works on the ground in India, Africa, and South Asia and engages with leading organisations across the globe through services in strategic advisory, realising operational outcomes, CSR, knowledge, assessments, and co-creation of sustainable models. Sattva works to realise inclusive development goals across themes in emerging markets including education, skill development and livelihoods, healthcare and sanitation, digital and financial inclusion, energy access and environment, among others. Sattva has offices in Bangalore, Mumbai, Delhi, and Paris.

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

## CREDITS AND ACKNOWLEDGEMENTS

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