EVALUATION REPORT on YOUTH FOR CHANGE
Promoting Young Women and Men's Leadership in Advocacy for SRHR Policy and Services

A project implemented by SAHAYOG
Project supported by Danish Family Planning Association, Denmark

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Content

Executive Summary

Introduction

India is undergoing rapid demographic changes. While the population of India at 1.2 billion remains a cause for global concern, few realize that the fertility rates are dropping rapidly and the increasing numbers are primarily due to a historic reason rather than a contemporary one and a phenomenon referred to as the population momentum. Hidden in these large numbers is the fact that at over 30% of the population proportion, India today has the largest concentration of young people. This large proportion of youth is often referred to as the youth bulge or the demographic dividend and is considered a potential power house for change and development. Unfortunately Indian policy making remains curiously ignorant of this potential and lethargic in its efforts to empower them and harvest the value of this dividend. Uttar Pradesh(UP), a northern state of India typifies this situation. UP has a population of over 190 million and of them 60 million are young people. It is not surprising that many of the problems facing this young generation includes poverty, illiteracy, early marriage, teenage pregnancies, lack of capacity building and employment opportunities and a large measure of gender disparity between boys and girls.

SAHAYOG is an NGO working on gender equality, maternal health and human rights in Uttar Pradesh for over fifteen years. In the course of its work on maternal health and human rights and on gender equality, SAHAYOG realized that the important set of youth issues was completely unacknowledged and unaddressed. SAHAYOG primarily works as a resource organization and develops and implements its programmes in close partnership with community based implementation organisations. With the realization that youth issues were mostly neglected in the state even in face of compelling statistics, SAHAYOG developed a field based intervention for empowering youth to identify and address their own sexual and reproductive health issues and to take a leadership role in pushing for a youth policy for the state. This proposal Youth for Change was placed before Danish Family Planning Association (Sex og Samfund) for financial support and they agreed to support it for a four year period. The overall goal of the project was *to improve sexual and reproductive health and rights including HIV/AIDS for young women and men in Uttar Pradesh, India as a result of youth friendly and gender sensitive policies and services, formulated through youth participation.* Youth participation was seen as a key component of this objective and it was to be achieved by organizing youth groups in nine districts and building their capacities to do advocacy at the local, district and state level. It was expected that the momentum generated by this process would ultimately lead to the formulation of a youth policy and to the provisioning of appropriate services, however these outcomes were beyond the scope of the project. The project was implemented between April 2007 and March 2011and this is a summary of the achievements, lessons and challenges drawn from an endline evaluation conducted by the Centre for Health and Social Justice.

Results

Increasing knowledge and capacity among youth leaders - While youth leaders were at the centre of the intervention, their work was facilitated and supported by SAHAYOG's community based partner NGO's and the respective youth groups. A total of 107 youth groups with a membership of over 1500 young people were established by the 10 partners in 9 districts of UP.

These groups provided an interesting diversity of membership including rural, urban, married, unmarried, male and female, literate and non-literate, in-school and out of school, dalit, tribal, muslim, employed and unemployed and even physically challenged youth. The evaluation process closely examined the knowledge and capacity of these youth leaders through a self-administered questionnaire as well as through focus group discussions which covered 104 of the 114 existing youth leaders. The group was evenly matched for sex (54 female and 50 male), most of them (62%) were between 17 and 20 years of age, and a large section (46.3%) had more than 12 years of education. A large proportion (49%) of them were from a tribal background and even though the overall proportion of Muslims was 9%, one location was predominantly Muslim. In another instance the groups were exclusively of Dalit girls, while in two other places the work was among tribal youth or those from extremely poor communities engaged in wage labour.

Through a self administered questionnaire these youth leaders were asked to rate their own understanding on a range of sexual and reproductive health and rights issues (See table 2). There were 5 domains in which less than 50 percent of the boys and girls feel their understanding was good. Both the boys and girls felt that their understanding on how to prevent sexually transmitted diseases, ante natal and post natal care or how to communicate with others on sexuality related issues was low. Overall the boys showed greater levels of understanding than girls, but

Table 2: Perception on SRHR issues

Self reported level of understanding is good		
Issues	Male	Female
Physical changes during puberty	68.0	57.7
Menstruation	42.9	78.4
Sexual harassment	63.8	54.9
Postponing early marriage	76.0	74.5
How pregnancy occurs	56.3	54.0
Postponing pregnancy	42.6	59.2
Antenatal care/postnatal care	42.6	41.2
Contraception/family planning methods	72.9	50.9
How to prevent HIV/AIDS	75.5	60.4
How to prevent STDs	34.0	15.7
Where to get reproductive services from	61.7	51.0
Contraception use	64.6	43.1
Gender equality	54.3	48.0
Menstrual hygiene	53.2	81.3
Communicate easily to other people about sexuality	48.9	41.3

this could be a measure of gendered self-confidence among boys and hesitance among girls. A comparison of knowledge around puberty changes before and after the intervention was also conducted. At the commencement of this project information had been collected from potential members of youth groups and these results were compared with the post intervention test results of the youth leaders. Of the 13 items tested during the pre and post test process, the knowledge level of boys increased on 10 items and in 12 items for girls. The overall change among girls was 17% compared to 6 % among boys. However what is more impressive is that while in the beginning there was a big difference in the overall score of boys and girls of 11% at the end of the project this difference had disappeared (average score 72.59 for boys and 72.27 for girls). Further statistical tests were done to compare the changes over time and results obtained show that the possibilities of obtaining an average or high score increased over 3 times for boys and

2.5 times for girls (the Odds Ratios were 3.16 [CI 1.57 – 6.56] for boys and 2.48 [CI 1.32 to 4.73]for girls).

The youth leaders also mentioned a range of other gains as a result of the capacity building process such as:

- o *Personal confidence and self efficacy* through public speaking and overcoming hesitation
- o *Gender* related awareness and assertiveness (in girls)
- o *Practical life skills* - Motivation to continue
- o *Leadership skill* to mobilize youth and other stakeholders of the project
- o education
- o *Communication skills* through use of creative communication media and the confidence and capacity to communicate information to others
- o *Advocacy skills* to talk to government officials

These youth leaders found their training programme extremely useful and were particularly benefited from the training in creative communications (street plays, puppet shows, poster making) which allowed them to broach sensitive topics with little hesitation.

Mobilising the community and local advocacy – The youth leaders used their new understanding and skills to motivate other youth and create awareness about these issues. They organized youth group meetings and interacted with parents, teachers, anganwadi workers and health service providers. They tackled resistance and also played the role of intermediaries in various discussions and conflicts that arose in homes and in the community because of the changes in the youth. Initially there was resistance from parents about the need for youth groups, and so parents too would be invited to attend these meetings. These youth leaders also started attending a variety of public meetings in their villages including the meeting of the local village council (panchayat) and the higher level (block) council meetings. Of the 104 respondents, 39 (23 boys and 16 girls) said they had participated in decision making processes in their village. Most of these interventions were related to dowry, domestic violence and health camps. The youth leaders also displayed their leadership skills by intervening in social issues like stopping child marriage, education of the girls, helping differently able people get their pension or supporting families get the government allowances for their daughter's marriage. In one district some of the youth leaders have become workers of the NGO.

One community level change that was appreciated by teachers, was the fact that since the start of this programme girls stopped missing school during their periods because their attitude towards menstruation had changed and because of improved hygienic practices. Another significant change that was noted was that some girls who had stopped going to school were re-motivated and their parents encouraged by the youth leaders to send them back to school. The youth leaders of one district have demanded a special school for girls up to class twelve and have spoken to the local authorities and the State Youth Minister of Uttar Pradesh regarding this.

Policy advocacy by youth – One of the defining characteristics of this project was the active participation of the youth in policy making process. In the first instance the different groups, which represented a diversity of youth interests, identified key issues of concern. The broad based nature of the early consultations were validated when almost all the youth leaders felt that they had contributed to this process. A Youth Policy Drafting Committee was formed and it met

twice in September 2009 and October 2009. Members of this committee included youth leaders, NGO workers and experts from different fields like health, education, women rights, livelihood, sports, panchayat, law and so on. During these meetings the youth policies of other states (Maharashtra, Gujarat, Bihar, Jharkhand and Rajasthan) were examined and analysed in the context of Uttar Pradesh.

A broad based Youth Policy Network, including other stakeholders like NGOs, Networks, Unions, experts, and others was established. A draft policy was prepared and circulated for review and also for creating a favourable policy environment. The youth conducted a campaign through candle light marches, post card distribution to create pressure and awareness about youth issues at district, block and state level. The media was a continuous partner in this process and there was wide media coverage of the different advocacy events. An effort was made to generate support from Members of the Legislative Assembly (MLA), and some MLAs provided support through public statements. The draft policy was given to the Secretary and Minister of Sports and Youth Welfare for their comments. Later it was submitted to Chief Minister of Uttar Pradesh on 12th January 2011 and this submission was acknowledged by the Chief Minister's office. A large number of stakeholders have made public statements in favour of youth services and policy, which were reported in the media. Mr. Puroshottam Naresh, Member of Legislative Assembly of Nerni Constituency, Banda district said in an event organized on International Youth Day on 14 August 2009 that "*Yuva hi desh ka karnadhar hai. Swasthya and youn shiksha par adhik bal deneka zarurat hai. (*Youth are the torch bearer of present society. At this point of time, there is an urgent need to give sexual and health education to youth)".

Leadership challenges – This project was anchored and piloted by youth leadership. However this process was not without social and community level risks and personal challenges. In the strictly gender segregated society of UP there was resistance to bringing girls and boys together on the same platforms and hesitation among young boys and girls as well. Family members restricted the mobility of the girls in attending regular meetings. It took a lot of time and effort to convince parents to let their children be part of this project. A second challenge was to get the parents convinced about the issues that were being discussed. In addition to this there was hardly any cooperation of government officials, Anganwadi worker or from the panchayat (village council) members on youth issues and activities in the initial stages. At a personal level many youth leaders were students and faced difficulty in managing their studies and project activities simultaneously.

Achievements, Lessons and Challenges

There have been a number of programmes focusing on the reproductive and sexual health needs of adolescents in India for over ten years. There are even a couple of large NGO networks like the Youth Alliance and SRIJAN, and the Government of India has an official Adolescent Reproductive Health (ARSH) approach. In such a context, to work with adolescents on reproductive and sexual health is not a new intervention in India. Where the Youth for Change makes a significant departure from the earlier programmes is in putting relatively marginalized youth, especially girls and those from a dalit or tribal background and from rural areas in the centre of the process of change. It is not surprising that there was resistance to the activities of the project, it is surprising that the project did not collapse at the local level because it challenged

two strong cultural taboos; one of sexual segregation and the other of discussing issues around sexuality. It is here that the background of the youth may have actually benefited them, because a minority was from the more affluent upper /landed classes. Also the balance between personal and community level change, between local and state level advocacy and between raising issues relating to sexuality and other social issues (child marriage or pensions) provided the project the space to carve niche of its own. Even in the engagement around social issues the project went outside the usual circle of reproductive health related groups and engaged with the broader social justice movements and other stakeholders like the media in the state. This engagement has the potential for providing the youth leaders alternative platforms for raising their concerns and also allow social justice activists to engage with youth issues, something which usually remain confined / or even ghettoized within the domain of reproductive health and within the circle of NGOs.

The project can be considered completely successful in meeting all of its output indicators. The larger question is whether the project has made a significant movement towards achieving its overall goal of securing reproductive and sexual health and rights of young people in the state as a result of youth friendly policies and services. Here the project perhaps overreached in stating its overall goal. The enjoyment of rights through state mandated policies and programmes requires the state to acknowledge these rights and then to act to fulfill and protect them. In this case the state, particularly the Government of UP has yet to acknowledge these rights of adolescents. However the youth have certainly started making their claim on their rights, and have received some support from other policy actors, notably the media. The beginning of a state level clamour is perhaps an important achievement of this project. The challenge is to make it louder and more persistent. And this may be a major limitation of the project methodology to bring policy changes through a participatory approach.

At the community level the project engaged with youth primarily through mobilization, education/awareness and social action. The use of youth managed creative communication methodology was found to be very effective by the youth both as a learning and a communication tool. The project has also started yielding very practical results in parents providing spaces to youth (dropouts coming back to school), and for youth to engage in public action (addressing local public officials on social issues) and to challenge cultural taboos (attending school during their menstrual periods). The challenge is to sustain this process of social transformation. Youth is necessarily a mobile population – many youth leaders transitioned out of the programme (through marriage or employment opportunities), and many more will in the near future. If the community level processes are not sustained at this point the resistance that was faced by the first of generation youth leaders will revisit subsequent efforts, because the social norms have only been challenged not changed. The NGO partners have been powerful facilitators of this change process, but it will be unrealistic to expect them to continue facilitating this process without future funding support.

Another set of challenges which have surfaced and need to be addressed relates to the direction of change. Youth is a time for change, and a process of capacity building and empowerment like the Youth for Change project will initiate an upheaval among youth. The process of empowerment and the awareness and enjoyment of rights in a previously fettered group can be exhilarating. There were some examples of youth groups supporting individuals and acts which

were strictly not within the paradigm of social justice, and any programme working with youth needs to be vigilant about it. A rights-based education programme among youth needs to be acutely aware of the need for understanding privileges and the exercise of responsibility.

This project has been able to magnify the limited work with youth in ten communities into a state level aspiration for change. It is important at this time that the tempo generated both at the community and the policy level receive support and nurturance for some more time, and here the responsibility lies more on the shoulders of the facilitators than on those of the youth.

Chapter I
Introduction

CONTEXT

There are 315 million young people aged 10–24 years in India, representing 30 percent of the country's population (RGI 2001)[1]. Though at this age, one experiences less morbidity, at the same time, these young people face significant risks related to sexual and reproductive health, and many lack the knowledge and power they need to make informed sexual and reproductive health choices. Globally, youth ages 15-24 account for half of all new HIV infections, especially among young women. The UN estimates that India has the highest number of HIV infections with 5.7 million people living with the virus.[2] These vulnerabilities remain poorly understood and served, and it is only since the mid-1990s that researchers and policymakers have begun to investigate these issues.[3]

India is facing a number of problems related to youth sexual and reproductive health. As mentioned both young women and young men marry early, and with early marriage often comes early pregnancy, which is demonstrated by the fact that there are approximately 107 births for every 1000 young women between 15-19 years old and 1 in 5 married adolescents give birth by age 17.[4] In other words, roughly 23% of all births in India occur among adolescents between 15-19 years of age. Young women are not fully physically or mentally mature by this time, leading to many complications during pregnancy, childbirth and postpartum, contributing greatly to India's staggering maternal death rate. Uttar Pradesh has the highest maternal mortality rate within India, at 440 maternal deaths per 100,000 live births [RGI-SRS 2004-06, subsequently reduced in later estimates]. The highest instances of maternal mortality and morbidity occur between the ages of 15-19 years. Early pregnancy contributes to and is affected by anaemia which becomes life threatening during heavy bleeding in obstetric complications.

Apart from these direct physical harms, adolescent mothers increase their workload with the addition of children, making it more difficult, if not impossible, to pursue an education. Knowledge and use of contraception methods are low for both married and unmarried among adolescents in India, placing them at significant risk for unwanted pregnancies, HIV infections and sexually transmitted diseases.[5] This is a direct result of the stigmatization of sex and sexuality in India, where sexual education is lacking in both school and home settings. General lack of knowledge about transmission of sexually transmitted disease and HIV/AIDS is compounded by ignorance among male youth regarding how and when to use condoms. India is a patriarchal society, and because reproductive and sexual health has not been taught to youth from a rights-based approach (at best, the topic is conveyed from a standard biological

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[1] Registrar General, India (RGI). 2001. *Census of India, Provisional Population Totals, Series I, Paper I. 2001*. New Delhi: RGI.

[2] United Nations Population Fund (UNFPA), *State of World Population 2004*, UNFPA, 2004, p.73, BBC News and Kaiser Network 12/Dec/06

[3] http://www.popcouncil.org/pdfs/wp/seasia/seawp19.pdf

[4] Ganju, Deepak and Shireen Jejeebhoy, *Youth towards a Healthy Future: Experiences from India*, the Population Council, India, 2004, p. 9.

[5] Gupta, Deepak and D.K., *Young Minds Share: Advocacy Research with and by Adolescents*, the Population Foundation of India, New Delhi, April – July 2005, p 10.

perspective) young women are not seen as equal decision-makers regarding whether and when to use contraception. Indeed, female youth who are under pressure to conceive early, are in a poor position to arm themselves with the knowledge and rights-based framework to protect themselves against unwanted sex, [i]unwanted pregnancy and sexually transmitted diseases. [6]

Given this context, SAHAYOG began the Youth for Change project in April 2007 with support from the Danish Family Planning Association (DFPA) to build youth leadership in Uttar Pradesh towards youth participation in policy advocacy for youth sexual and reproductive health and rights (YSRHR) policies, programmes and budgets. The project emphasized the values of recognizing and respecting diversity, enhancing youth participation and using rights based approaches.

Introduction to Youth for Change Project of SAHAYOG

The goal and development objective of the project was *to improve sexual and reproductive health and rights including HIV/AIDS for young women and men in Uttar Pradesh, India as a result of youth friendly and gender sensitive policies and services, formulated through youth participation.*

There are three major objectives of Youth for Change project.
▪ Firstly, by the end of September 2009, 100 young women and men from 10 districts in Uttar Pradesh have increased understanding of sexual and reproductive health and rights issues, as well as increased skills in leadership and advocacy. They use these skills to mobilize youth to advocate for a policy on youth SRHR, sensitive to the different needs of young women and men.

▪ Secondly, by the end of March 2010, a supportive policy environment is created where key stakeholders (state level politicians, media persons, education and health officials as well as service providers) acknowledge the importance of youth SRHR issues.

▪ The third objective is by the end of March 2011, a Youth SRHR Policy Network has been formed that brings together on one platform youth leaders and key stakeholders to formulate and advocate for a SRHR policy.

The programme had the following indicators
1.1 A minimum of 80 % of the youth leaders have understood the concepts, terms and implications of SRHR issues and advocacy.
1.2 At least 20 youth groups locally advocating for SRHR information and services for youth with facilitation and participation of youth leaders.
1.3 At least 20 advocacy materials (films, plays, songs, photographs, posters, stories, etc) prepared by youth which are based on local experiences.
1.4 50 other key stakeholders make statements publicly supporting youth SRHR issues.
1.5 At least 100 inputs by youth and other stakeholders for the draft youth SRHR policy.
1.6 At least 20 advocacy events for youth SRHR in which youth are taking leadership.

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[6] http://www.popcouncil.org/pdfs/wp/seasia/seawp19.pdf

The programme had the following outputs

1.1 A network of 10 partner NGOs working with diverse youth established.
1.2 Study conducted with youth in order to understand youth perspectives on SRHR .
1.3 10 partner NGOs trained in youth participation, rights approaches, management of youth service provision and as trainers on youth SRHR issues including HIV/AIDS.
1.4 At least 50 youth groups formed around youth service provision or youth activities in various locations. Youth groups will be facilitated by the partner NGOs, where each NGO will play host to a target of 5 youth groups.
1.5 100 youth leaders identified (two from each group) and trained in leadership, organization building and SRHR issues including HIV/AIDS.
1.6 100 youth leaders trained in advocacy skills.
1.7 50 youth groups having regular meetings on youth SRHR issues hosted by 10 NGO partners.
1.8 Multimedia kit on youth SRHR and youth involvement produced by youth groups.
2.1 250 stakeholders (including NGOs, educational institutions, parents, health service providers, media, elected representatives and political groups) identified, and trained in youth SRHR issues including HIV/AIDS.
3.1 A Youth SRHR Policy Network formed.
3.2 An evidence-based policy drafted with participation of youth and other stakeholder.
3.3 Youth have greater access to policy makers and key actors through regular policy advocacy activities and events, such as celebrating special days, policy dialogues, etc.
3.4 Sustained pressure by Youth Policy Network to ensure policy gets accepted.

Project Implementation

Youth for Change project was implemented by SAHAYOG in partnership with local partner organisations in nine districts of Uttar Pradesh already working with youth issues. The focus of the project was to build capacities and youth leadership. The project was entirely implemented through participatory approach with these ten organisations.

Table No. 1: Name of Partner Organisations and Districts

Sl	Organisation	District
1.	Astitva	Muzzafarnagar
2.	Shikhar Prakshishan Sansthan ,	Mirzapur
3.	Gramya,	Chandoli
4.	Tarun Vikas Sansthan	Banda
5.	Bundelkhand Development Foundation	Jhansi
6.	Sri Rama Saraswati Pustkalya,	Azamgarh
7.	Daud Memorial ,	Gorakhpur
8.	Baba Ramkaran Das G.V. samiti	Gorakhpur
9.	Suchetna	Bareily
10.	Aanchal Gramin Vikas Sansthank	Saharanpur

Chapter II
Methodology and Design

Evaluation Design

The evaluation study has been designed on the basis of programme theory of the project, as well as indicators and outputs set to achieve by this project. The following objectives guided this evaluation study

- This study seeks to assess the achievements of the project indicators and verify the project outputs (Annexure 9)
- To understand the differences, if any, made in the lives of youth as a result of the programme intervention and lastly
- To identify promising practices that led to the above changes.

The evaluation study identified five key issues for documentation for fulfilling the above objectives and these were

1. Knowledge and understanding of the SRHR issues including HIV / AIDS among the youth leaders
2. Capacity building process to enhance leadership skills among the youth for mobilizing youth groups and create awareness on SRHR issues; stories of personal change
3. Partnership and network building process with partners, educational institutes, other civil society organizations and relevant stakeholders
4. Policy environment in Uttar Pradesh and pressure creation by youth-led advocacy with support of different stakeholders, if any
5. Review of approaches adopted for key programme interventions (youth-prepared communications, youth participation in policy advocacy etc)

The above mentioned five issues have been further divided to sub-issues (Reading material 1).

Methodology

Under this study qualitative (FGD formats prepared for youth leaders, youth and parents and KII formats for teacher, health service provider, NGO partner and project core team members) and quantitative (Self administered interview schedule for youth leaders) methods were adopted to collect and gather data. Qualitative study was conducted in six districts of project intervention and quantitative study was done in all the nine districts. In addition to these, document review was undertaken to substantiate the primary findings. [To see the tools, please refer to Annexure Three]

Document review

This being an end of project evaluation, there was a need to understand the processes that took place during the four years of the project in addition to the primary data. Therefore documents like project proposal, baseline qualitative study report, quarterly reports of partner organizations,

training reports, workshop reports, exposure visit reports, project progress reports etc. were reviewed to develop an understanding related to the content, process adopted during training, activities undertaken and so on . From quarterly reports of partner NGOs, project reports and training reports information was obtained on activities that were undertaken from which evidence was obtained regarding project inputs, and the activities undertaken.

The documents were reviewed on the basis of issues method matrix that was prepared on the basis of programme theory. The documents were categorized under the main and sub issues than reviewed year and partner NGO wise. The evaluation team tried to look was there any change in ideas among youth related to SRHR, individual KAP (Knowledge Aptitude and Practices), and change in actions at individual and community level. The varieties and commonalities were also tried to look through reading and reviewing the documents. Tables were prepared to analyse the data from the project documents and for example for indicator **1.2 "At least 20 youth groups locally advocating for SRHR information and services for youth with facilitation and participation of youth leaders"** following is the table prepared to review the data

Document name and month and year	District name	Advocacy issues	With whom	Method used	Effectiveness of the process/event/meeting

Quantitative study

A self administered survey questionnaire (Annexure 4 – Tool No 1) was developed to be filled by all those identified by NGO partners as youth leaders in nine districts under the project area. The questionnaire was translated, and pre-tested before field use. This questionnaire was to basically assess the knowledge level and their learnings from the project. The questionnaire contained questions -
  i.   regarding basic information of respondents,
 ii.   related to their level of involvement with Youth for Change (Y4C) project,
iii.   on level of knowledge regarding sexual and reproductive health,
 iv.   on their skill, communication, motivation and mobilization, family support,
  v.   exposure to meetings, workshops and advocacy activities.

All the youth leaders of a district were called together[7] and administered the questionnaire.

Table No. 2: Number of Youth Leaders (District wise)

District	No of Youth Leaders who participated in the survey	
	Male	Female
Azamgarh	9	4
Banda	6	1
Bareily	4	8
Chandauli	10	6
Gorakhpur	7	7

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[7] This process was adopted instead of traditional individual interviews for logistical reasons.

Jhansi	4	5
Mirzapur	10	8
Muzaffar Nagar	0	8
Saharanpur	0	7
Total	50	54

Qualitative study

Qualitative methodology was adopted to understand the perceptions, attitude and involvement of different stake holders in the project – youth, youth leaders, parents, teachers, health providers, government officials, media, and implementing agencies.

The qualitative tools included focus group discussion, key informant interview and case studies.[See Annexure Three for Tools] The basic criterion for selection of the respondents of the study is purposive. These tools and guidelines were prepared in English and later translated into Hindi and pre tested before data collection.

The qualitative data have been collected through Focus group discussions (FGDs) with parents, with youth leaders and with youth group members. Key Informant Interviews (KIIs) were conducted with teachers, block officials, health service providers, media persons and the project team. The details of qualitative study are given below in Table Three:

Table No. 3: Data Collection activity

ACTIVITY	Number of interview and FGDs	Districts	Selection Criteria
FGD with youth leaders (Age:13 to 24 years)	One FGD each in two of the six districts = **2 FGDs**	Gorakhpur (Boys) Muzaffarnagar (Girls)	1 with boys 1 with girls
FGD with youth (Age:13 to 24 years)	One FGD each in six districts =**6 FGDs**	Gorakhpur (Girls) Azamgarh (Boys) Mirzapur (Boys) Banda (Boys) Chandoli (Girls) Muzaffarnagar (Girls)	3 with boys 3 with girls
FGD with parents	One FGD each in four districts = **4FGDs** That will include FGD with mothers and FGD with fathers (one with fathers of girls and one with fathers of boys)	Gorakhpur (Father) Banda (Father) Chandoli (Mother) Muzaffarnagar (Mother)	Social and religious background to be taken into consideration.
KII with school teachers	One KII with school teachers each in four districts = **4 KIIs**	Gorakhpur Azamgarh Mirzapur Chandoli	Who have been involved during the project intervention in schools
KII with Block Officials	One KII with block officials each in four districts = **4 KIIs**	Gorakhpur Banda (Two KIIs were conducted)	Who have been actively involved during the project intervention and

			provided support to the project team
KII with state level official	2 interviews = **2 KIIs**	Deputy Director of Education (only 1 KII was conducted)	
KII with NGO partners	6*1 (4 interview with HOs and 2 Group interviews of facilitators) = = **6 KIIs**	Gorakhpur Azamgarh Mirzapur Banda Chandoli Muzaffarnagar	All the partners in the 6 districts
KII with health provider	One KII health service provider each in four districts = **4 KIIs**	Mirzapur (ASHA) Banda (ASHA) Chandoli (ASHA) Muzaffarnagar (Doctor)	2 with ANM 1 with ASHA 1 with doctor
KII with media persons	3 interviews = **3 KIIs**	Kulsum, Hindi daily Gaurav, English daily Utkarsh, Hindi daily	2 Hindi dailies 1 English daily
KII with key project team	Two KII with two team members of the project = **2 KIIs**	Annu Jashodhara	The main project team members

Ethical review

An independent review committee comprising of a lawyer, a social scientist and a doctor reviewed the tools, qualitative guidelines and consent letters prepared for the evaluation study. The ethical checklist (See Annexure 1 and 2) was also filled in, which addressed how to approach ethical issues that this study might face during data collection. The research ethics review process was not designed to assess the merits of the research in question, but was merely a device to ensure that external risks have been fully considered and that an acceptable research methodology has been applied.

Training for field investigations

The field survey team was trained in Lucknow for two and half days by CHSJ, New Delhi [see Annexure Four for the training design]. The team consisted of four female and four male field research assistants. They had prior experience of data collection and had worked with youth issues. For the training, manuals and guidelines of how to conduct qualitative survey were prepared (Annexure 4 and 5) and discussed with the field research team. The interviewer's manual contained instructions for the interviewers regarding interview techniques, field procedures, methods of asking questions and recording answers. During the training ethical guidelines were also discussed.

Quality control during data collection

SAHAYOG provided a Research Manager for the Evaluation process, and the Youth for Change project staff also participated in the evaluation. All questions and qualitative study tools were discussed elaborately so that the field team understood each questions. A mock interview was also conducted during the training. In the first district of the field study, there was supervised

practice; and the team members met daily to review the performance, and helped in solving any problems that arose during the interviews and fieldwork. Data editing had been done in the field itself by the research manager.

Data analysis

The quantitative data was entered in MS Excel and analysed using SPSS package. Open ended questions in the questionnaire were coded and then analysed. The qualitative data was analysed by identifying themes and patterns – ideas, concepts, behaviours, interactions, etc and then they were organised into coherent categories and summarized. Software package called Weft QDA was used to categorise the data.

Categorisation of data was done based on the issue-method matrix (please refer to support material 1) which was formulated keeping the programme theory (Diagram given in next page) into account.

Limitations of the study

- Some of the youth leaders who were originally been involved in this project left the region midway owing to marriage or education or employment and therefore some insights may have been missing
- The quarterly reports from Partners had included very brief reports (mostly in bullet points) about their activities, which prevented detailed analysis.
- The media kit produced by the youth are not kept in one centre place or well documented. Also the complete list of songs and plays that were prepared are not kept centralised.

PROGRAMME THEORY – YOUTH FOR CHANGE

Change in Gender Stereotype mobility/ individuals

High Mobility confidence, SRHR info articulation, access to policy actors

Primary stakeholders

Mtg with *Primary SH*

Youth Exposure Visit

Youth Leader

District level Dialogue

Sustained pressure for Better implementation of laws & policies

Secondary Stakeholder
- Opposition of political party on sex education
- No existing youth policy

NGO Partner

Youth Group

W/s on Adv, lead, gender, sexuality RTI etc

Trg of NGO

CCW & follow up

Production of IEC Material

State level PAG Mtg/Dist

State level Dialogue

2ndary stakeholders & policy environment supportive

Youth Policy

DV campaign

Built an identity with media & some 2nd ary stakeholders

Policy Drafting

YOUTH
- Low SRHR knowledge
- More incidences of child marriage
- No youth leadership
- No youth groups

Primary Stakeholders
(Parents, teachers, community providers PRI, media, local Administrators etc)
- Gender based discrimination
- Opposition to sex education
- Low girls' mobility

NGO Partner

Youth Policy network

Youth policy advocacy **campaign**

Youth Leader

Media

Others NGOs Expert Network

Luckow level youth forum

18

Programme Theory

The programme theory of Youth4Change was built around a few hypotheses. These are as follows:

Assumptions about current reality:
1. The current reality is that youth have low knowledge of SRHR issues. They are not organized into groups and leadership levels are low.
2. Their parents, teachers, and other adults in society endorse gender based discrimination, oppose sex education.
3. Because of these circumstances there are some adverse situations in the community like restricted mobility for girls and child marriage.
4. A youth policy that builds upon youth leadership and supports increased access to knowledge and awareness of youth SRHR issues will enable current situation to change.

Intervention related hypothesis:
1. NGOs can act as effective facilitators for mobilizing and training of youth
2. Youth capacity building and mobilization can be made more effective by using creative communications methods which allow youth to use their creativity and also builds a platform for them to later communicate their own messages.
3. The curriculum should incorporate issues around gender, rights, sexuality, leadership, practical tools like using Right to Information etc.
4. Youth groups can embark on local level youth action and this can be in the nature of campaigns. Such campaigns can reinforce messages and promote new behaviours among the youth.
5. Youth Leadership development is necessary for youth to engage with community level stakeholders and also with local public functionaries for drawing attention to youth issues at the district and block levels

6. These Youth Leaders can come together on a common platform and develop alliances with other policy influencers like media and NGO networks on youth policy related issues
7. Bottom up mobilization of youth and development of youth leadership for youth led advocacy can be effective for drawing attention to the special needs of youth and the need for a separate youth policy.

Outcome related assumptions:
The success of the programme theory would lead to some outcomes which would drive the process of change from the community level, local policy level upto the state policy level. These changes are:
1. Changes in personal empowerment among youth leading to increased agency and ability to negotiate with factors affecting their lives
2. Youth groups engaged in collective action at the local level to influence local policy affecting their lives
3. Youth leaders engaged in local action and as well as collective action at the state level to influence the policy environment

The diagram on the opposite page explains the programme theory. The programme theory depends upon some crucial hubs, and these are the youth group and its activities, the youth leader and their initiative and the youth policy network and its advocacy interventions.
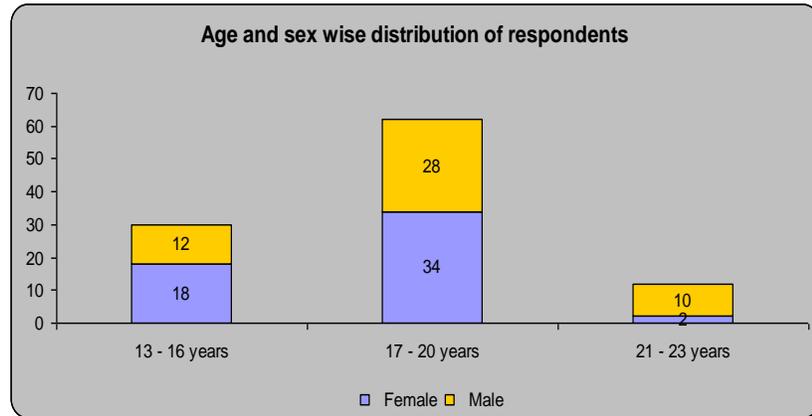The evaluation process tried to understand whether the programme theory related assumptions worked in practice.

Chapter III
Knowledge, Understanding and Capacity of the youth leaders

1. Profile of Youth Leaders

Chart 1

The project was able to identify and build capacity among 104 youths as youth leaders or who can act as change agents (Support material no 3) from 21 youth groups in nine districts. Out of 104 youth leaders, 28.8 percent were in the age group of 13 to 16 years, 59.6 percent were between 17 to 20 years of age and 11.5 percent were 21 to 23 years

Age and sex wise distribution of respondents

Age group	Female	Male
13 - 16 years	18	12
17 - 20 years	34	28
21 - 23 years	2	10

□ Female □ Male

of age. Chart 1 explains the age and sex-wise distribution of 104 respondents of different age groups.   It shows that a higher proportion of youth leaders were girls in the age group of 13-20 years. The proportion of female youth leaders of the 21 to 23 years group was smaller probably because most girls were married by the time they reach this age and had to leave the area and the group.

The quantitative data shows that 53.7% of the female youth leaders had completed 6 to 11 years of education, 44.4% had completed 12 to 17 years of education and only 1.9% had completed the education below five years. Here we can say that education had played a positive role to build leadership among female youth. The data also showed the all female youth leaders were involved with this project for more than one year and 82.7% were involved with the project for more than 25 to 48 months.

Chart 2
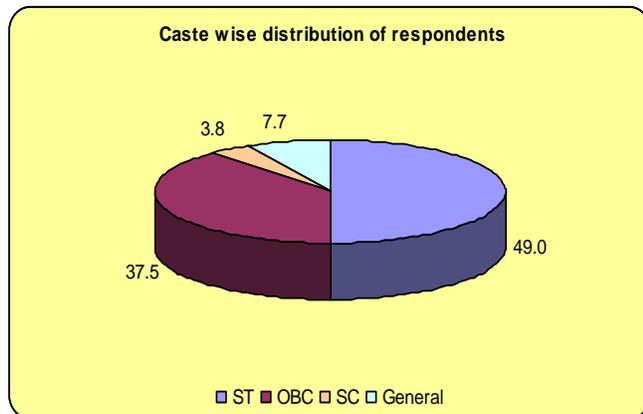
The project while identifying youth leaders ensured that these leaders were from different social backgrounds. In terms of religion, 89 percent leaders were Hindus, 9 percent Muslims and 2 percent Buddhists. If we look at the caste wise distribution **(Chart 2)** of the leaders, it is important to note 49 percent of respondents were Scheduled tribes, 37 percent were OBC, 8 percent were from general caste and 4 percent were scheduled castes. This distribution does

Caste wise distribution of respondents

3.8   7.7

49.0

37.5

□ ST ■ OBC □ SC □ General

not reflect the overall caste distribution of the state or of the districts, but may reflect on the kinds of communities the partner NGOs work with.

2. Knowledge and understanding on SRHR

In order to explore the knowledge and understanding of the youth leaders the questionnaire had two different approaches. The first was to ask them their opinion on their own level of understanding and secondly to test their knowledge through a set of multiple choice questions around puberty changes. Table 4 represents the percentage of youth who feel that their understanding / perception about different SRHR issues is good.

Table No. 4: Perception on SRHR issues

Self reported level of understanding is good		
Issues	Male	Female
Physical changes during puberty	68.0	57.7
Menstruation	42.9	78.4
Sexual harassment	63.8	54.9
Postponing early marriage	76.0	74.5
How pregnancy occurs	56.3	54.0
Postponing pregnancy	42.6	59.2
Antenatal care/postnatal care	42.6	41.2
Contraception/family planning methods	72.9	50.9
How to prevent HIV/AIDS	75.5	60.4
How to prevent STDs	34.0	15.7
Where to get reproductive services from	61.7	51.0
Contraception use	64.6	43.1
Gender equality	54.3	48.0
Menstrual hygiene	53.2	81.3
Communicate easily to other people about sexuality	48.9	41.3

The data (Table no. 4) shows that of the fifteen domains, there were 5 domains in which less than 50 percent of the boys and girls feel their understanding is good. Both the boys and girls feel that their understanding on how to prevent sexually transmitted diseases, ante natal and post natal care or how to communicate with others on sexuality related issues is low. High levels of understanding were reported by both boys and girls for postponement of early marriage. More boys understood prevention of HIV/AIDS and contraception better while more girls understood menstrual hygiene better. This could be due to the fact that during the workshops/trainings more emphasis was given to cleanliness and hygiene during menstruation (FGDs with girl youth leaders). The girls shared that they were uncomfortable openly discussing menstruation earlier but now they talk about these issues openly with their peer groups.

A pre and post analysis of their knowledge around puberty was done (Table No 5) with the youth leaders. It is pertinent to note that knowledge about these issues had been enquired from about 1000 youth during the baseline, but the endline investigation was restricted to the youth leaders.

Table No. 5: Knowledge of specific issues based on the test

Knowledge of specific issues						
Changes during 13 to 19 years old	Changes over the project period					
	Post	Pre	*Change*	Post	Pre	*Change*
	Male	Male	*Male*	Female	Female	*Female*
Hair grows on body	82	66.3	*15.7*	84.9	71.65	*13.25*
Beard and mustache grow	96	78.73	*17.27*	98.1	86.6	*11.5*
Change in appetite	26	32.87	*-6.87*	33.3	29.75	*3.55*
Breasts develop	77.1	74.59	*2.51*	75	81.15	*-6.15*
Argues with elders	76.1	59.12	*16.98*	84.3	53.43	*30.87*
Hips become wider	57.1	54.7	*2.4*	58.8	42.99	*15.81*
Change in weight	52.1	45.86	*6.24*	64.3	24.92	*39.38*
Feeling shy	64.6	45.86	*18.74*	40.4	24.92	*15.48*
Feeling guilty	75.6	69.61	*5.99*	77.3	34.27	*43.03*
Thinking about love	92	89.23	*2.77*	92	67.45	*24.55*
Feeling stress and sadness	78	77.35	*0.65*	66	57.94	*8.06*
Curiosity about new things	83.3	83.7	*-0.4*	84.3	70.87	*13.43*
Desire for independence	83.7	83.15	*0.55*	80.8	70.72	*10.08*
Average	72.59	66.24	*6.35*	72.27	55.13	*17.14*

The data shows that of the 13 items the knowledge level of boys increased on 10 items and in 12 items for girls. The average change among girls was 17% compared to 6% among boys. However what is more impressive is that the change is nearly a third more (31%) of their earlier score in the case of girls. For boys it was only to the order of 10% over their earlier score. The other important change is that while in the beginning there was a big difference in the average score of boys and girls of 11% at the end of the project this difference has disappeared.

The data was further analysed using scores. In the questionnaire there were 13 questions on sexual and reproductive health (Annexure No 4 and tool no.1) in both baseline and endline survey. Each question has right and wrong answers. Out of these 13 questions those who had given more than 11 right answers were put in the category of good knowledge. The youth leaders who had given 6 to 10 right answers were put in the category of average and who had given 5 or less right answers were put under the category of low knowledge. Following table (Table no. 6 and Chart 3) shows change in knowledge level. Though one could see a marginal change in average score, however percentage of youth having low level of knowledge decreased from 26 to 10 percent among males and 27 to 13 percent among females. Using average and good as desirable results the difference in knowledge between the pre and post test scores for both boys and girls becomes statistically significant. (For boys the OR is 3.16 [CI 1.57 – 6.56]; for girls – OR is 2.48 [CI 1.32 to 4.73]). The result reinforces the earlier finding that while boys and girls started at different levels of knowledge at the beginning of the project, by the end of the project their knowledge had increased and the differences had been substantially narrowed.

Table No. 6: Level of knowledge-pre and post project intervention

Level of knowledge in percentage	Male		Female	
	Post	Pre	Post	Pre
Low (Zero to five)	10	26	13	27
Average (Six to ten)	44	51	57	59
Good (Eleven to thirteen)	46	23	30	14
Mean score	9.8	8.7	9.18	7.2
Median	10	10	10	8
Mode	12	12	10	9

3. Capacity Building Process of Youth Leaders

Under the project, it was planned that the youth leaders who emerge from the youth groups will attend training workshops on leadership skills and both youth leaders and partner NGOs will be trained in SRHR issues, so that they can facilitate discussions on SRHR within the youth groups. The youth group members will design and produce materials on young women and men's SRHR concerns. These materials will be used during interaction with other key stakeholders (health providers, policy makers, media, etc.) aware about youth SRHR needs.

Type of trainings and workshop the youth leaders have attended

Content and effectiveness of trainings

The qualitative data and project documents indicate that the youth leaders had mentioned that they attended the following trainings during the project period

- o Workshop on gender
- o Five days camp on youth awareness, coordination building and group formation
- o Enhance creative communications skills
- o Training on SRHR issues
- o Training on HIV/AIDS
- o Training on building advocacy skills
- o RTI/STI training
- o Leadership training

From the qualitative (FGD with youth leaders) data it emerged that the youth leaders were also involved in
- o Paintings
- o Poster making
- o Puppetry
- o Exposure visits to other places
- o Creative communication like issue-based song writing and singing

In the survey youth leaders were asked to rate their understanding on various issues on which they were given training. The data reveals majority of the youth were able to easily grasp the information given to them (Table 7) at the individual level like self esteem or at the knowledge level like understanding rights, but had some difficulty in grasping skills like communication or advocacy. This lack of skill is evident from the fact (explained later) not all among the youth leaders took independent initiative in advocating for changes in the present status of youth services.

Table No. 7: Percentage of Youth leaders' who easily understood the topic addressed in the trainings

| Topics/issues addressed in the trainings	Female	Male
A. Self esteem and learning to make own decision	89	84
B. Changes during adolescent	82	80
C. Explanation of rights	83	78
D. Sexuality, intimacy, love and relationship	65	70
E. Reproductive and sexual health problem	70	70
F. Behavior to reduce vulnerability	56	34
G. Prevention of health risk	57	70
H. Advocacy and policy	52	44
I. Mobilization	57	62
J. Communication	50	48
K. Networking	78	72
L. Laws and acts	72	70
M. Relevant policies for youth	80	80

The KI interviews with member of the project team reveals that while reproductive and sexual health and rights were the main frame of reference other relevant issues like child marriage, education, employment, and so forth were also included in the program. One of the project team members said, "the youth had waged a struggle for their rights and it was one of the major achievements of the project." As an example they said that youth have filed Right to Information applications in many areas to know the status of the youth schemes; however we could not assess how much of these initiatives were the result of partner NGO facilitation. .

Opinion about training

In the survey the youth leaders were asked about their opinions on content of training, time given to each component of trainings, resource persons and knowledge about SRHR issues **(Chart 4).** A majority of youth leaders said that the contents were adequate and was easy to understand. Out of 104 respondents, 81 said, they were satisfied and 20 were not satisfied with the time spent on each of the training components during the trainings. Three respondents did not respond . Ninety five respondents had said that they were satisfied about the resource person's ability to conduct the trainings; four were not satisfied and five did not respond.

The youth leaders also stated that they liked the style and methods of trainings. The language used in the trainings was not complicated so that the youth leaders were able to understand the topics easily and very few said it was difficult to understand. But they also said that during trainings they wanted more inputs on SRHR issues.

In addition to these trainings, the youth leaders were sent to exposure visits to *Bimarsh* (Nainital based NGO) and *Dusra Dashak* (Rajasthan based NGO). These visits had helped the youth leaders to learn

Chart 4

and understand SRHR issues. The exposure visits had helped the youth leaders to see other youth's work in the field of SRHR.
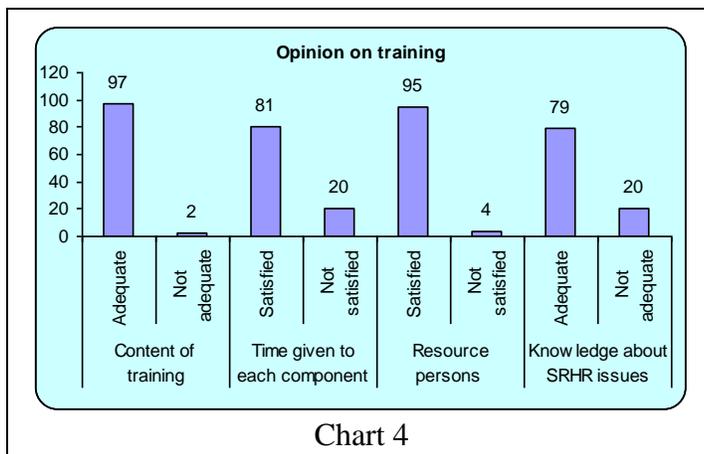
4. Mapping of improvement in leadership skills

The data shows that the youth leaders had gained the following skills as a result of the project intervention:

- o **Personal confidence and improved articulation to talk in** public
- o **Health related knowledge** includes sexual and reproductive health issues
- o **Advocacy skills** to present their issues before government officials
- o **Communication skills** (Communicate information to others through conversation,) and creative communication, such as performing in street play and making paintings)
- o **Leadership skill** to mobilize youth groups and other stakeholders of the project
- o **Gender** related awareness and assertiveness (in girls)
- o **Practical life skills** (Motivation to continue education)

The qualitative data reveals that girls had to face lot of resistance to come out for meetings. There were lots of restrictions imposed on girls on their mobility. The parents generally did not allow their girl child to go outside their village whereas boys are usually permitted before the start of the project (Source: FGD with parents).
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The graphic (**Chart 5**) shows that the skills the youth leaders have gained from the trainings was mostly applied to motivate other young people and creating awareness among youth, and also in the community, among parents and other stakeholders. 72 percent girls and 78 percent boys said that they applied the skills to create awareness and 83 percent girls and 88 percent boys applied their skills to motivate other young people. It is interesting to note that about 60 percent girls had applied their skills to tackling resistance from parents and community compared to 34 percent boys. It is significant that 28 percent girls had used their skills for playing intermediaries between youth groups and policy makers.

But the unfortunate part was that since these girls get older and are married, and some youth leaders leave the area in search of better employment opportunities, or higher education, the project has lost some youth leaders and many youth group members. The project appears to have faced difficulties due to this unavoidable situation; but then, this might be a major challenge in any project specially focusing on youth. (Source: KII with project team member)

Chart 5
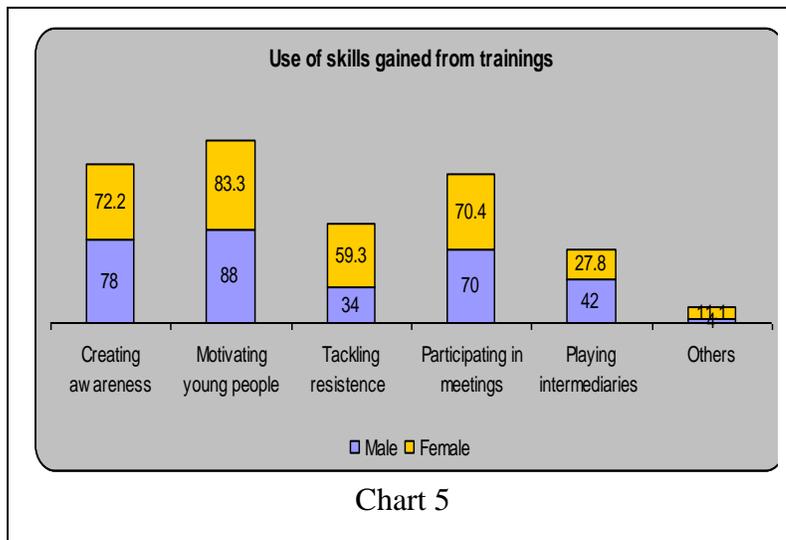
Both girls and boys used creative mediums like puppet shows to create a positive environment around youth issues. The FGD reports reveal that youth members were involved in *nukkad natak* and puppet shows. These plays and puppet shows covered topics like eve teasing, child marriage and dowry, and were used during public meetings. During the project-related campaigns the youth were also involved in wall writing and poster making for creating awareness. The creative communication tools were used as advocacy tools. In the last two years, the advocacy campaign at district and state level has been creating continuous pressure to get a state policy for youth in Uttar Pradesh.

5. Result of increased knowledge and understanding

The qualitative data showed that before joining the project, the youth leaders were not aware about sexual relationships and diseases occurring due to unsafe sex. The youth leaders expressed that now that they have knowledge on this issue, it is their duty to make other youth know about these issues. There are some youth leaders who had developed into facilitators working with the NGO.

All the teachers agreed that sexual and reproductive health education is very important as it helps adolescent to recognize and avert risks and also improve their reproductive health. After participation in Youth for Change project, the girls are better informed about how to maintain hygiene during their menstrual period. The teachers said that they also provided information on menstrual cycle. The teachers also mentioned that boys are keener to know about HIV/AIDS and they often ask about the causes and symptoms of HIV/AIDS.

One of the school teachers from Chandauli said that the rate of absence of girls during school was very high due to menstrual periods. In rural areas girls are usually not allowed to go out on these days. But she said that since the project intervention, the girls who have been involved in this project regularly attend school even during menstruation. They have acquired the information and knowledge on menstrual cycle and how to maintain hygiene. These girls had tried to disseminate this information to other girls who were not associated with the project.

26

From the FGD report with youth leaders it emerges that before the project intervention, many girls had discontinued their studies, but after involvement in this project some of them resumed attending school, and also mobilised other girls to continue their study (for example, the FGD in Muzaffarnagar brought this out). In the initial period of project intervention parents were not keen to send their daughters, but the youth leaders engaged in continuous dialogue with parents to change this.

> "My mobility has increased. The visits to Rajasthan and Lucknow has built my confidence to face difficulties. Now I can go to any anywhere in Inda and work for the community." *(Byaktigat roop mein Lucknow aur Rajastan gaye toh dikkato ka samna karne ka shamta barhdi aub Bharat mein kahi bhi janta ke bhalai ke liye ja sakta hun aur kam kar sakta hun).* (Youth leaders FGD – boys)

Chapter IV
Mobilizing the Community and Local Advocacy

The youth leaders who emerged through this project were involved in a range of activities. At the community level they were involved in information dissemination on SRHR to different stakeholders. These leaders, through the youth groups, organized meetings and information sharing on SRHR with parents, teachers, anganwadi workers and health service providers. However meetings were not organized entirely on their own but with help from the partner NGOs workers. The following section provides further details about the activities of the youth leaders and youth groups at the community level.

1. Mobilizing other youth

Mobilization and motivation activities by youth leaders included getting other youth of their village to join the Youth for Change project. The activities also included forming youth groups, motivating youth to present their views in group meetings and other platforms, convincing parents of youth to send their children to group meetings. The documents and activity reports reviewed for the evaluation study also showed that the efforts of the youth leaders helped to create a favourable environment for youth, and a positive image of the Youth for Change project among other youth in society. The qualitative data showed that the youth leaders and specially NGO partners of Youth for Change project had tried to include boys and girls from diverse backgrounds like Dalits and Muslims, married, unmarried, non-literate, school-going and working youth. .

The FGD reports shows that in Gorakhpur the girl youth group members had tried to share and disseminate whatever information they had gained from the trainings to the other members of their groups, and also to their parents. They also shared the information with other youth who are not involved withY4C program.

More than 50 youth leaders said that they were able to mobilize more than 300 other youth from their community. However involvement of youth leaders in creating a favourable policy environment was not uniform in all the intervention districts. In Banda and Chandoli districts, the youth leaders were quite active in conducting meetings and mobilizing stakeholders throughout the youth policy campaign; however in some districts (Gorakhpur and Saharanpur) youth leaders were not so active in the project (. The youth leaders (Muzaffar Nagar district) believed that they want a youth policy to be formulated in Uttar Pradesh within which the *Right to Employment* should be one of the important components. The youth leaders also talked about the continuous pressure on the policy makers and government to sustain the advocacy campaign. They said that they would take the campaign forward with the help of the youth groups of different districts and that they have already created a platform for this.

2. Mobilizing support from the community

The youth leaders have also been able to mobilize many different stakeholders in favour of youth health and rights, and for the youth Policy. This includes parents, doctors, Accredited Social Health Activist (ASHA), Anganwadi Workers (AWW), community members and Local Council

(Panchayat) members, block officials, government officials, elected members viz. Member of Legislative Assembly (MLA) and Block Development Council (BDC), District Magistrate (DM), teachers, family members of the youths, NGO workers and media persons. The youth leaders said that youth group members helped them to organize meetings, workshops, rallies, protest marches, campaigns and wall writings. The youth members also participated in painting competitions, plays, songs and puppet shows. The youth group members also helped the youth leaders to invite local media persons to the meetings and rallies to cover the news. The members also distributed pamphlet addressing youth issues.

The FGD reports with girls youth leaders showed that initially the youth leaders had faced difficulty in trying to form the youth groups. The parents of the youth felt that there was no need to make any youth groups, as they had never seen any youth groups in their village, so they were resisting the new activity. Questions were raised by the family members about the benefits of these meetings. An effective strategy the youth leaders had adopted was that they included families of the group members in meetings: whenever the meetings were organized, either mothers or brothers accompanied their daughters and sisters to the meeting. Thus parents of the youth group members began to trust the leaders, and believed that no harm would come to their daughters. The acceptance of the project among the parents evolved through this strategy. From the parents' FGD it emerged that mothers of the youth leaders attended many meetings with their daughters. Parents attending youth meetings in Saharanpur and Muzaffarnagar had helped their daughters to attend the meetings and to get involved in activities of Youth for Change programme. This strategy was not found in other districts of project intervention.

3. Participating in and initiating community action

Majority youth leaders said that they had participated in advocacy meetings and events on SRHR issues. The activities within this project in which the youth participated can be categorised as follows
  o Mobilisation and motivation of other youth to join groups and campaigns
  o Organising meetings, rallies, campaigns, and so on
  o Awareness and information dissemination on SRHR
  o Using creative communication *nukkad natak* and puppet show
  o Skill development and capacity building
  o Initiating actions to stop early marriage and domestic violence

Survey data reveals that the participation level of youth leaders has increased manifold in different social activities compared to before the project intervention. Both girls and boys had gained confidence in participating in public meetings. Table 8 shows that greatest increase is in advocacy meetings, group discussion on health issues and capacity building trainings but there is a decrease in participation of school level meeting.

Table No. 8: Kind of meetings attended by youth leaders

Kind of meetings attended by youth leaders	Pre (in %)		Post (in %)	
	Male	Female	Male	Female

GD on health issues	42	26	76	93
Meetings by Y4C	12	26	52	65
School meet	62	54	54	44
College fests	44	39	60	33
Youth club meetings	38	19	70	37
Social club meetings	24	9	38	17
Panchayat meetings	30	9	42	17
Block meetings	20	4	58	20
Advocacy meetings	-	2	32	28
Capacity building	8	-	34	41
Boys/girls scouting	32	15	48	33
Exposure visit	42	17	66	52
Others	2	-	14	2

Out of 104 youth leaders, a total of 39 (23 boys and 16 girls) youth leaders had participated in some kind of decision making process in their village. Most of these meetings were related to dowry, domestic violence and health camps (Source – Youth survey data).

From the descriptive answers of the survey questionnaires it emerges that out of the above list, organizing meetings, rallies and campaigns scored highest in the youth leaders' list of activities. However as mentioned earlier, most of the activities seemed to be initiated by the local partner organizations.

In one village of Mirzapur, the youth groups had gone to the local Block Development Officer for preventing an under-age marriage. The BDO had come to the village and taken the necessary action to stop the early marraige. According to the youth *"a single youth cannot do anything but the group has more power to convince" (akele hum kya kar lete sangathan banaya toh kar paye)* (Source: FGD reports)

In Azamgarh district, a youth leader intervened while a man was beating his wife. But the husband did not listen to him so he called a MASVAW[1] activist for help. The MASVAW activist met the husband of the woman and made him understand about the laws against domestic violence and carried out some counseling for both the wife and the husband.

The youth leaders had shown their leadership skills in social activities like educating the girls in their community, and helping differently-abled people to get their pension. In Gorakhpur they helped families to get financial support from government/allowances to the parents whose daughters got married. (Source: FGD with youth leaders). Some leaders were involved in social action like stopping of child marriage (15 cases come from the descriptive question in Survey questionnaire).

In Muzzaffar Nagar some youth have become youth leaders and some of these girls have become workers of the NGO. The youth leaders of Muzaffar Nagar also said that they demanded a special school only for girls upto class Twelve and have spoken to the District Magistrate and the State Youth Minister of Uttar Pradesh regarding this.

The FGD report with girl youth leaders in Muzaffar Nagar revealed how they took action against certain restrictions imposed on young girls. In Muzzafar Nagar a *fatwa* was declared according to which girls were not allowed to wear jeans or use mobile phones. The youth leadersin this district went in protest to meet the SSP (Senior Superintendent of Police) and also to the DM office. According to the youth leaders, there should not be any restrictions on what girls should wear. There should be equal rights for girls and boys, and there should not be any restriction on girls regarding use of mobile phones. It should be an individual's choice. After these initiatives that *fatwa* was withdrawn.

4. **Leadership Challenges**

During the period of the project the youth leaders faced some challenges, such as:
- o The youth leaders had faced difficulties and resistance in bringing girls and boys together into the same platform. There was initial hesitation among young boys and girls about working together and sitting in a same place for meetings
- o They also had to deal with restrictions imposed by family members on youth regarding attending regular meetings and especially in case of girl members
- o In the initial phase the youth leaders and youth group members had received negative?? feedback on the activities initiated under the Youth for Change project. The pessimistic thinking among community was also a major challenge for the youth
- o There was hardly any cooperation from government officials, Anganwadi Worker (AWW) and Local Council (panchayat) members in the youth organized activities
- o Beyond youth leaders there was less involvement of other youth members in project activities so the youth leaders and NGO partners faced difficulties in carrying out project activities
- o It took much of time to convince and mobilize youth members and parents of the youth to be part of the project
- o Some of the topics discussed during the meetings with youth group members were disapproved of by parents. The parents were a major stakeholder in the process but they were not in the favour of discussions on sexual and reproductive issues by with their children
- o Many youth leaders were continuing their studies and they faced difficulty in managing their study and project activities simultaneously.
- o According to youth leaders they had faced difficulties in trying to meet and approach government officials for project related activities.

Chapter V
Policy Advocacy

1. Youth outreach by NGO partners

A major strategy of Youth for Change project was to work with young men and women of selected districts in the age group of 13 to 24 from diverse backgrounds and build their capacity to participate in discussions around policy making around their rights and other issues that affect them. With this strategy the project included partnerships with ten organizations in nine districts and youth from their project areas. The youth including both boys and girls, were from diverse backgrounds like under-privileged or socially marginalised youth including Dalits and Muslims, both married and unmarried, school-going and non-literates. (Supporting material 2).

The choice of NGOs was based on the criteria that they worked with a diverse range of young people, rather than just urban middle-class college-going youth, who are seen as the popular norm. For instance, in Muzzaffar Nagar and Saharanpur districts, partner NGOs worked exclusively with Muslim and Dalit girls. In Chandoli and Mirzapur, both the partner organizations worked with tribal youth or youth from communities that engaged in physical labour. This strategy fulfilled a project aspiration to include representation from different backgrounds and reflect their needs. Since the youth had little exposure to the rights' issues affecting their lives, they were invited for several training programmes that helped them build their capacities to become responsible youth and informed youth leaders. Consequently, these youth from different backgrounds were more prepared to conduct their policy advocacy around the need for a youth policy in UP.

Participation of Youth in Policy Formulation Processes

The need to involve youth in policy formulation process was felt from the beginning of the project. In the baseline qualitative study, a larger proportion of respondents (health service providers, teachers and parents) suggested that consultation process with youth is essential for planning policies or programmes for youth. The youth should be involved from the stage of problem identification to final product. The health service providers (doctors) strongly felt that youth participation in policies must be ensured and government should take into account the opinion of youth while making policies, including while formulating school policies (Source: Baseline qualitative study)

The youth policy was drafted by young persons, and shaped through meetings with youth, NGO partners and experts. There were rounds of consultation and policy strategy meetings held to formulate and refine the draft youth policy in Uttar Pradesh. Partner NGOs were also given training on how to proceed for draft policy formulation and involve youth in the process.

Youth leaders from diverse backgrounds associated with the project were members of the Youth Policy Advocacy Network. The "diversity approach" of the project helped to include different needs of youth in the youth policy draft. The youth took active part and provided inputs to formulate the policy. A total of 97 percent youth leaders said that they had provided inputs on what kind of issues should be included in the draft policy and on advocacy strategies and were

involved in the process of formulation of draft policy. According to the youth FGD data, it was found that education and employment opportunities for the youth should be a major focus of the youth policy.

The youth draft policy has five objectives that include awareness of youth rights, provisions of required information on education, health, employment and training; develop decision making capabilities, democratic participation, right thinking, leadership capabilities and working skills; provision of opportunities include in decision making and implementation of government schemes; and building appropriate infrastructure. The major topics and youth issues included in the draft policy are education, health and nutrition, citizenship and participation, employment, livelihood, training and aid in business, violence, social security and criminal justice system. Each of these topics were analysed in the context of current laws and policies.

During the process the Youth Policy Drafting Committee meetings were held twice in September 2009 and October 2009. Participants included youth and NGO workers and experts who are active in different fields like health, women empowerment, education, violence against women, reproductive and sexual health and rights, livelihood, sports, Dalit and minorities, nutrition, Panchayats, law, gender, right to choice, unorganized sectors in urban and rural areas. These experts voiced their concerns and suggested relevant amendments in the draft of the policy. During the policy strategy meeting held in September 2009, the experts analysed and compared the youth policies of other states (Maharashtra, Gujarat, Bihar, Jharkhand and Rajasthan) and tried to understand the political and social situation of Uttar Pradesh. The experts also looked at the range of issues and problems that are faced by youth in Uttar Pradesh.

During the process, a policy campaign was started to get acceptance from different stakeholders and from the government. The draft policy was shared with the stakeholders who actively involved in the project.

Almost all youth leaders had participated in the campaign, and NGOs and networks were also committed to campaign on it with youth and various stakeholders to get a larger acceptance in all the nine districts of intervention.

In district Chandoli, the partner NGO had involved all the stakeholders and discussed why a youth policy was needed in Uttar Pardesh. The youth, stakeholders and partner NGO had given their opinion on what the youth policy should contain. These inputs were included while drafting the policy. The youth were involved in campaign activities like candle march, post card distribution and rallies to create pressure and awareness about youth issues at district, block and state level.

Majority (98.3%) of the surveyed youth leaders responded that they were able to create a favorable environment for policy advocacy. From the KII with project core team, it emerged that the youth leaders had been involved in advocacy campaigns for the last two years. The policy campaign was organized at district and state level and it has helped in building continuous pressure on policy makers to finalise the youth policy in Uttar Pradesh.

The KII reports with media persons showed that the media had been informed that the policy draft was submitted to Chief Minister of Uttar Pradesh on 12th January 2011. The media persons also suggested to the Chief Minister and Governor of Uttar Pradesh that these young people should be appreciated for their efforts in formulating a comprehensive youth policy. However, the Youth Policy Advocacy Network needs to exert continuous pressure on the policy makers to finalise the draft policy.

1. **Youth Policy Advocacy Network**

The Youth Policy advocacy network had been established in the framework of youth participation, NGO and civil society partnership, different stakeholders and experts perspectives were also taken into consideration. The draft youth policy was prepared to promote exchange of knowledge and needs of skill and capacity building of youth of Uttar Pradesh. The network has helped to build evidence and need based policy formulation for youth. The Youth Policy Network members had build consensus to prepare a youth policy in the context of Uttar Pradesh. The districts Project Advisory Group were formed in every district with 50 percent youth and 50 percent adult members so that the policy advocacy campaign gets support from all the youth across diverse background.

The following constituencies are part of the network
o Youth (more than 1000 youth including 104 youth leaders of nine districts)
o Mazdoor Kishan Manch
o Mahila Swasthya Adhikar Manch
o Uttar Pradesh Agriculture labour Forum
o 10 NGO partners of Youth for Change Project
o Stakeholders and youth from 36 districts of Uttar Pradesh explain
o Men's Action for Stopping Violence Against Women
o 50 other network NGOs list
o 70,000 people are involved (Source KII with key project team)
o Issue based specialist from different fields like health. Gender, law etc.

In the policy formulation process, several meetings and workshops were held to discuss and asked for feedback for different stakeholders. On occasion of World Health Day, district level youth policy advocacy events were held in nine project intervention districts in April 2010. The objective of the event was to enhance youth capacity, civil society members and youth policy advocacy with political parties.

In several meetings with stakeholders, the need for youth policy was discussed. Everyone has given their feedback on the draft youth policy. The youth leaders were called many a times to Lucknow to discuss and prepare strategies for youth policy formulation. During the youth policy campaign people were given information through cycle rallies, postcard distribution at district level and state level. The other activities include street plays, signature campaigns, puppet shows, various competitions, hand bills distribution and others. (source: event reports).

The draft youth policy has incorporated feedback and suggestions of 2000 youth, six political party representatives, 45 NGOs of 35 districts of Uttar Pradesh collected during the advocacy campaign of November-December 2009. (Source: Youth Policy Advocacy Campaign Blog)

Table no 9: Advocacy events organized

	Advocacy events organized			
Sl. No	Where	Number of events	When	Outcome of the meeting
1	Uttar Pradesh Youth policy Advocacy Campaign (first phase) end event with 12 NGO partners in Lucknow at Sahayog Office	1	11 December 2009	A plan was made for further policy advocacy
2	Lucknow Youth forum meeting (Lucknow Youth Forum is a forum of urban school/college going students)	1	18 January 2010	Youth shared the experiences of the Uttar Pradesh Youth policy Advocacy Campaign and gave suggestions for the future advocacy strategy
3	**12** District level youth policy advocacy events were organized by 12 partner NGOs in their respective districts	12	12 January on the occasion of International Youth Day	District level advocacy event for stakeholders. A demand letter was sent to the Chief Minister's office for youth policy in Uttar Pradesh
4	State Level Youth Policy Advocacy Event in Banda	1	17 May 2010	Comments on the draft policy from Minister of state Sport and youth Welfare and also from State Principal Secretary of the same department
5	Uttar Pradesh Youth policy Advocacy Campaign (Second phase) in Lucnow	1	11 to 13 January 2011	Copies of youth policy had been submitted to the Governor and Chief Minister of Uttar Pradesh
6	Pre-election campaign for PRIs.	1	September 2010	Youth and youth leaders joined the campaign and included gender and development into the campaign
7	Lucknow Youth Forum meeting	1	18 January 2010	21 youth had shared the experiences of the Y4C advocacy campaign and gave suggestions for future advocacy
8	Political dialogue in Banda district	1	17 May 2010	Inputs received from politicians on draft policy and supported the demand for youth policy in UP
9	Youth Policy Advocacy Dialogue	1	22 November 2010	Brought policy advocates /lawyers and experts from 5 different states of UP

3.1 Pressure creation by youth with support of stakeholders

The role of key stakeholders in creating favourable policy environment has been crucial in this project. The policy campaign activities were organized at both state and district levels. The media helped to capture the efforts of the youth taken in the direction of their own welfare. The various national and international days were celebrated related to youth issues covered under the policy. This had helped the youth to bring their issues to a common platform for a well founded discussion and gathering support from stakeholders.

KII reports with NGO workers reveals that continuous efforts of creating awareness on youth policy had helped to bring the issue of youth policy in Uttar Pradesh in the stakeholders mind. In Chandoli district, the youth had submitted a copy of draft policy to the District Magistrate's office and demanded for its implementation. The local Member of legislative Assembly had given a word to discuss about youth policy in next session of parliament. (Source KII with NGO partner)

3.2 Creating a Favourable Policy Environment

The role of key stakeholders in creating favourable policy environment has been crucial in this project. The advocacy campaign was started in the third year of the project (from 2009). Under the campaign a two- stage programme had been initiated at state and district level. The advocacy campaign letters and materials (posters, pamphlet, etc) were sent to all the concerned departments of UP state government that include DM at district level and were addressed to the Chief Minister at State level. Responses from media and local politicians have been quite positive about the initiative. (Source KII with media persons and news paper reports)

Media played an important role in creating a favourable environment for youth policy formulation. The media persons stated in their interviews that they appreciated the posters and slogans prepared by the youth. The messages and objectives were clear in these communication materials for advocacy. These activities have helped to bring youth together on a common platform for youth rights. The media persons also said that their objective was not to merely cover the news of the campaigns but highlight the purpose of these campaigns. They gave an example of the candle march recently organized for the policy campaign that was held on 11 to 13 January 2011 (Support material 4: List of Advocacy Event).

A large number (Support material 6) of stakeholders have made public statements in favour of youth services and policy, which were reported in the media. For example, Mr. Puroshottam Naresh, Member of Legislative Assembly of Nerni Constituency, Banda district said in an event organized on International Youth Day on 14 August 2009 that "*Yuva hi desh ka karnadhar hai. Swasthya and youn shiksha par adhik bal deneka zarurat hai. (*youth are the torch bearer of present society. At this point of time, there is an urgent need to give sexual and health education to youth)".

36

Interaction with various stakeholders reveal that to involve politicians has been a difficult process and not many are convinced enough to support the rights of youth. However the state politicians heard the voice of the youth and their demand for youth rights. Some Members of Legislative Assembly (MLAs) raised questions in the assembly and an acknowledgement letter from Chief Minister's office had been received for the policy draft submitted to the office. (Source: KII with Project core team)

The draft policy formulation and policy campaign had helped to get the confidence of youth and other stakeholders and it also helped the project team to put a drive the policy campaign to a successful level.

Chapter VI
Review of approaches adopted / programme theory

This section reviews the findings in terms of the key hypotheses about the intervention and the movement towards the fulfillment of the overall project objective.

Intervention related hypothesis:

Hypothesis 1: *NGOs can act as effective facilitators for mobilizing and training of youth –*
This hypothesis is fully endorsed because the project was implemented through an active partnership process. The field based partners not only provided their close personal relationship with the communities, but also provided linkages with a diverse set to youth eg. tribal youth, muslim girls. The NGOs also contributed their existing skills in community mobilization to the success of the project. However at the same time the project included a clear set of activities to enhance the capacity of NGOs in implementing the project as well as for creating a common programmatic and policy advocacy platform.

Hypothesis 2: *Youth capacity building and mobilization can be made more effective by using creative communications methods which allow youth to use their creativity and also builds a platform for them to later communicate their own messages.*
The quantitative and qualitative data shows that the youth had developed their understanding on various issues on which they were given training. The qualitative data showed that before joining the project, the youth leaders were not aware about sexual relationships and safe sex. Many youth leaders expressed that now that they have improved knowledge on this issue. The positive point is that the youth have taken the responsibility to make other youth know aware these issues. The trainings helped them to build their knowledge and confidence level to speak and articulate their learning.

The youth group members were trained in creative communications skills to convey advocacy messages and information for sharing and dissemination. The young people gained skills in
- Painting
- Poster making
- Puppetry for awareness generation
- Composing issue based songs

During the project, youth were involved in preparing the multi-media kit for advocating on their issues, which included posters, pamphlets, paintings, songs, plays, puppet shows, and so forth (Support material 5). It was kept in mind by the project implementation team that the communication materials should not be prepared by experts but by the youth themselves. Since most of the materials were made by local youth, it has enhanced their capacity and confidence. The issues included in various communication materials were decided by the youth together with the partner organisation. The major issues that were included in the materials included education for girls, gender equality, age at marriage, and so on

According to the partner NGOs (KII with NGO partners), the puppet shows, plays, posters, and songs were performed to create awareness. These depicted local issues and needs of the village

youth, and were performed by them. These communication methods helped the community understand the young people's issues like forced marriage, early marriage, education, SRHR, rights of youth, and so forth.

Hypothesis 3 - The curriculum should incorporate issues around gender, rights, sexuality, leadership, practical tools like using Right to Information etc.
The inclusion of topics like gender, rights and sexuality led to personal empowerment which allowed girls who had dropped out of school to rejoin their studies and many girls who were missing school during their periods stopped doing so. Leadership training was important for these youth not only to sustain the group at the local level and initiate local action (eg. stopping marriages) but to come together at the state level. At the same time practical tools like information about the use of Right to Information (RTI) has been particularly useful in youth taking a lead in not only using the RTI but to take a lead in helping the vulnerable and marginalized in their communities file applications for pensions and other state support.

Hypothesis 4 - Youth groups can embark on local level youth action and this can be in the nature of campaigns. Such campaigns can reinforce messages and promote new behaviours among the youth.
The project has been able to generate a campaign and a claim which goes well beyond the confines of the ten project locations. It has been able to gain the attention of key policy influencers and policy makers. However most of the attention has been on the need for state action in framing a new and relevant policy. There was not much information generated during the evaluation which indicates the conscious raising and replication of messages around new 'behaviours' among youth. However the project does indicate new behaviours related to personal empowerment and community leadership have emerged as a result of the project.

Hypothesis 5 : Youth Leadership development is necessary for youth to engage with community level stakeholders and also with local public functionaries for drawing attention to youth issues at the district and block levels
And
Hypothesis 6 These Youth Leaders can come together on a common platform and develop alliances with other policy influencers like media and NGO networks on youth policy related issues

A range of stakeholders were address in the course of the project of this policy advocacy process. The youth leaders were the key advocates and parents of youth were perhaps the first group with whom advocacy was needed. In discussions with youth leaders it emerged that the role of parents was not seen as very supportive in the initial stages. In discussions with parents it emerged that did not appear very involved in the processes of the project. They were not able to clearly describe what the project activities were, and what their children had done during the project. While lacked specific information about the topics of the training there knew their daughters went to Lucknow and Nainital for some training and also knew that their children had received training in paintings and puppetry. Fathers knew less than mothers and said that their children had never shared what they had discussed in the meetings with them.

The low knowledge of parents about specific activities and themes is not surprising because many NGOs did not explicitly share their training topics in details, fearing resistance. Because according to one NGO partner (Saharanpur) if they had, then the parents would have never allowed their daughters to join the programme. However it is important to note that this project would not have been possible without the support of parents who gave permission to their daughters to visit relatively far-off places like Nainital and Rajasthan (which are over 500 kilometers from districts like Banda or Mirzapur). At the same time it can be inferred from the reduction in resistance from parents, even in the face of some of the public campaigning and action taken by the youth may be interpreted as silent endorsement by parents.

A key stakeholder in the entire policy advocacy process was the media. The role of Media was very crucial for bringing the issues of youth to the public eye. The mass media also played important role in creating a favourable environment for youth policy formulation. The media helped disseminate the goals of the policy campaign. The objective of the media was not to merely provide coverage of the events of the campaigns but also to highlight the purpose of these campaigns and this happened with a substantial degree of success.

Table no 11: Media reports of Interaction with Stakeholders for one district

S.N	Name, Post/ Constituency, District	Event	Date	News Paper, Edition
1	Mr. Purshottam Naresh Diwedi, MLA, Naraini, Banda	National Youth Day	14.01. 09	DJ, Kanpur
2	Mr. Ranjeet Singh, Block Pramukh, Atarra, Banda	National Youth Day	13.01.2009	Bundailjhaud Shri India
3	Mr. R.S. Chaurasia, DPM-NRHM, Banda	International Youth Day	14.08.09	Hindustan, Banda
4	Mr. Purshottam Naresh Diwedi, MLA, Naraini, Banda	International Youth Day	14.08.09	Hindustan, Banda
5	Mr. Komal Chand Verma, SDM, Banda	International Youth Day	14.08.09	Hindustan, Banda
6	Mr. Ramesh Yadav, Editor Lok Abhiyuday	International Youth Day	14.08.09	Hindustan, Banda
7	Mr Munna Singh, Principal, Maa Bharti Vidya Mandir, Anthua Banda	Advocacy Campaigning	15.11.09	Sahara Banda
8	Mr. Pradeeb Sahu, Bal Yuwa Sansad	Advocacy Campaigning	17.11.09	Sahara, Kanpur
9	Mr. Babu Ram, Manager, Rukmani Devi Jan Kalyan Samittee, Badosa, Banda	Advocacy Campaigning	17.11.09	Hinduatan, Kanpur
10	Ms. Rajni Devi, Pradhan, Badosa, Banda	Advocacy Campaigning	17.11.09	Aaj, Kanpur
11	Mr. Moolchand Soni, Managing Director, Sankalp Sewa Sansthan, Banda	Advocacy Campaigning	23.11.09	Aaj, Kanpur

13	Mr. Jogesh Prasad, Principal, Kanta Prashad Shashtri, Inter College, Badosa, Banda	Advocacy Campaigning	25.11.09	Aaj, Kanpur
14	Mr. Firoz Khan, Pradhan, Village-Dubriya, Badosa, Banda	Advocacy Campaigning	25.11.09	Aaj, Kanpur
15	Ms. Vimla, Member of Mahila Swasthya Adhikar Manch, Banda	International Women's Day	26.11.09	Hindustan, Kanpur
16	Mr. Shiv Kumar Mishra, UPCL	International Women's Day	26.11.09	Hindustan, Kanpur

The list also provides a glimpse of the range of policy makers and public functionaries that the project was successful in recruiting to the issue of the need for a youth policy even at a local level. Despite the many successes in approaching and convincing public officials and politicians some of the partners said that it was difficult to involve politicians and all the politicians who were approached were not convinced enough to support the rights of the youth. But at the same time some Members of Legislative Assembly, the highest level of political representatives not only endorsed the idea in speeches but also raised questions in the assembly. An acknowledgement letter was also received from the Chief Minister's (CM)office for the policy draft submitted to the CM Office . While this may appear to be mixed results, the overall success of this project was that local youth were involved in the political process of raising their issues with their representatives and were able to garner support in some cases. In addition to this the youth also got involved in the policy process by sharing the draft youth policy to the relevant Ministry for comments and later to the Chief Minister. The reply from the Chief Minister indicates a formal acknowledgement of a constituency that was hitherto not considered relevant for policy purposes.

Hypothesis 7 :Bottom up mobilization of youth and development of youth leadership for youth led advocacy can be effective for drawing attention to the special needs of youth and the need for a separate youth policy.
The uniqueness of this youth policy advocacy process was that the protagonists were the youth themselves. In this advocacy process not only were the issues for advocacy emerge as a result of wide ranging consultations with experts, activists and the youth but the process of advocacy was led by the youth. In many advocacy processes, it is the advocacy professionals with specific skills in advocacy and lobbying who represent the issues on behalf of the affected constituents to the policymakers. The project was successful in generating state-wide interest through a process initiated in 10 isolated pockets covering less than 2000 youth using a bottom up process. The youth along with SAHAYOG's and the partner NGOs own relationships with a different activist groups was able to generate interest among a much larger constituency. The nature of political engagement by the youth with their representatives also inculcated the practice of a democratic process of accountability which is sorely needed to strengthen democratic institutions in the country.

Outcome related hypothesis:

The design of the overall project bottom up with the assumption that change among youth at the community level would encourage them to engage with local policy implementation issues and

move upwards in the domain of policy forumalation at the state level. Three key outcome related hypothesis are examined here.

Outcome Hypothesis 1: Personal empowerment among youth would lead to increased agency and ability to negotiate with factors affecting their lives

Since the evaluation was primarily focused on the leadership interventions, the more widespread changes among youth to understand their levels of personal engagement were not captured by the study in sufficient detail. However data from the survey among youth leaders and from other respondents, indicates that a significant number of youth leaders have been involved in supporting the struggles of other youth by acting as intermediaries. Many girls have been able to negotiate with their parents and also overcome their own hesitations to rejoin school, attend school during periods. The youth have taken up perennially contentious issues like dress code for girls. Considering these as circumstantial evidence it may be inferred that a process of change has been initiated where some youth have not only been empowered to negotiate with factors in their own lives, but they are actively facilitating a similar process of empowerment among others.

Outcome Hypothesis 2: Youth groups engaged in collective action at the local level to influence local policy affecting their lives

The engagement of youth leaders with the health providers, police and local administrative functionaries has been discussed earlier. While there is no doubt about the facilitating role of the local NGO, the empowerment of the leaders to engage with local authorities speaks volumes about their initiatives to influence local policy implementation.

Outcome Hypothesis 3: Youth leaders engaged in local action and as well as collective action at the state level to influence the policy environment

Many policy change interventions mediated through civil society organizations (as different from political organizations) often depend upon skills of the intermediary advocates and the benevolence or the conviction of the policy maker, often the senior bureaucrat for the changes to take place. This project did not depend upon this approach, and even though no 'policy' document has emerged as a result of this project, the process that was adopted put the youth leaders centre stage with a facilitating role for NGOs both at the local and at the state level. The activities of the youth leaders as a group were facilitated by SAHAYOG and its partners. A distinction is being made between collective action and action of youth leaders as a group, because at the time of the completion of the project the unified identity of the youth leaders' network had not yet been created. The formulation of a youth led process will be crucial to the future sustainability of this process, because the adoption of a youth policy in the state will require more sustained action with policy makers.

Fulfilling the project objective

The overall goal of the project was *to improve sexual and reproductive health and rights including HIV/AIDS for young women and men in Uttar Pradesh, India as a result of youth friendly and gender sensitive policies and services, formulated through youth participation.* In reviewing the findings from the evaluation the following understanding emerges :

a) There can be no comments about the fulfilment of the reproductive sexual health and rights of young women and men in Uttar Pradesh because this was the ultimate goal which was to be achieved through the implementation of a policy which would provide for youth friendly and gender sensitive policies.
b) There has been some improvement in the level of reproductive health and rights enjoyed by girls at the local level. There has been some level of increase in understanding of youth about their own entitlement to services, extending beyond the domain of reproductive and sexual health related services.
c) There has been increase in the understanding of youth entitlements to services among local service providers and functionaries in the project areas.
d) The need for a separate youth policy in the state has been articulated and accepted among some policy quarters, including politicians, bureaucracy and the media.
e) The process of youth participation has been established. However it needs to move into the realm of youth leadership.
f) Sustained policy pressure needs to be built through youth led process which are linked to other social justice and political movements in the state for the youth policy to finally emerge as a consequence of this process which was initiated through an NGO facilitated advocacy process.

The project objective was perhaps a little more ambitious than can be possible through an NGO mediated process. However the project does demonstrate how an NGO facilitated process may proceed to the threshold of a political-democratic process. The challenge before SAHAYOG and its partners and especially the youth leaders across the state is to successfully transcend the boundaries of an advocacy campaign to a movement for fulfilling the rights and aspirations of the youth of the state.

Some Challenges

The project has started yielding very practical results in parents providing spaces to youth (dropouts coming back to school), and for youth to engage in public action (addressing local public officials on social issues) and to challenge cultural taboos (attending school during their menstrual periods). The challenge is to sustain this process of social transformation. Youth is necessarily a mobile population – many youth leaders transitioned out of the programme (through marriage or employment opportunities), and many more will in the near future. If the community level processes are not sustained at this point the resistance that was faced by the first of generation youth leaders will revisit subsequent efforts, because the social norms have only been challenged not changed. The NGO partners have been powerful facilitators of this change process, but it will be unrealistic to expect them to continue facilitating this process without future funding support.

Youth is a time for change, and a process of capacity building and empowerment like the Youth for Change project will initiate an upheaval among youth. The process of empowerment and the awareness and enjoyment of rights in a previously fettered group can be exhilarating. There were some examples of youth groups supporting individuals and acts which were strictly not within the paradigm of social justice, and any programme working with youth needs to be vigilant about

it. A rights-based education programme among youth needs to be acutely aware of the need for understanding privileges and the exercise of responsibility.

This project has been able to magnify the limited work with youth in ten communities into a state level aspiration for change. It is important at this time that the tempo generated both at the community and the policy level receive support and nurturance for some more time, and here the responsibility lies more on the shoulders of the facilitators than on those of the youth.

Chapter VII
Key Summary of the Findings

The following tables (Table 12 and 13) show the fulfillment of process and output indicator formulated at the conception of the project.

Table No. 12: Verification of Indicators

Indicators	*Status*	*Means of verification*
A minimum of 80% of the youth leaders have understood the concepts, terms and implications of SRHR issues and advocacy	Achieved. The results show that more than 80% of the youth leaders have understood the concept, terms and implications of SRHR issues and advocacy (Please refer to Table no. 5 and 6 of the report – pg 15 - 16)	From the quantitative survey among youth leaders
At least 20 youth groups locally advocating for SRHR information and services for youth with facilitation and participation of youth leaders	Achieved - More than 20 youth groups were involved in awareness and information dissemination on SRHR	From Project reports and documentation. See (Table 9)
At least 10 advocacy materials (Films, plays, songs, photographs, posters, stories, etc.) prepared by youth which are based on local experience	Achieved - Communications materials such as posters, pamphlets, handbills, badges and folders were produced as part of Uttar Pradesh Youth Policy Advocacy Campaign.	From List and materials presented by SAHAYOG team and references in the FGDs. (Support material 3)
50 other key stakeholders make statements publicly for the draft SRHR policy	More than 10 media persons had talked about the youth SRHR policy in media clippings More than 10 government officials supported that there should be a policy for youth in UP. More than 10 politicians had made statement publicly in favour of youth policy PRI members, teachers and NGO partners had also supported the youth policy publicly	See Annexure 11 for a list of newspaper clippings and their headlines Any information from partners' reports of the advocacy events and district campaign events?
At least 100 inputs by youth and other stakeholders for the draft SRHR policy	During the advocacy campaign at district and state level, all the youth leaders were involved and participated. These youth leaders had provided inputs and commented on the youth policy. The youth leaders themselves had formulated the draft policy note.	Project documents and blog (youth policy advocacy campaign blog)
At least 20 advocacy events for youth SRHR	The youth had actively participated in two phases Youth	Please refer **Support material 4**

in which youth are taking leadership	Policy Campaign in 2009 and 2011.
	Youth had also participated in district level youth policy advocacy events that were organized by partner NGOs in their respective districts
	The youth had also participated in several dialogues throughout the process

Table No.13: Verifications of output

Output Indicator	Present Status
A network of 10 partner NGOs working with diverse groups	The youths were from diverse backgrounds like underprivileged youth, socially marginalised youths including, boys, girls, Dalits and Muslims, married, unmarried school-going and non-literates, working or studying; and it had helped to enrich the project with special perspective of youth. For details please refer Support material 2. In Saharanpur and Muzaffar Nagar , there were 6 and 5 youth group respectively that had only girls. In Sahranpur, all the youth groups were belong to Dalit and in Muzaffarnagar all girls group were Dalit and Muslim. In rest of the districts the youths belonged to mix groups like Dalit, Muslim, tribal, married, unmarried, etc.
Study conducted with youth in order to understand youth perspectives on SRHR	During the project period one base line study was conducted. The baseline study had helped building evidence on youth perceptions and needs of SRHR of youth. The study helped to examine youth needs for services and information and it had become part of the policy and programme.
10 partner NGOs trained in youth participation, rights approaches, management of youth service provision and as trainers on youth SRHR issues including HIV/AIDS	Training with workers of partner organization were conducted on the following In October (23rd to 27th) 2007, a capacity building training was organized on o How to ensure maximum youth participation with right based approach o How to form youth groups In April 2008 (21st to 26th April) one training on SRHR issues with youth was held In October 2008 (15th to 18th October) training was held on o Build understanding on advocacy o How to bring other stakeholders and involve them in advocacy campaign

At least 50 youth groups formed around youth service provision or youth activities in various locations. Youth groups will be facilitated by the partner NGOs, where each NGO will play host to a target of 5 youth groups	62 youth groups were formed with the help of 10 NGO partners. (List of youth groups is provided in Support material 7)
100 youth leaders identified (two from each group) and trained in leadership, organization building and SRHR issues including HIV/AIDS	104 youth leaders were identified and trained. Details about their profile and increased capacities are provided in Chapter III page 17 and 18 (refer to Support material 3)
100 youth leaders trained in advocacy skills	104 youth leaders were trained in advocacy skills are provided in Chapter III page 16, 17 and 18 (refer to Support material 3)
50 youth groups having regular meetings on youth SRHR issues hosted by 10 NGO partners	The quarterly reports of 10 partner NGOs showed that the NGO had organized meetings with more than 62 youth groups regularly
Multimedia kit on youth SRHR and youth involvement produced by youth groups	Posters, songs, plays, puppet shows, paintings were developed by youth and used in different meetings and advocacy events . No 'kit' in the formal sense of the term was prepared or collated. (Support material 5)
250 stakeholders (including NGOs, educational institutions, parents, health service providers, media, elected representatives and political groups) identified, and trained in youth SRHR issues including HIV/AIDS	There are more than 250 stakeholders of this project and they include NGOs, Schools, college, parents, health service providers, government officials, media and elected members. Regarding the trainings in youth SRHR issues, only parents and NGO partners were trained. Others were addressed through the campaign events???
A Youth SRHR Policy Network formed	**Network formed for Youth policy Advocacy Campaign (Details Chapter V, page no. 27)** Following people are in list of networks o Youth o Mazdoor Kishan Manch o Mahila Swasthya Adhikar Manch o Uttar Pradesh Agricultural Labour Forum o 10 NGO partenrs of Youth for Change Project o Stakeholders and youth from 36 districts of Uttar Pradesh explain o Men's Action for Stopping Violence Against Women o 50 other NGOs according to the list o 70,000 people are involved (Source KII with key project team) o Subject matter experts
An evidence-based policy drafted with	A policy on youth was formulated and submitted to many government offices. For details please refer

participation of youth and other stakeholder	**Chapter V Page no. 26 and 27**(Support material 7)
Youth have greater access to policy makers and key actors through regular policy advocacy activities and events, such as celebrating special days, policy dialogues, etc	The NGO partners and youth leaders had organized many meetings and events. For details please refer to **Chapter VI, page no. 31.** Special days were celebrated during the project period like International Youth Day, International Women's Day, and these provided an opportunity for interacting with district and state level public officials.
Sustained pressure by Youth Policy Network to ensure policy gets accepted	The youth leaders are working continuously for sustaining the pressure on policy makers in Uttar Pradesh. The youth leaders are involved in continuous pressure building processes by doing WHAT?. The policy document had been submitted to Governor of Uttar Pradesh, Chief Minister's office, Youth Welfare Ministers of Uttar Pradesh, District officials, by the youth themselves. It has been sent to all MLAs of UP by post. This led to two questions raised in the Legislative Assembly

Issues	Sub Issues	Information needed

1. Document the knowledge and understanding of the concept on SRHR issues among the youth leaders	1.1 Knowledge and understanding on SRHR issues including HIV/AIDS	1.1.1 Level of learning with regard to SRHR issues of the youth leaders. For instance
		   o Physical, emotional, social and mental changes during puberty
		   o Clarification on myths related to menstruation, female/male sexuality, masturbation, nocturnal emission etc
		   o Knowledge about sex, access to information about sex and Contraception
		   o Gender equality and Gender stereotypes less mobility for girls, access to opposite sex, change in clothing)
		   o Menstrual hygeine
		   o Right to choice and Same sex preferences
		       HIV/AIDS
		
		1.1.2. Level of learning, gaining and accomplishment from the intervention among youth

2 Capacity building process to enhance leadership skills among the youth for mobilizing youth and create awareness on SRHR issues; stories of personal change	2.1 Skill and capacity building of youth leaders	2.1.1 Training - Content and effectiveness of capacity building on SRHR and gender issues, communications materials and on leadership 2.1.2 Mapping of improvement on leadership skills with other youth and initiating advocacy action 2.1.3 Participation in Panchayats/elections and community decision making process

	2.2 Awareness and mobilization	2.2.1 Understanding of SRHR issue by other youth, the community and other stakeholder as a result of awareness campaign by the youth leaders (change agents)
		   - Allow their son/daughter to participate in training related to SRHR issue
		   - Importance of education
		   - Age at marriage practices etc.
		   - Decision making
		
		2.2.2. Diversity and equity approaches in mobilizing other youth into youth groups and organizations
		
		2.2.3 Content and effectiveness of materials and campaigns organized to create awareness on sexual and reproductive health needs of young people.

	2.3 Stories of personal change	2.3.1 Enhanced mobility and exposure,(for e.g. ability to attend meetings, advocacy events locally and at Lucknow, and training camps or study tours outside of Uttar Pradesh)

		2.3.2 What are the challenges faced by youth in order to bring changes in their lives; how do they manage resistance to change?
		2.3.3 Confidence, articulation, aspiration – for example- what are the dreams of the future, what platforms have they been able to access compared to other youth in similar circumstances, how far have they been able to negotiate with parents and relatives for increased mobility or education or delaying marriage.
		2.3.4 Any improvement in information-seeking or health seeking behavior for any problem (less shyness or embarrassment, improved menstrual hygiene practices among girls, etc)
		2.3.5 "Transformation in gender relations within the lives" of the youth leaders: especially girls
3. Partnership and network building process with partners, educational institutes, other civil society organizations and relevant stakeholders	3.1 Partnership and network building	3.1.1 How far have the project's NGO partners been able to upgrade their youth outreach within the community, and been able to address young people's needs in their area? 3.1.2 Strengthening of right based approach on youth SRHR issues among the partner NGOs 3.1.3 Among the UP Youth Policy Network, how many members/ allies have become more aware of "other youth issues" that they did not work on earlier - such as SRHR but also gender issues or others? 3.1.4 Youth SRHR policy network – what was the process and how involved does everyone feel, how much ownership of the draft policy? 3.1.5 Will anything be carried forward without the facilitation from SAHAYOG?
	3.2 Awareness generation of youth issues among stake holders and policy makers for creating right approaches and management of youth service provision	3.2.1 Increased awareness of youth issues related to their gender equality and SRHR among – • Policy actors, government officials, • Teachers, service providers (eg. ANM, BdO, police) • Supportive stakeholders (media, parents, etc) 3.2.2 Impact of the project on ANMs/ teachers/ schools addressed through this project: have they changed their attitude to sexuality education and other SRHR needs of young people?
4. Policy environment in Uttar Pradesh and pressure creation by youth	4.1 Advocacy initiatives by youth - Role of youth in advocacy initiatives	4.1.1 Impact of activities initiated (and resistance tackled) by youth themselves against o Gender and age discrimination o Gender Norms o Gender segregation

	for SRHR, including dialogue with policy makers for rights-based approaches and management of youth service provision	o Early Marriage, early motherhood o Lack of right to Choice o Lack of services and information around sexuality and RH o Not having independent decisions or participation in decision making like Panchayats SPECIAL CASE - - Documentation of tackling resistance for sex education 4.1.2 Initiative taken in building consensus among the target group with regard to SRHR issues *and lead* dialogue with media, policy makers and implementers and ability to build a network with local stakeholders • Advocacy initiatives taken with primary stakeholders (local actors - parents, teachers, community providers PRI, media, local Administrators) • Advocacy initiatives taken with Secondary stakeholders (state level actors)
with support of different stakeholders, if any	4.2 Policy environment	4.2.1 Map the policy context of Uttar Pradesh within which the youth and Youth Policy Advocacy Network are trying to make a difference: extent of possibility and difficulty in campaigning for a policy through voice and participation of the affected group 4.2.2 Draft policy document – analysis of the contents 4.2.3 Pressure creation at local level for policy influence – what activities have been carried out, what was the aim and what are the outcomes – Role of Youth, partners and Sahayog – strategic efforts and approaches undertaken.
5. Review of approaches adopted for key programme interventions (youth-prepared communications materials, youth diversity and active participation, addressing gatekeepers for youth, etc)	5.1 Communication	5.1.1 Was it innovative and creative – process of developing materials by youth themselves and use by the youth for advocacy and campaigns 5.1.2 Content of Multi-Media kit (issues covered and variety of communication methods used) – Was it effective (will overlap with 2.2.3)
	5.2 Capacity building	5.2.1 Camp approach for capacity building - Was it innovative - Was the process adopted effective? 5.2.2 Diversity of youth participated in the programme and in the leadership (from diverse social and other background) 5.2.3.What has SAHAYOG and partners gained from implementing the project - have their capacity been strengthened in regard to youth participation and advocacy? (Touching on the collaboration between DFPA and

		SAHAYOG (and partners), including added value and communication.
	5.3 Youth as advocates	5.3.1 Managing resistance by involving stakeholders
		- How to handle local /political challenges
		- Resistance from their parents
		- Resistance from the community
		- The programme's approach to handle the resistance
		- What is the impact; Which areas are still being resisted even now?
		5.3.2 Policy campaign
		- Youth as advocates; youth roles in addressing stakeholders directly
		- What are the range of stakeholders who have been addressed *directly by the youth* – on which issues and how have they been addressed? (to look at content and effectiveness of dialogue, regular meetings and events with relevant stakeholders and their response when directly addressed by the youth
		- Is this a policy campaign that is jointly led by both the directly affected community (youth) as well as supportive stakeholders?

SUPPORT MATERIAL 2: Number of youth with different diversities

Youth for Change Project

S.L.	Organisation	Total Youth	No. of Boys	No. of Girls	Diversities
1	Astitva , Muzzafarnagar	105	------------------------	105	Dalit, Muslim, School going, Domestic Work, Urban (Town), Rural, Unmarried, Literate, Labor
2	Daud Memorial , Gorakhpur	180	80	100	Dalit, Labor, School going , Married, unmarried, youth who have children, Disable, illiterate, dropouts, literate and Hindu
3	Shikhar Prakshishan Sansthan , Mirzapur	157	32	125	Dalit, tribal, Domestic worker, School going, Labour, Illiterate, Married, Unmarried , Disable, youth who have children
4	Gramya, Chandoli	166	90	76	Dalit, School going Labour, Muslim, Domestic Work,
5	Tarun Vikas Sansthan, Band:	166	75	91	Dalit, School going, non-school going, married, unmarried
6	Bundelkhand Development Foundation, Jhansi	120	40	80	Literate, Labour, Tribal, Muslim, Illiterate , Married,
7	Sri Rama Saraswati Pustkalya, Azamgarh	150	75	75	Disabled, Dalit , Literate, Youth who have children, Labour , married , youth in custody
8	Baba Ramkaran Das G.V. samiti, Gorakhpur	194	32	162	Dalit , Rural, Married, unmarried, Student, Service, labour, illiterate
9	Suchetna, Bariely	180	81	99	Unmarried, Urban, Literate, Labour, Domestic labour, dis Married, Hindu,
10	Aanchal Gramin Vikas Sanst	120		120	Dalit, school going, non-school going, labour, unmarried, r literate,

SUPPORT MATERIAL 3: List of Youth Leaders (Output 1.4)

1. **District: Gorakhpur**
A. **Name of organization: Baba Ram Karandas**

S.N	Name of youth leader	Name of group	Address
1	Pinky	Laxmibai	Kavatliya
2	Rekha	Chandramukhi	Indian public school
3	Sunita	Parivartan	Bhartiya Jr. Highschool
4	Punita	Jagriti	Banatikula
5	Rina	Gulab	Sherpur Chamrah
6	Mamta	Parivartan	Bhartiya Jr. Highschool
7	Kamlesh	Parivartan	Bhartiya Jr. Highschool

B. **Name of organization: Daud Memorial**

S.N	Name of youth leader	Age	Name of group	Address
1	Shashi Priya	19	Laxmibai	Bhathat
2	Senu	13	Chandramukhi	Bhathat
3	Surati	14	Parivartan	Bhathat
4	Soni	13	Jagriti	Bhathat
5	Babita	14	Gulab	Bhathat
6	Seema	12	Parivartan	Bhathat
7	Vedbandhu	20	Parivartan	Jangal Kaudia
8	Pankaj	19		Jangal Kaudia
9	Shayam Bihari	19		Jangal Kaudia
10	Updesh	21		Jangal Kaudia

11	Vinod	20		Jangal Kaudia
12	Sugreev	20		Jangal Kaudia

2. **District: Saharanpur**
   Block: Rampur Maniharaan
   Name of organization: Aanchal Grameen Vikas Samajik Sansthan

S.N	Name Of Youth Leader	Age	Name Of Group	Address
1	Pinky Bhaskar	17	Shakti	Vill. Naurangpur
2	Monika	17	Manjil Ki Ore	Vill. Naurangpur
3	Preety	17	Chetna	Vill. Naurangpur
4	Preety	18	Rahat Sangh	Vill.Nanaka
5	Sangeeta	17	Shama Sangh	Vill.Nanaka
6	Sunita	18	Savitri Bai Phule	Ambehata Chand

3. **District& Muzaffarnagar**
   Name of organisation& Astitva Samajik Sansthan
   Block- Purkazi

S.N	Name of youth leader	Age	Name of group	Address
1	Soniya	18	Zeenat	Sahardaran,Purkaji
2	Anuradha	15	Bharti	Jhabarpur
3	Rukayya	16	Naaz	Nurnagarman
4	Sonam	13	Shama	Purkaji
5	Kajal	12	Aarzoo	Jaatan
6	Babita	16	Himmat	Purkaji

4. **District: Jhansi**
   Block: Babina

Name of organization: Bundelkhand Development Foundation

S.N	Name of youth leader	Age	Name of group	Address	Contact No.
1	Pankaj	18	Bhavani	Babina	
2	Ajay	19	Amar	Ghisoli	9005200869
3	Rajni	23	Sapna	Ghisoli	9598569497
4	Rakhi	19	Khushi	Babina	
5	Amardeep	18	Sathi	Babina	
6	Narayan	22	Vir Singh	Babina	
7	Ajeet	19	Hari Singh	Baghora	
8	Rahul	20	Ekta	Babina	9616841171
9	Suman	20	Saraswati	Baghora	
10	Anurag	19	Balaji	Babina	9919241800

5. **District: Azamgarh**
   Block: Harayya and Ajmatgadaha
   Name of organization: Shri Ramanand Saraswati Pustakalaya, Zokhara

S.N	Name of youth leader	Age	Name of group	Address	Contact No.
1	Satyam Sharma	17	Pragati	Kaukhmar,Bankatiya, Azamgarh	8004029603, 9616655623
2	Dharmaraj	18	Gaurav	Vill. &Po Mathiya Azamgarh	9956915626
3	Bhojram Sahani	20	Sarvodaya	Sahvadiya, Zokhara Azamgarh	
4	Raju	18	Vikas	Vill. & Po. Zokhara Azamgarh	90053133459
5	Vaneeta	20	Garima	Vill. & Po. Zokhara Azamgarh	9532305590
6	Kanchan	21	Deeksha	Sahanpur , Zokhara ,Azamgarh	

7	Rinku	20	Sarvodaya	Sahvadiya, Zokhara Azamgarh	9198455730
8	Rekha	18	Gaurav	Vill. &Po. Mathiya Azamgarh	9889492701
9	Sharvan	18	Pragati	Kaukhmar, Bankatiya, Azamgarh	9936140082
10	Sunil	17	Vikas	Vill. & Po. Zokhara Azamgarh	7668579885

6. **District: Banda**
   Name of organization: Tarun Vikas Sansthan

S.N	Name of youth leader	Address	Contact No.
1	Poonam	Saloni	9935672824
2	Pinky	Gaura Bai	9005014174
3	Jitendra Kr.	Chauhan Yuva Vikas	9792485615
4	Shailendra Kr.	Tarun Jagriti Samuh Anuthava	9198495564
5	Pranjali	Sangeeta Kishori Samuh Anuthava	9005245498
6	Neetu	Mamta Kishori Samuh Anuthava	979289761
7	Amar Singh	Amar Yuva Vikas Samuh Anuthava	9793283544
8	Sanjay Kr. Sriwas	Ekta Yuva Vikas Samuh Riga	962199686
9	Virendra Kr.	Chetna Yuva Vikas Samuh Badora	9956088471
10	Pradeep Sahu	Adarsh Yuva Vikas Samuh Baheri	9336596014
11	Khusbu	Sitara Kishori Samuh Baheri	9336596014
12	Arvind Kr.	Jaikaran Yuva Vikas Samuh Bandey (Banda)	9794205663
13	Phool Kumari	Saheli Kishori Samuh Bandey	9794205663
14	Jitendra Kr.	Yuva Vikas Samuh Riga	9956729278
15	Anupa Sharma	Chingari Kishori Samuh Riga	9005014264

7. **District: Bareilly**
   Name of organization: Suchetana

S.N	Name of youth leader	Name of group	Address
1	Sharda Morya	Kiran	Saidpur
2	Narayani	Prerna	Ramleela Gautiya
3	Mairul	Fatima	Rahpura Chowdhury
4	Meeta	Chandni	Ashraf Ki Chavni
5	Chhaya	Roshni	Banke Ki Chavni
6	Priti Morya	Ekta	Vasant Vihar Colony
7	Laxmi	Nai Drishti	Math Laxmipur
8	Lucky	Hari Om	Math Laxmipur
9	Monu	Radhey	B.D.A.Colony
10	Om Prakash	Gyan	Ashraf Ki Chavni
11	Satish	Om	Laxmipur Gautiya
12	Akbar	Fazil	Vasant Vihar
13	Suraj	Jay gopal	Saidpur

8. **District: Mirzapur**
   Name of organization: Shikhar Prashikshan Sansthan

S.N	Name of youth leader	Age	Name of group	Address
1	Manju	16	Kishori Samuha	Rajgarh Block
2	Chandrawati	17	Kishori Samuha	Rajgarh Block
3	Rekha	16	Kishori Samuha	Rajgarh Block
4	Lalita	17	Kishori Samuha	Rajgarh Block
5	Manju	18	Kishori Samuha	Rajgarh Block
6	Savita	16	Kishori Samuha	Parahi Block
7	Janki	17	Kishori Samuha	Parahi Block

8	Sheela	15	Kishori Samuha	Parahi Block
9	Aneeta	18	Kishori Samuha	Parahi Block
10	Leelawati	16	Kishori Samuha	Parahi Block
11	Chotu	20	Kishor Samuah	Rajgarh Block
12	Rajpati	18	Kishor Samuah	Rajgarh Block
13	Kamlesh	16	Kishor Samuah	Rajgarh Block
14	Maiku	14	Kishor Samuah	Rajgarh Block
15	Gautam	16	Kishor Samuah	Rajgarh Block
16	Mahendra	16	Kishor Samuah	Parahi Block
17	Surendra	15	Kishor Samuah	Parahi Block
18	Manoj	16	Kishor Samuah	Parahi Block
19	Sunder	18	Kishor Samuah	Parahi Block
20	Ramvaraksh	16	Kishor Samuah	Parahi Block

9. **District: Chandauli**
   Name of organization: Gramya Sansthan
   Block: Naugarh

S.N	Name of youth leader	Name of group	Address	Contact No.
1	Vinod	Sangharsh	Makhatiya, Ahamadha, Naugarh, Chandauli.	
2	Rinki	Sangharsh	Makhatiya, Ahamadha, Naugarh, Chandauli.	9695848874
3	Umesh	Jigyasa	Jhumariya, Ahamadha, Naugarh, Chandauli.	9473764783
4	Navin	Poonam	Ahamadha, Naugarh, Chandauli.	
5	Sabiya	Guftgu	Vill.&Po. Ahamadha, Naugarh, Chandauli.	9794850165
6	Ajay	Guftgu	Vill.&Po. Ahamadha, Naugarh, Chandauli.	9586231209
7	Meera	Geetanjali	Jhumariya, Ahamadha, Naugarh, Chandauli.	
8	Janardan	Geetanjali	Jhumariya, Ahamadha, Naugarh, Chandauli.	
9	Rajesh	Ujjawal	Laltapur, Majhgai, Naugarh, Chandauli.	9621407632
10	Poonam	Ujjawal	Laltapur, Majhgai, Naugarh, Chandauli	9956688613

11	Rahul	Paropkar	Saharsatad. Majhgai, Naugarh, Chandauli	9559930426
12	Ajay	Pragya	Vasoli, Majhgai, Naugarh, Chandauli	994635681
13	Parvati	Pragya	Vasoli, Majhgai, Naugarh, Chandauli	
14	Shabnam	Pragatji	Vill. And Po. Majhgai, Naugarh, Chandauli	9793119715
15	Seema	Ujjawal	Laltapur, Majhgai, Naugarh, Chandauli	

SUPPORT MATERIAL 4: List of Youth Group (partners and district wise)

Sl. No.	District	Youth group name	Partner organization
1	Azamgarh	Sarvadoya Samuh	Shri Ram Saraswati Pustakalya
2		Vikash Samuh	
3		Garima Samuh	
4		Gaurav Samuh	
5		Guni Samuh	
6		Sahmati Samuh	
7	Jhansi	Hari Singh	Bundelkhand Development Foundation
8		Bhabani Samuh	
9		Saathi Smauh	
10		Saraswati Samuh	
11		Ekta Samuh	
12		Sankalp Samuh	
13		Surya Samuh	
14		Samasta Saath Samuh	
15	Saharanpur	Rahat Kishori Samuh	Asnchal Grameen Vikash Sansthan
16		Shakti Kishori Samuh	
17		Phoolwari Kishori Smauh	
18		Savitri Bai Phhole Kishori Samuh	
19		Muskan Kishori Samuh	
20		Mahak Kishori Samuh	
21	Bariely	Roshni Samuh	Suchetna
22		Jay Gopal Samuh	
23		Fajil Samuh	
24		Kiran Samuh	
25		Nayi Hafiz Samuh	
26		Gyan Samuh	
27		Chandni Samuh	
28		Ekta Samuh	
29		Om Samuh	
30		Suchetna Samuh	
31		Faihil Samuh	
32		Chandini Smauh	
33	Banda	Saloni Samuh	Tarun Vikash Sansthan
34		Gauri Samuh	
35		Cauhan Yuva Vikash Samuh	
36		Sahali Samuh	
37		Tarun Jagriti Samuh	
38		Amar Yuva Samuh	
39		Mamta Kishori Samuh	
40		Sangeeta Kishori Samuh	

41		Adarsh Yuva Samuh	
42		Sitara Smauh	
43	Chandauli	Ujjawal Samuh	Gramya
44		Geetanjali Samuh	
45		Jariti Samuh	
46		Sangarsh Samuh	
47		Pragya Samuh	
48		Pragati Samuh	
49	Muzzaffar Nagar	Naz Samuh	Astitva
50		Zeenat Samuh	
51		Shama Samuh	
52		Bharti Samuh	
53		Arzoo Samuh	
54	Mirzapur	Gayatri Samuh	Sikhar Prakshishan Sansthan
55		Savitri Samuh	
56		Jwalamukhi Samuh	
57		Durgawali Samuh	
58		Suryamukhi Samuh	
59		Meera bai samuh	
60		Rani Durga wait Samuh	
61	Gorakhpur	Jhansi ki Rani Smauh	Baba Ram Karan Das Grameen Vikas Sansthan
62		Chandramukhi Samuh	
63		Laxmi Bai Samuh	
64		Gulab Samuh	
65		Jagriti Samuh	
66		Adarsh Samuh	Daud Memorial Christian Grameen Vikas Sansthan
67		Ujjala Smauh	
68		Durga Samuh	
69		Anubhab Samuh	
70		Bindas Samuh	
71		Dr. Bhimrao Ambedkar Samuh	

SUPPORT MATERIAL 5: Multimedia kit

Materials	Description	When and where it was used
Chak de India	Film	In youth camp
Ankur	Film	Capacity building trainings of NGO partners
Plays	Nukkad natak on advocacy campaign	A short documentary on nukkad natak on UP youth policy advocacy campaign was prepared
Songs	o *Parivartan ko lo saath mein* o *Yuva parivartan dikhai ri* o *Sunho humar piya betiya*	Youth group meetings (Source Querterly reports of partner organisations)
Posters	Creative communication	Posters were prepared through out the UP youth policy campaign
Signature campaign letters	Letters	Uttar Pradesh Advocacy campaign
Modules	On RTI and STI	Distributed among partner organisations
Postcards	Policy advocacy campaign	Sent to government departments, MPs, MLAs, etc.

There were many posters prepared during the project and some examples are

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