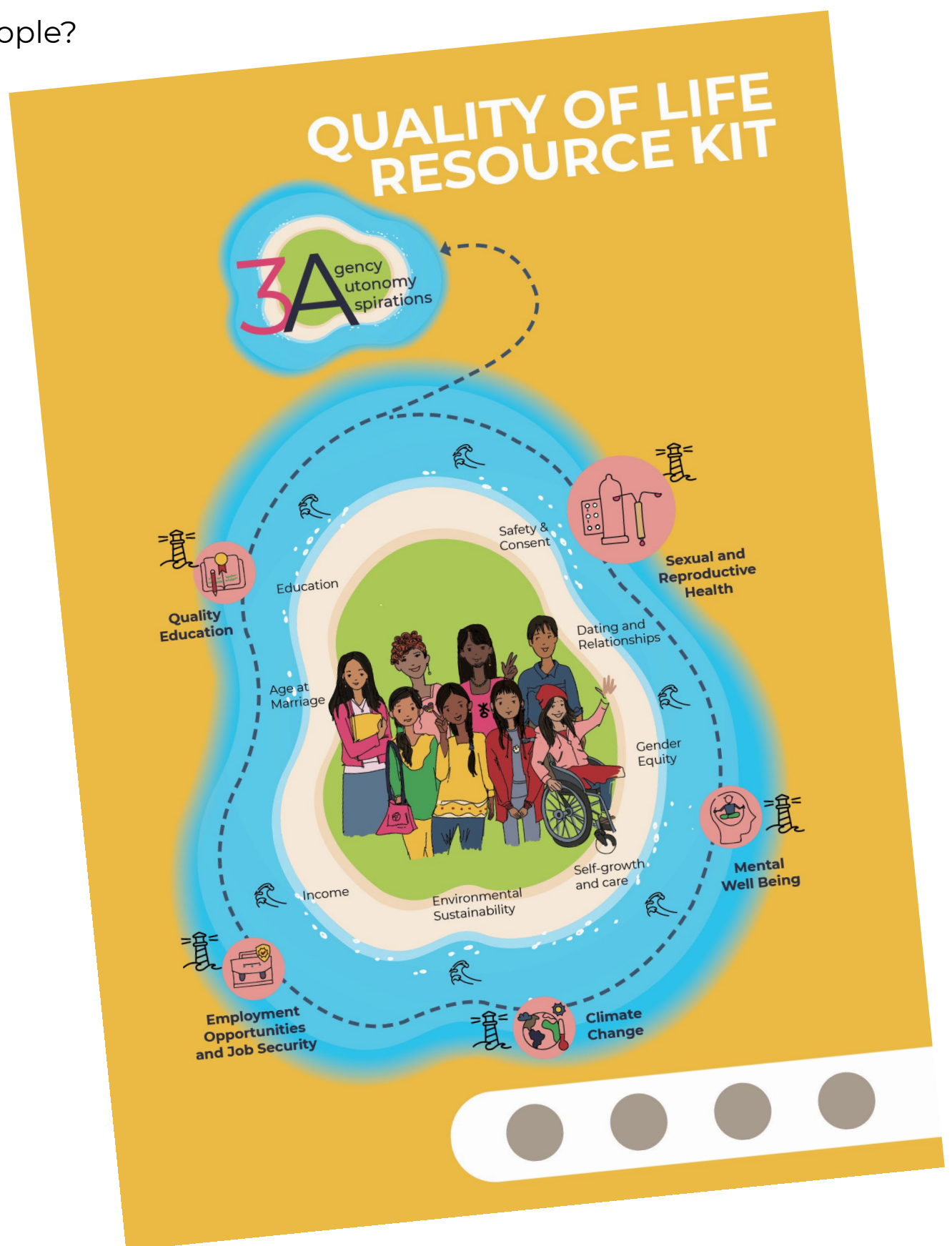# QUALITY OF LIFE RESOURCE KIT

About the cover page:

Our lives are different and personal, making it hard to figure out what affects our quality of life. We can group these factors into five categories — quality education, job security, sexual and reproductive health, mental well-being, and climate change. These categories often overlap and the link between them shows how they're connected, with you at the centre.

Young People's Quality of life can be described by three elements, the 3As: having control (agency), independence (autonomy), and chasing your dreams (aspirations). Everything in the five categories contributes to these three.

As you go through this resource kit, check for the 3As in different categories. Share your thoughts. Is there a possible 4th A? How else can we define quality of life for young people?

Acknowledgement:

The Quality of Life Resource Kit serves as a comprehensive guide for youth advocates and practitioners, aiming to foster an integrated advocacy approach across five key components influencing young people's quality of life. This living document has been collaboratively developed by our partners from Civil Society organisations, private sectors, UN agencies youth advocates, and donors.

We extend our sincere gratitude to **Dr. Zoya Ali Rizvi, Deputy Commissioner at the Ministry of Health and Family Welfare**, for her expert guidance throughout the development of this resource kit.

Our heartfelt thanks go to the **Bill and Melinda Gates Foundation and Dasra, and the partners of the Youth Ke Bol coalition** for developing the Quality of Life approach as a solution to address the diverse needs of young people and facilitate their access to essential resources.

We express our profound appreciation to the **United Nations Population Fund (UNFPA) and World Health Organisation (WHO)** for their indispensable counsel and support, which have significantly enriched the Quality of Life Resource Kit and enhanced its effectiveness.

We acknowledge and applaud the dedication of our **Youth Ke Bol policy champions and youth leaders from UNFPA, The YP Foundation, and Restless Development** who have worked tirelessly to co-create this resource kit with us through their invaluable insights and perspectives of young people from their communities. Their passion and advocacy has greatly enriched its content and effectiveness.

Our heartfelt thanks extend to our esteemed **Civil Society Organisations (CSOs), UN agencies, and generous donors (including Hindustan Unilever, UNICEF, World Health Organisation, USAID, International Labour Organisation, Population Foundation of India, Jhpiego, Engender Health, International Center for Research on Women, Love Matters India, Project Concern International, Purpose, Child In Need Institute, IPE Global, Centre for Knowledge and Development, Quest Alliance, Labhya Foundation, Life Skills Collaborative, and MASH Project)** for their invaluable contributions. Their extensive review and insightful suggestions have significantly enhanced the content of the resource kit.

Lastly, we express our deep appreciation to all the dedicated team members at **YuWaah UNICEF and SWASTI** who have tirelessly contributed their expertise, knowledge, and efforts to shape the curriculum and bring this resource kit to fruition.

Special recognition is extended to **Pen & Mouse** for their exceptional illustrations and design, which have enhanced the visual appeal and accessibility of the resource kit.

This resource kit stands as a testament to the power of collaboration and collective effort in advancing the quality of life for young people.

YuWaah and Swasti

Table of Contents

How's life?

Start the Quality of Life resource kit honestly evaluating yourself. Before we begin with this Resource Kit, take a moment to reflect on your life experiences and get ready to bring positive change.. Consider this survey as your personal roadmap to a future full of knowledge and strength. So, how's life?

Scan the QR code to take the Quality of Life survey
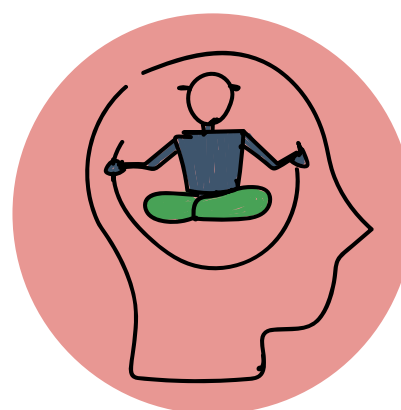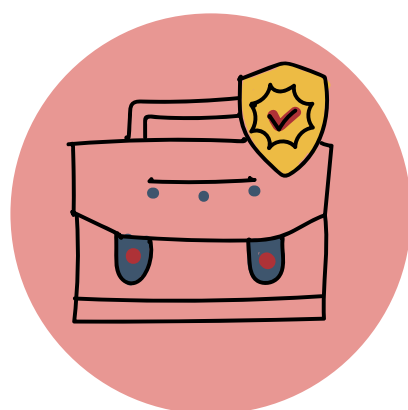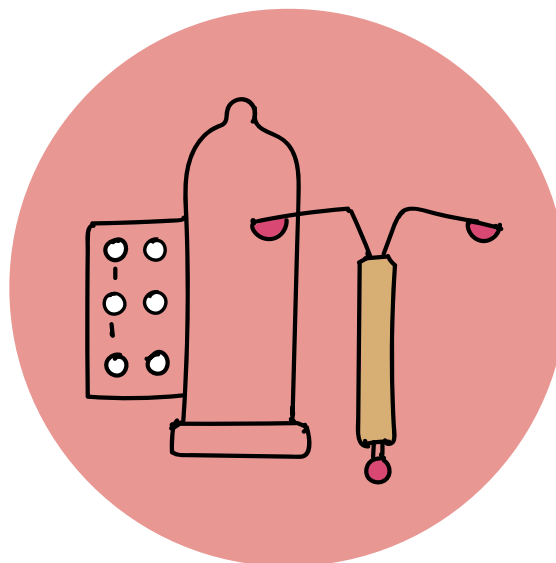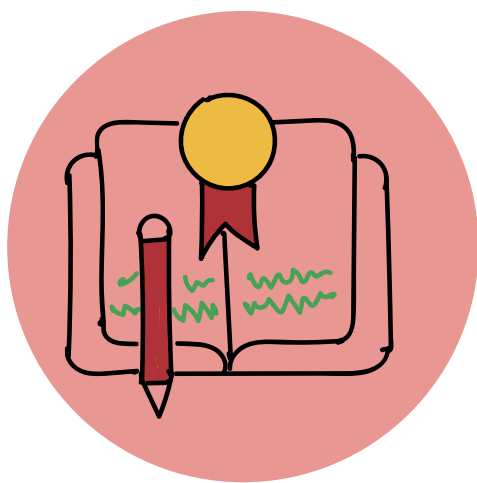
Purpose and Objective

The Quality of Life Resource Kit is a guide for youth advocates (aged 18 years and above) and practitioners who work with young people. The aim of this resource kit is to support youth advocates and practitioners in identifying prevalent issues, learn about relevant stakeholders and create an advocacy map to strategically engage in dialogue with them to ensure their needs are addressed.

This resource kit serves a dual purpose:

⌘ It can be used by youth advocates or practitioners as a self-guided tool to create an advocacy roadmap.

⌘ This resource kit comprises a facilitators' guide which can be leveraged by youth advocates and practitioners to support and guide young individuals in comprehensively undertaking a need analysis on components affecting their Quality of Life and creating an advocacy map to strategically engage in a dialogue with stakeholders.

The resource kit focuses on five key domain areas: quality education, employment opportunities and job security, sexual and reproductive health, mental and psycho-social well being, climate change and environmental sustainability.

You can make the most of this resource kit to empower and guide young individuals in enhancing their quality of life. For effective implementation, utilise the facilitator's guide linked in the QR code below to conduct insightful sessions and facilitate positive change in your community:

QoL Facilitation Guide
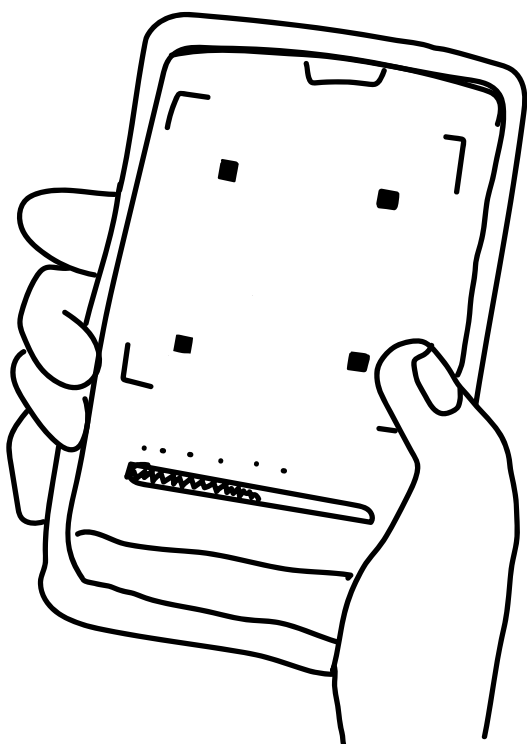
What can this resource kit help you with?

This "Quality Of Life" resource kit serves as an advocacy tool which guides you to identify quality of life for yourself and your community. The resource kit can be used by youth advocates and practitioners who work with young people to understand and identify the role of different factors affecting quality of life, to identify and reach out to different decision-makers and get your voices heard to improve your quality of life it. It empowers youth advocates to understand the interlinkages of various factors, make effective decisions, and engage decision-makers to bring about positive change..

How to Navigate the Resource Kit:

1. Understanding Quality of Life:

This resource kit guides you through the stories of five young individuals, each facing challenges in five key areas. These narratives provide a window into their experiences, allowing you to journey alongside them. Through interactive activities, you'll explore the nuances of the decision-making process. These stories can be adapted to diverse contexts and settings reflecting lived experiences of young people.

2. Join the Dots:

After developing an understanding of 5 key themes and factors impacting decision making processes, the resource kit dives into understanding the interconnectedness between all the elements for a young person's quality of life. This includes interactive exercises and worksheets that serve as tools for enhancing your quality of life journey.
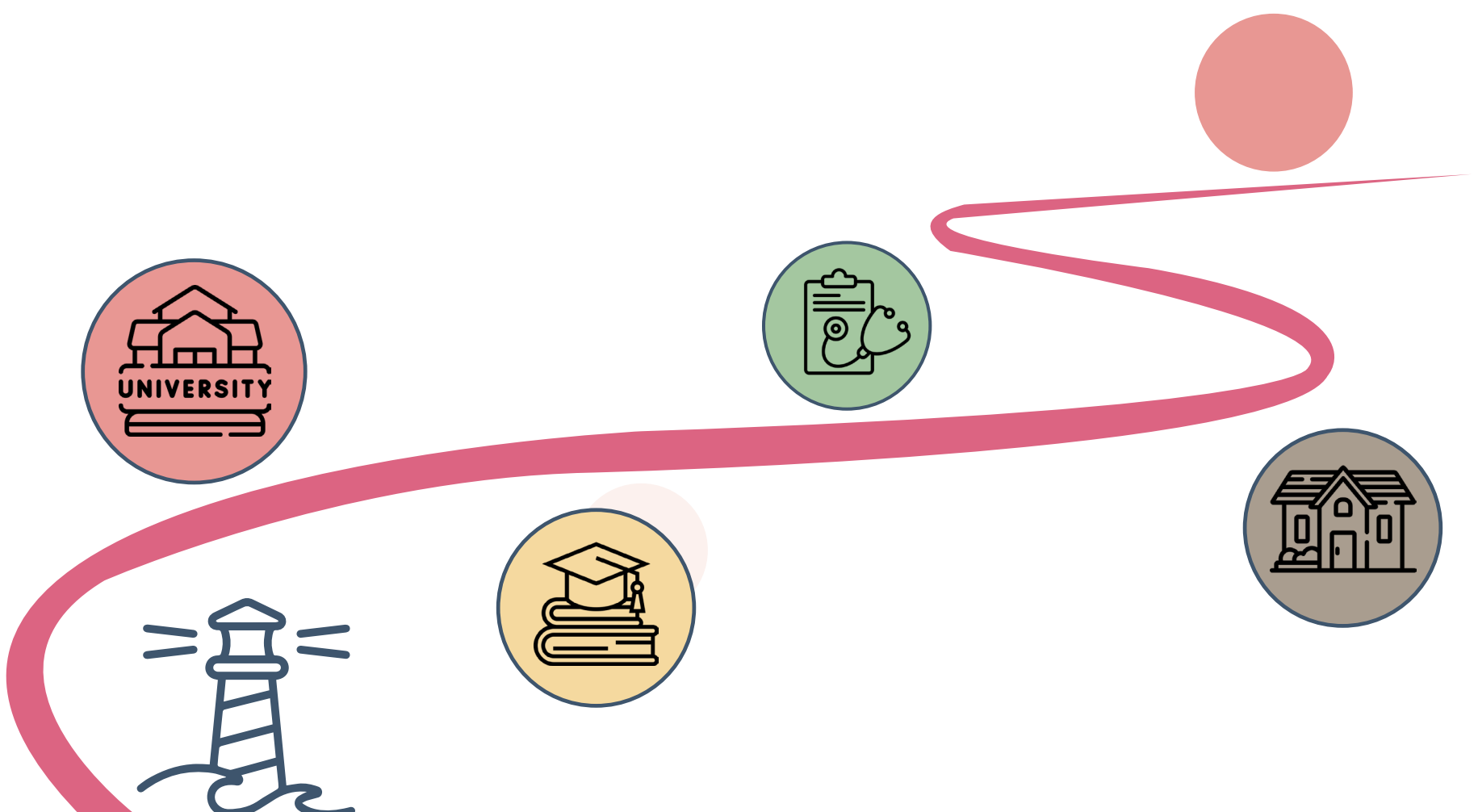
So, what is quality of life?

Quality of Life (QoL) reflects a person's well-being, decision-making abilities, and aspirations. These factors are often influenced by culture, societal norms, existing laws and values. For a young person, factors like physical health, mental well-being, independence, education, job opportunities and security, social relationships, personal beliefs, and environment impact an individual's experience of life. These factors can be affected by cultural practices, societal beliefs, laws, and policies. For example, limited access to education due to distance and lack of transportation can disrupt a young person's access to quality education, thus impacting their quality of life.

But what's interesting is that everyone has a different definition of quality of life. What's good for one person might not be the same for another. Quality of life is also interlinked to access and availability of resources and opportunities! For example: A person can have access to quality education but might not have access to a workplace that offers flexible working policies for women! Our life experiences are unique and are dependent on our identities: gender, age, caste, religion, sex, sexuality, geographical area, so even if two people seem similar, they won't feel the exact same way about life. So, we can think of Quality of Life as a qualitative tool that helps us think about how presence or absence of certain factors can affect our lives.

Youth Ke Bol[1] conducted several discussions with young people across India to understand the factors impacting their quality of life[2]. This resource kit is a product of the information shared by the youth and highlights five important factors identified by young people in these discussions, namely: quality education, employment opportunities and job security, mental health and pyscho-social well being, sexual and reproductive health, and climate change and environmental sustainability. These factors are interconnected with each other and affect their quality of life.

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[1] Youth Ke Bol is a pan-Indian and representative youth-led coalition facilitated by Dasra, Pravah, Restless Development, The YP Foundation, YuWaah UNICEF and Yuvaa. It aims to engage 1 million young Indians to amplify their voices on their needs especially around factors impacting their Quality of Life. The coalition is being supported by Bill and Melinda Gates Foundation.
[2] Based on discussion with more than 50,000 young people (19-29 years) across Youth Ke Bol

POSTER
Elements of young people's Quality of Life

Elements of young people's Quality of Life

UNFPA · AoW ACADEMY OF WELLBEING · YOUTH KE BOL

3A
Agency
Autonomy
Aspirations

Quality education means a well-rounded learning experience that provides knowledge, skills, and values for everyone. It ensures fair access to resources, supports overall development, and addresses key factors like skills, gender equality, infrastructure, and teacher support.

Sexual and reproductive health (SRH) is a state of complete well-being in matters related to the reproductive system. It involves the right to make informed decisions about sexuality, reproduction, and family planning.

Mental well-being is the ability to cope with stress, maintain relationships, and contribute to the community, involving resilience, self-esteem, and purpose.

Job security is the assurance of continuous employment without the threat of sudden termination, contributing to fair labor practices and improved quality of life

Climate change is the lasting changes in Earth's climate caused by human actions like burning fossil fuels. This affects ecosystems, weather, and sea levels, creating worldwide environmental, economic, and social issues.

Education
Safety & Consent
Quality Education
Sexual and Reproductive Health
Age at Marriage
Dating and Relationships
Gender Equity
Income
Self-growth and care
Environmental Sustainability
Mental Well Being
Employment Opportunities and Job Security
Climate Change

"Sexual & Reproductive Health," United Nations Population Fund, n.d., https://www.unfpa.org/sexual-reproductive-health.

"Employment Security," n.d., https://www.ilo.org/global/topics/employment-security/lang--en/index.htm. ———.

"SDG Resources for Educators - Quality Education." UNESCO, November 21, 2018. https://en.unesco.org/themes/education/sdgs/material/04.

World Health Organization: WHO, "Mental Health," June 17, 2022, https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response.

United Nations, "What Is Climate Change? | United Nations," n.d., https://www.un.org/en/climatechange/what-is-climate-change#:~:text=The%20consequences%20of%20climate%20change,catastrophic%20storms%20and%20declining%20biodiversity.

Understanding Quality of Life for Young People

Let's begin by looking at each factor of Quality of Life for young people in depth! Here, through the lives of five young people, we will be exploring each factor—quality education, employment opportunities and job security, mental and psycho-social well-being, sexual and reproductive health, environmental sustainability and climate change. These people are: Noor, Priya, Harpreet, Rohan and Kiran. Come let us meet your new friends!

Quality Education

3Agency Autonomy Aspirations

4 QUALITY EDUCATION

10 REDUCED INEQUALITIES

Quality Education

Education

Safety & Consent

Sexual and Reproductive Health

Dating and Relationships

E

e at arriage

Gender Equity

Income

Environmental Sustainability

Self-growth and care

Mental Well Being

Employment Opportunities and Job Security

Climate Change
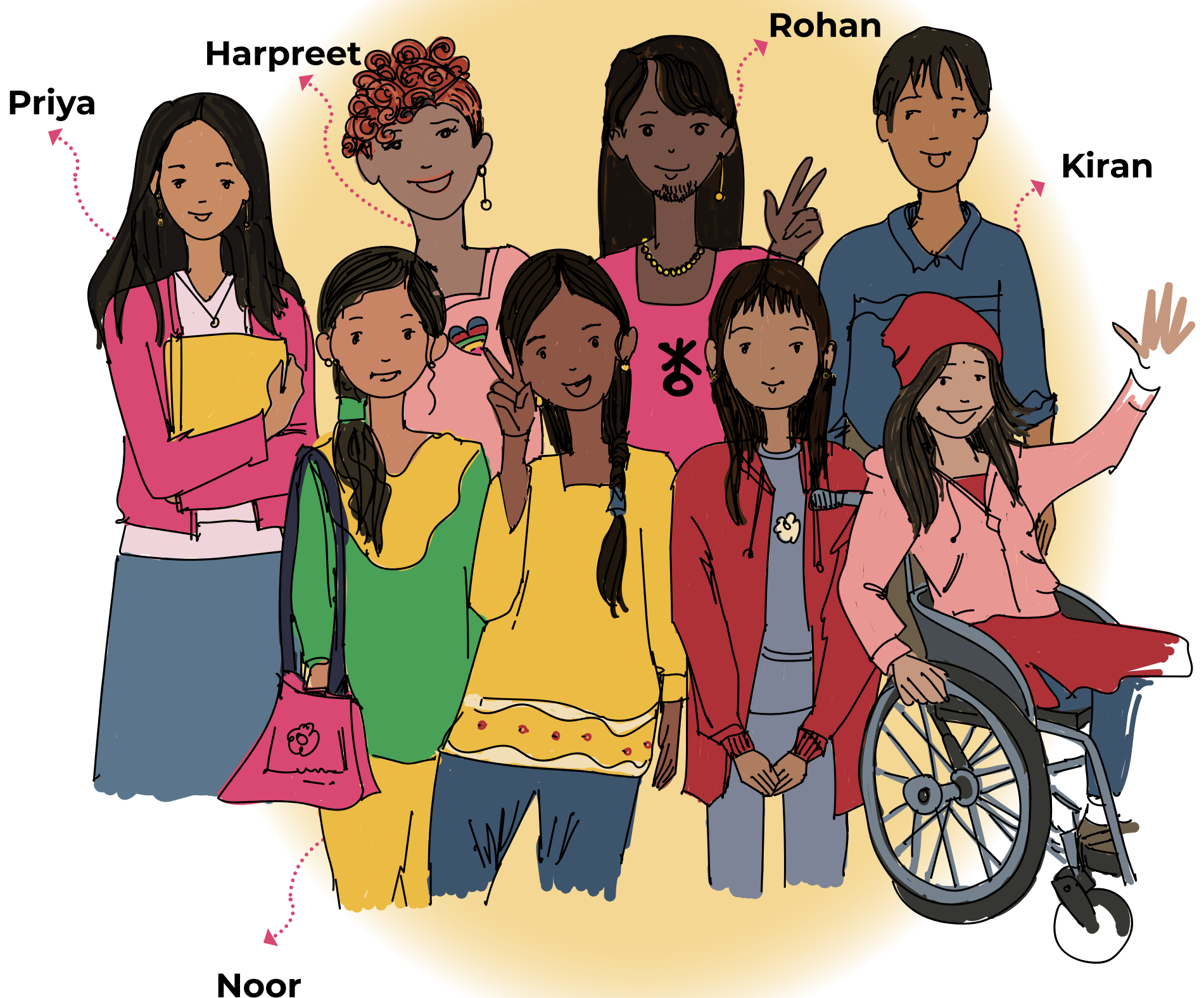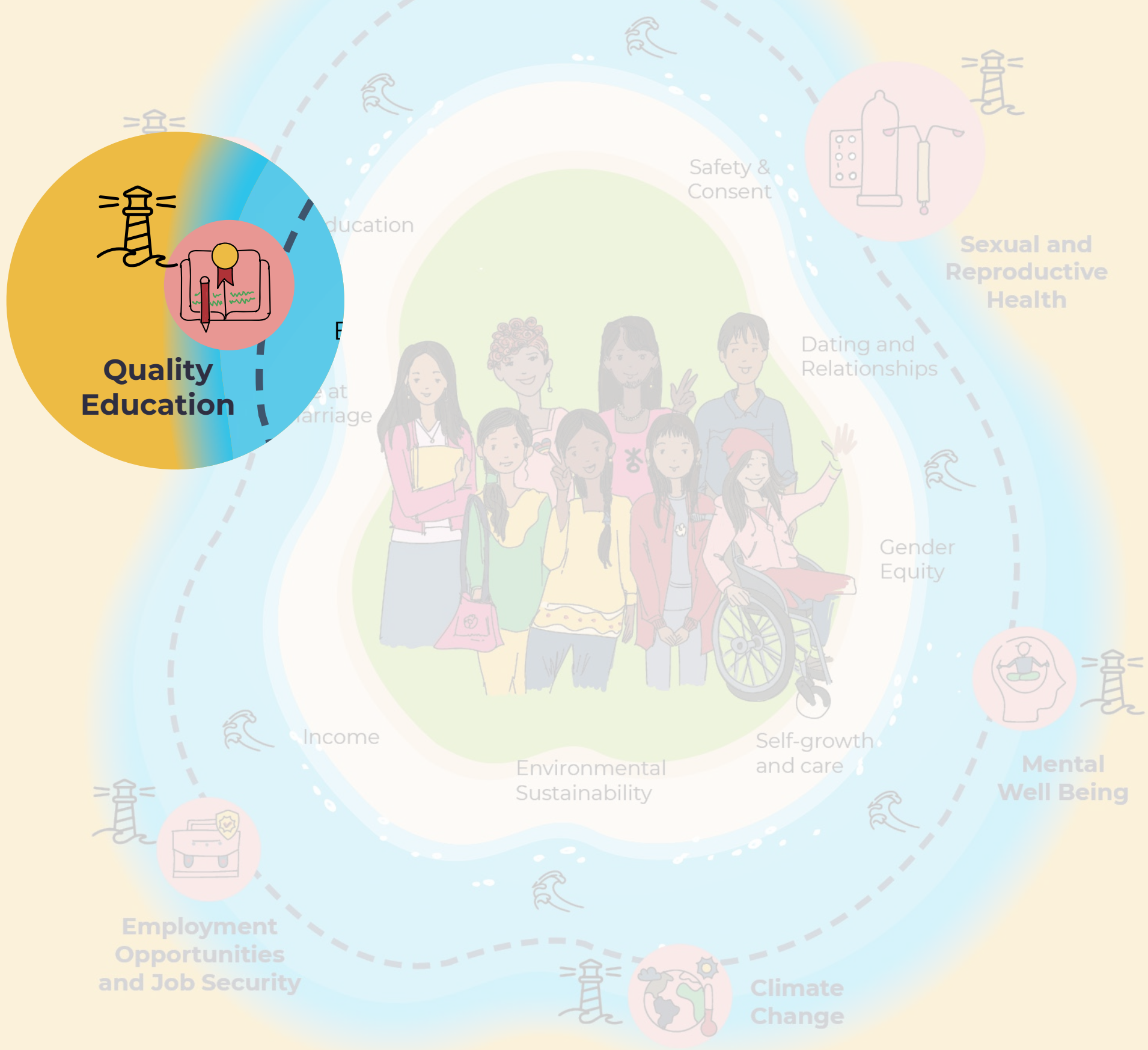
But first, what is Quality Education?

Quality education means a well-rounded learning experience that provides knowledge, skills, and values for everyone. It ensures fair access to resources, supports overall development, and addresses key factors like skills, gender equality, infrastructure, and teacher support.[3]

Having access to quality education gives young people the best chance to learn and complete their education. This can lead to a better future for them by giving them the necessary knowledge and skills they need to become members of society. These benefits of education are not just for the student but for their support systems as well. The opportunities education provides has helped many families rise above poverty and has helped them lead a better quality of life. In some cases, the benefits have been seen across multiple generations of the family.

Despite the advantages, obtaining quality education is negatively impacted by misinformation, prejudice, and bias. We have seen that in relation to equitable access to Quality Education for India's youth, especially young women.

- ⌘ Only 41% of women (15-49 years) report more than 10 years of schooling.[4]
- ⌘ 23% of girls (20-24 years) were married before the age of 18[5] and 7% of girls (15-19 years) were already pregnant or mothers.
- ⌘ Access to higher education promotes more positive outcomes for girls. For example, for girls with graduate or higher education, the mean age at marriage is 23 years and the mean age at first birth is 24 years.[6]
- ⌘ Nearly 23 million girls drop out of school annually due to lack of proper menstrual hygiene management facilities.[7]
- ⌘ 71% of girls remain unaware of menstruation prior to their first period.[8]

Let's explore how the presence or absence of quality education impacts the quality of life for young people through the stories of Noor and Priya.

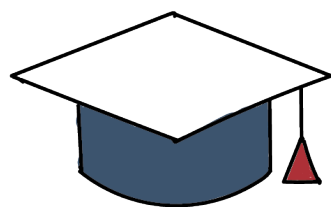A QR code with a list of resources for young people's access to quality education to enhance their access to quality of life is linked on page 18.

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[3] "SDG Resources for Educators - Quality Education." UNESCO, November 21, 2018. https://en.unesco.org/themes/education/sdgs/material/04.

Shattered Dreams: Noor's Unfinished Classroom Story

Noor is from a small town in Maharashtra. Her father is a daily-wage worker and her mother is a homemaker. Noor has three sisters and is the eldest daughter. She loves to read and learn new things. She loves going to school. She was excited to see everyone at school after her summer vacation, but she was more excited to see Chandra Ma'am, her English teacher. Noor had always looked up to her and aspired to become a teacher. Despite her love for school, Noor often missed several days of school due to her periods. The toilets at school were dirty, not maintained and as a result were locked. Also sanitary napkins were not available at school. One day, during school, she suddenly got her periods and had an unexpected stain on her uniform. Noor approached her friend, Ira, and together they took help from Chandra Ma'am, who provided a permission slip to leave early from school. Once again, Noor would have to miss school for a week. Noor, embarrassed by the large stain that everyone in school could see, cycled home with Ira, and when Noor's mother found out she was upset, ashamed and a serious family discussion began. Noor was worried about being forced to drop out of school as there was no other school in her area. And her fears came true when her father, concerned about their family income, Noor's increasing age and pressure from the community, decided to find a boy for her to get married. Sadly, Noor realised she might not achieve her dream of becoming like Chandra Ma'am.

Points to Ponder

After reading the story, think about the following questions. You could also invite a friend, colleague or family member and have a conversation around these points

In Noor's story...

⌘   What are the factors which impact Noor's access to quality education?

⌘   Noor has been missing a week of school every month due to her periods. In this situation, what kind of facilities within school would be most beneficial for her?

⌘   What according to you are some factors that support young girls to continue their education at school?

⌘   What role could Noor's teacher or mother have played to ensure access to quality education?

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Flow of Change: Priya's Mission for School Sanitation

Priya, a lively 18-year-old lived in a coastal village in Odisha. She had a best friend named Rohan. One day, when she was at school, she got to know that Rohan had fainted again. Worried and tired of this recurring problem, Priya ran to help him. She knew Rohan didn't drink enough water because the school toilets were not maintained, and students had to use the bushes behind the school. Priya, who had faced issues during her periods too and had seen many girls drop out of school because of it, decided that it was enough. She talked to her aunt, Babita, an ASHA worker, about the impact of the lack of clean washrooms in the school. Priya also discussed this problem with other students and their parents including Rohan's parents. Together, they went to the Sarpanch to solve the problem. Priya explained the situation, including how students would avoid drinking water so that they did not have to use the washroom which impacted their health. She also mentioned that many girls were dropping out of school or were unable to continue with school work due to their periods. The Sarpanch called for a village meeting where he discussed the problem and asked the school principal to solve the issue immediately. By taking her problem to the right people in power, Priya was able to solve the problem faced by her and her friends.

Points to Ponder

After reading the story, think about the following questions to dive deeper. You could also invite a friend, colleague or family member and have a conversation around these points

In Priya's story…

- ⌘ Identify the people who supported Priya in her mission to have access to clean toilets at school.

- ⌘ What was the impact of the school toilets not being maintained on the students?

- ⌘ Based on stories of Noor and Priya, explain how quality health and education are connected?

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💡 **Think about how the choices made by Noor and Priya influenced their lives. Imagine what could have happened if they or others in their lives made different decisions. Fill in the table below to explore alternative scenarios and outcomes.**

In Noor's story, what if…

Character (You are free to use Noor, supporting character or introduce new characters)		Choice (Think of a how this character influenced Noor in making the decision)		Consequence (What was the outcome of the decision for Noor)
Noor's teacher Chandra ma'am	did this →	Noticed that Noor had dropped out and reached out to Noor's family and spoke about the importance of education	Then this could have happened →	Noor's parent's understood the importance of education for Noor's better future and agreed to send her to school

In Priya's story, what if…

| Character		Choice		Consequence
Rohan's parents	did this →	Were embarrassed that Rohan's health was publicly discussed and refused to cooperate with Priya	Then this could have happened →	Priya wouldn't be able to share Rohan's story with the Sarpanch. Seeing this, others wouldn't come forward and speak up and the matter would have closed

Taking a closer look.

The two stories we just read do a great job of reminding us of the importance of quality education. Education is the key to a better future and opens a world of opportunities, making it possible for each of us to contribute to society in a positive manner. Learning benefits every human being and should be available to all. Therefore, the relationship between education and quality of life is very clear.

Quality education includes issues beyond just receiving education, it includes factors such as equal access to education for all genders, comprehensive sexuality education, inclusive school infrastructure such as clean toilets, access to menstrual hygiene products, facilities for disposing sanitary products, access to ramps; mental health counsellors, supportive faculty and administration etc.

Just as in the case with Noor and Priya, the lack of access to functional washrooms and menstrual products has an impact on the quality education of many girls in India. Despite her love for school, Noor was due to unavailability of menstrual hygiene products as her parents considered getting her married to be a better choice than letting her continue her education. Similarly, many girls face difficulty in continuing their education once they hit puberty.
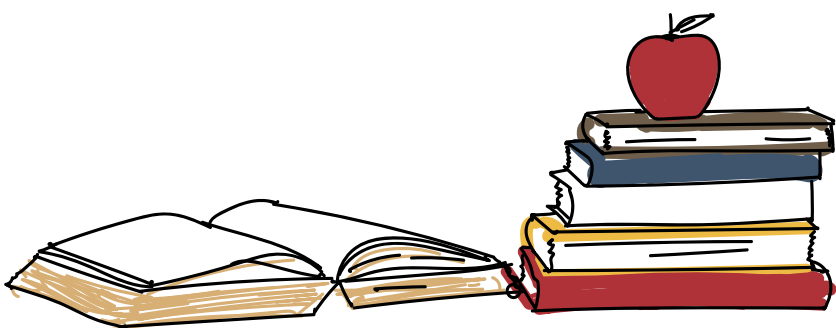
Scan here to access more information on programs and platforms that help young people gain education and build skills.

Let's work!

Guiding Actions for Quality Education

Now that we have learned about quality education, let us use think on how we can identify and take the next steps for achieving quality education in your Quality of Life journey:

1. Identify the supporting and limiting factors for quality education.

What are supporting factors?

Supporting factors are conditions, resources, or situations that positively contribute to a person's quality of life. These factors provide support and opportunities, enhancing their ability to lead a fulfilling and satisfying life.

What are limiting factors?

Limiting factors are conditions or barriers that negatively impact a person's quality of life, creating challenges that hinder their well-being and life satisfaction.

Use the table below to list the supporting and limiting factors that impact young people's access to quality education as per your knowledge and experience:

Supporting Factors	Limiting Factors

2. Identify stakeholders for access to quality education:

Identifying and understanding the individuals, groups, or organisations that can control or direct particular cause or issue affecting young people. It helps create a comprehensive picture of key players, their perspectives, and their potential impact on the advocacy efforts.

For example: In Noor's story, one of the key stakeholders are her parents who can directly influence her access to quality education. Other stakeholders that can impact a young person's access to education can be: Teachers, Friends, School Administration, Local/district authorities.

You can identify stakeholders based on the scale of the problem that needs to be addressed. They can be at local, regional, national and even international level.

Use the space below to list stakeholders who have an interest in and influence over a young person's access to quality education in the space below:

3. **Use the worksheet attached at the end of the Quality of Life resource kit under *Joining the Dots* to learn how to draft an advocacy plan for quality education.**

Employment Opportunities and Job Security

8 DECENT WORK AND ECONOMIC GROWTH

1 NO POVERTY

10 REDUCED INEQUALITIES

Education

Safety & Consent

Sexual and Reproductive Health

Dating and Relationships

Age at Marriage

Gender Equity

Income

Self-growth and care

Environmental Sustainability

Mental Well Being

Quality Education

Climate Change

Employment Opportunities and Job Security
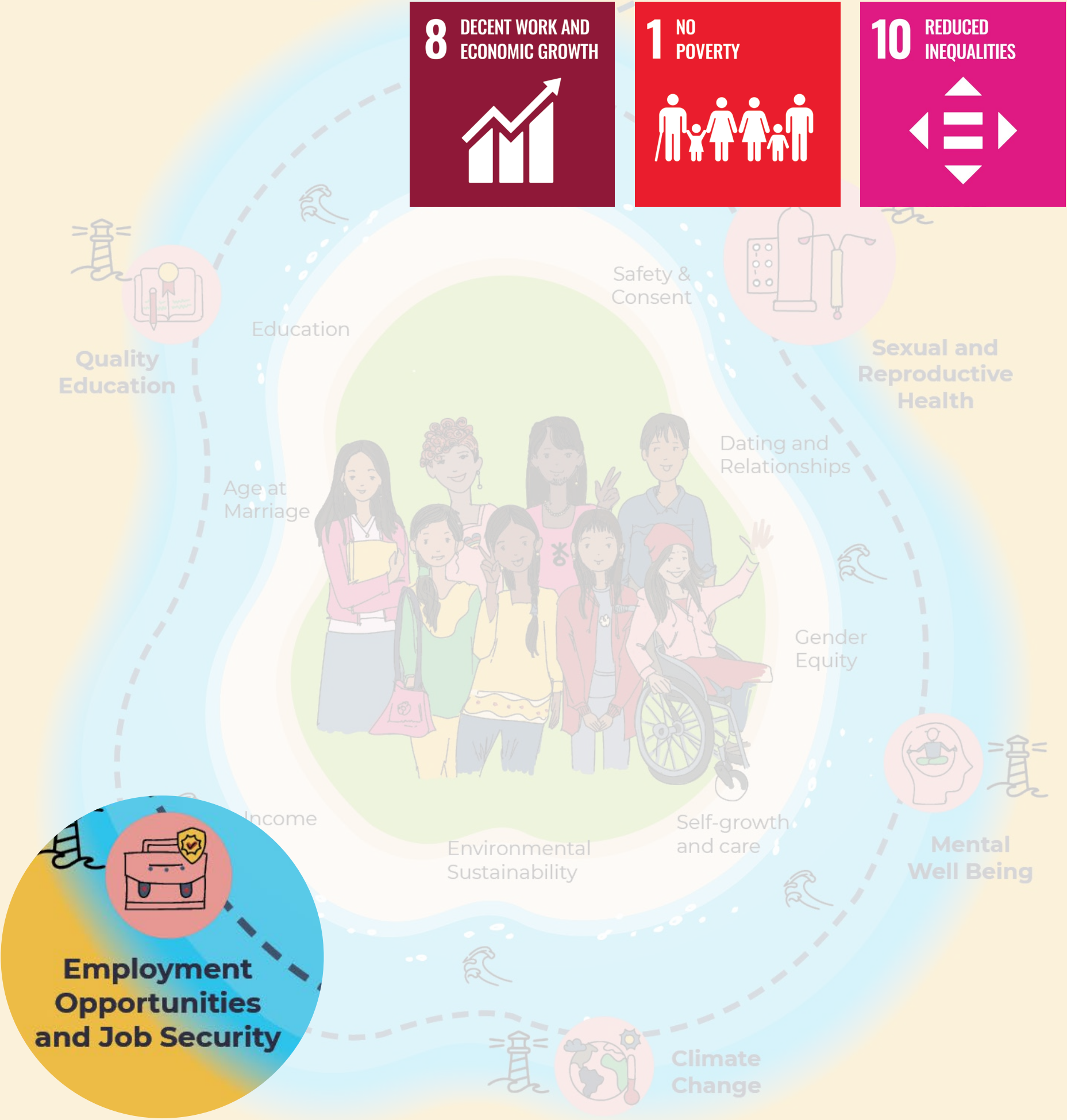
Let's learn about Job Security and Employment Opportunities!

Job security is the assurance of continuous employment without the threat of sudden termination, contributing to fair labour practices and improved quality of life.[9] Employment opportunities for young people refer to avenues for meaningful work accessible to individuals in their formative years. This encompasses formal employment, self-employment through entrepreneurship, and opportunities for skill development.

A lot of women face challenges to continue in the workforce due to long working hours, lower income, lack of safeguarding policies that prevent discrimination. The lack of mental well-being policies at workplaces may lead to increased stress impacting their overall well-being and job security. Additionally, the limited options for women to smoothly reintegrate into the workforce after maternity leave pose a significant constraint. While maternity leave is acknowledged, the struggle to find suitable options upon return can impact career paths. Furthermore, inadequate policies and support on care facilities deepen the challenge to remain in the workforce for women. Addressing these constraints is essential for creating an inclusive work environment that supports the holistic needs of women and queer-trans folks ensuring their long-term job security and professional growth. The sense of satisfaction and comfort a job brings, thus has a direct impact on how one looks at their quality of life.

Despite the positive aspects, the efforts to ensure job security is affected by misinformation, prejudice, and bias. Young individuals often face barriers related to employability, skills, and gender norms. These barriers can include discriminatory practices, stereotyping, and unequal opportunities based on traditional gender roles:

⌘ Female labour force participation in India (above 15 years) has been low and stagnant (29.4[10]) and less than half of their male counterparts (80.7%). This is also less than the female global labour force participation rate (just over 50%)

⌘ Only 32% of married women (15-49 years) are employed as compared to 98% of married men in the same age group.[11]

⌘ Youth in India feel that jobs are a priority for girls and women (75% of 40, 000 youth respondents said that finding a job was the most important step for girls and young women after completion of studies.[12])

⌘ Incentives like child care facilities, safety and health care (according to 66% of respondents) will be needed to encourage women to stay in the workforce.[13]

Let's explore how the presence or absence of job security and employment opportunities impacts the quality of life for young people through the stories of Kiran and Harpreet:

A QR code with a list of resources for young people to enhance their access to skilling platforms and employment opportunities is linked on page 25.

[9] "Employment Security," n.d., https://www.ilo.org/global/topics/employment-security/lang--en/index.html.

Beyond Barriers: Kiran's Road to Job Security

Kiran lived in a small village in Karnataka, and had just finished school but did not have enough money to study at a city-based college. Slowly, all his friends began to leave the village in order to continue their education in the city. He was worried about his future as he knew not being able to continue his education would make it difficult for him to find a good job. His family couldn't afford Kiran's expenses in the city . Kiran felt stuck. One day, Kiran met Subash, a volunteer from a nearby village. Subash, studying engineering, consoled Kiran and suggested that he should apply to the nearby ITI (Industrial Training Institute). Kiran learned about the government institutes and felt a ray of hope. With Subash's guidance, Kiran applied to ITI, got an admission into a Retail Sales Associate Course, and gained back his confidence. With the training he received at ITI, Kiran was qualified to apply for several jobs. He was able to secure a stable job, ending his worries.

Points to Ponder

After reading the story, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points:

In Kiran's story...

- ⌘ How does access to employment opportunities impact a young person's quality of life?
- ⌘ Are you aware of any such training initiatives which support young people's skill development?
- ⌘ What are the factors that impact access to employment opportunities for young people?
- ⌘ Identify the factors which supported Kiran in finding a good job?

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Numb Fingers, Warm Hopes: Harpreet's Story

Harpreet is a 20-year-old trans man working as a cook at a small restaurant in Delhi. One cold morning in December, while walking to the restaurant, he thought about his life. Harpreet disliked his job but had limited opportunities due to his education. He had to drop out of school and even leave his village when his family learned about his gender identity. His family was unsupportive, and they pressured him to get married.

Meera, his only friend, helped him find a job at a restaurant where her father worked. However, Harpreet often struggled to cope with the discrimination and bullying he faced at work. He heard his co-workers gossiping about his gender identity and felt uncomfortable using the men's washroom, worrying about his safety. Despite his excellent cooking abilities, Harpreet was sure that he would not be getting promoted. His manager had made it clear that he hired Harpreet only upon Meera's request and threatened to fire him if he requested a raise. Harpreet considered leaving the job but found it difficult since it was his only means of survival in Delhi.

Points to Ponder

After reading the story, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points:

In Harpreet's story...

⌘ How is Harpreet's story different from Kiran's?

⌘ Identify how family and society contributed to shaping Harpreet's choices.

⌘ How could Harpreet's story have been different if he had a supportive family and an inclusive work environment?

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💡 **Think about how the choices made by Kiran and Harpreet influenced their lives. Imagine what could have happened if they or others in their lives made different decisions. Fill in the table below to explore alternative scenarios and outcomes.**

In Kiran's story, what if...

Character		Choice		Consequence
Subash	did this →	Didn't meet Kiran	Then this could have happened →	Without guidance, Kiran would have decided not to continue education after school

In Harpreet's story, what if...

Character		Choice		Consequence
A customer	did this →	Saw Harpreet's struggle and decided to help him	Then this could have happened →	With this help Harpreet would have been able to land at a better job.

Taking a closer look..

Kiran and Harpreet's story tells us a lot about how we see job security. A job is more than just a job. For young people, a job is a means to gain financial independence. When job security is threatened, you're immediately unstabilized. An employment gives one the ability to take care of responsibilities that one might have and provides a sense of financial freedom. Hence it comes as no surprise that the assurance that the job is "stable" holds so much value.

In the case of Kiran, we saw that job security can make one feel valued, lessening stress/anxiety and also improving productivity. Like Harpreet, trans people have access to limited education which further impacts their access to employment opportunities. In addition to this, it is important to have inclusive policies for queer and trans people at the workplace: such as protection of employees against discrimination, bullying and misgendering. Lack of gender neutral washrooms is another challenge which impacts their productivity and makes workplaces unsafe for trans folks.
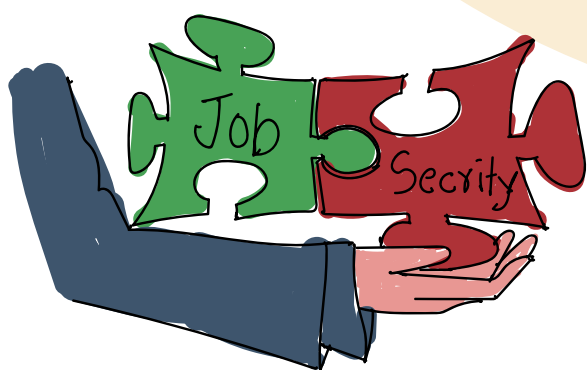
Scan here to access more information on programs and platforms that help young people with skill building, alternative higher education options and secure job opportunities.

Let's work!

Guiding Actions for Job Security

Now that we have learned about job security, let us use think on how we can identify and take the next steps for accessing job security in your Quality of Life journey:

1. **Identify the supporting and limiting factors for job security.**

What are supporting factors?

Supporting factors are conditions, resources, or circumstances that positively contribute to an individual's quality of life. These factors provide support and opportunities, enhancing an individual's ability to lead a fulfilling and satisfying life.

What are limiting factors?

Limiting factors are conditions or barriers that negatively impact an individual's quality of life, creating challenges that hinder their well-being and life satisfaction.

Use the table below to list the supporting and limiting factors that impact young people's access to job security as per your knowledge and experience:

Supporting Factors	Limiting Factors

2. Identify stakeholders for job security and employment opportunities:

Identifying and understanding the individuals, groups, or organisations that have an interest or influence in a particular cause or issue affecting young people. It helps create a comprehensive picture of key players, their perspectives, and their potential impact on the advocacy efforts.

For example: In Harpreet's story, one of the stakeholders for Harpeet is his manager who can directly influence his access to job security. Other stakeholders that can influence as person's access to job security can be: family, colleagues, senior leadership, office administration and HR policies.

You can identify stakeholders based on the scale of the problem that needs to be addressed. They can be at local, regional, national and even international level.

Use the space below to list stakeholders who have an interest in and influence over a young person's access to job security and employment opportunities in the space below:

3. Use the worksheet attached at the end of the Quality of Life resource kit under *Joining the Dots* to learn how to draft an advocacy plan for job security and employment opportunities.

Sexual and Reproductive Health

3A

Agency
Autonomy
Aspirations

Safety &
Consent

Quality
Education

Education

Sexual and
Reproductive
Health

Dating and
Relationships

Age at
Marriage

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

Income

Self-growth
and care

Environmental
Sustainability

Mental
Well Being

Employment
Opportunities
and Job Security

Climate
Change
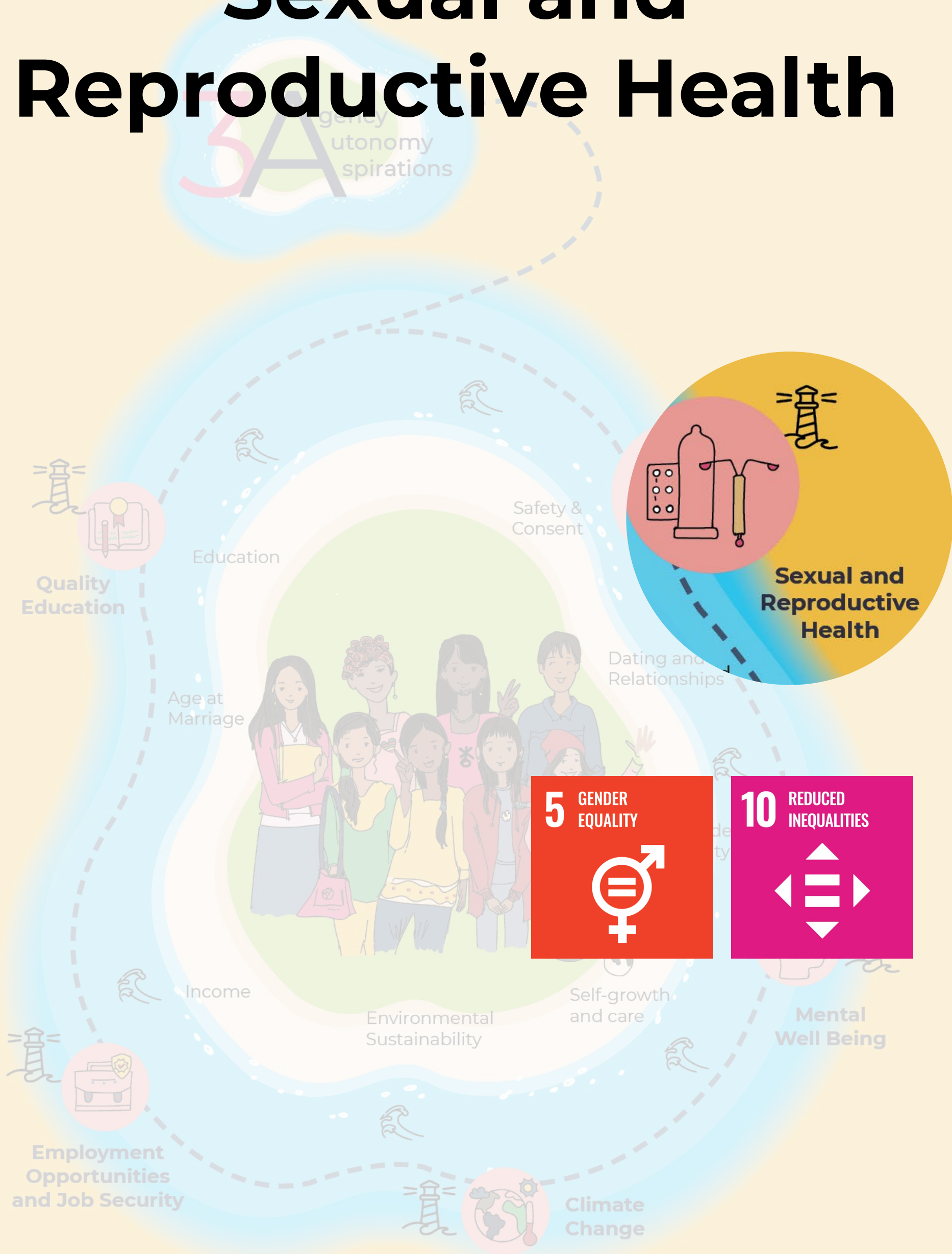
Sexual and Reproductive Health

Sexual and reproductive health (SRH) is a state of complete well-being in matters related to the reproductive system. It involves the right to make informed decisions about sexuality, reproduction, and family planning.[14]

Although it is not spoken freely in many cultures, Sexual and Reproductive Health (SRH) holds a very important role in expressing one's true self. SRH is an essential part of overall health and well-being. It is a person's right to exercise control over their bodies and the information they need to get to make informed decisions about sex. Unfortunately, SRH is negatively impacted by misinformation, taboo and fear.

We've seen that:

⌘ Almost half of the 48.1 million pregnancies that occur in India each year are unintended, meaning they were wanted later or not at all.[15]

⌘ Meeting India's unmet family planning needs could prevent 51 million unintended pregnancies and 124,000 maternal deaths by 2030.[16]

⌘ India's GDP could increase by $18 billion by 2030 with modern contraception access for all women.[17]

⌘ Young people desire more gender equitable decision making (90.9% of respondents[18] felt that the responsibilities of having safe sex, prevention of pregnancy, etc. should be shared between both partners)

⌘ Young people need spaces to discuss their SRH choices. 43.2% of respondents were unsure/ uncomfortable/ undecided/ hesitant to use condoms.[19]

Let's explore how the presence or absence of sexual and reproductive health impacts the quality of life for young people through the stories of Rohan and Priya.

A QR code with a list of resources for young people to enhance their access to sexual and reproductive health is linked on page 33.

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[14] "Sexual & Reproductive Health," United Nations Population Fund, n.d., https://www.unfpa.org/sexual-reproductive-health.

Betrayed Trust: Rohan's Struggle in a Small Village

Rohan is a 19-year-old young man who has started exploring sex. He had been sexually intimate with a few people but did not have proper information about preventative measures such as the use of contraceptives to protect himself and his partners from Sexually Transmitted Infections (STI).One day, Rohan found a rash near his genitals and, after medical tests, learned that he had a sexually transmitted infection (STI). Rohan felt alone and scared that he would be bullied and rejected by his friends. He couldn't talk to his family as well because he was afraid of being scolded and misunderstood. He wanted to talk to someone who could help him understand ways in which he could take care of himself and find a treatment for the STI. But he didn't know where he could go to get help. He didn't know whom he could trust to describe the situation. . Feeling lost and helpless, Rohan had no one to turn to for help in solving his health crisis.

Points to Ponder

After reading Rohan's story, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points

In Rohan's story...

⌘ How does access to sexual and reproductive health services and information impact a young person's quality of life?

⌘ Would the story have been different if Rohan had received adequate evidence based and non-judgemental information on sexual and reproductive health in school and from his family?

⌘ Rohan felt lost and scared when he discovered his infection. From whom and where could he have received support?

⌘ What role can institutions, online platforms and spaces dedicated to solving young people's SRH needs have in enhancing their quality of life?

Behind Closed Doors: Priya's Unplanned Chapter

Priya, a lively 20-year-old in a coastal village in Odisha, became popular in her village after convincing the local school to maintain clean toilets. Amongst all the attention she got, the one that was most special to her was that of Rajesh's. They had started as friends but soon everyone was talking about them getting married. Priya didn't mind these rumours. They spent a lot of time together and had even been physically intimate on a few occasions. Realising that she had missed a period cycle, Priya got tested at a local clinic where she found out she was pregnant. Priya didn't understand what had happened. She confided in Rajesh for support. However, he reacted angrily, disowning any responsibility and leaving Priya in tears.

She then turned to her aunt, Babita, an ASHA worker, who she knew would help and comfort her. Babita listened to Priya and calmed her down. Babita recommended to Priya that if the pregnancy was unplanned and Priya was not ready, then she could get an abortion within 12 weeks of pregnancy. She asked Priya to visit the Primary Health Centre (PHC). Priya and Babita travelled over the weekend to the town. Upon reaching the PHC, Priya underwent a medical termination of pregnancy and the doctor gave her all the necessary information about the risks involved. Priya was also counselled and given information on contraception.

Points to Ponder

After reading the story, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points

In Priya's story...

⌘ How did timely assistance to Priya impact her quality of life?

⌘ How do societal taboos and stigma impact individuals like Priya in seeking help and discussing issues related to sexual and reproductive health openly?

⌘ What role could Priya's parents, friends and community would have played to support her in this situation?

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💡 **Think about how the choices made by Rohan and Priya influenced their lives. Imagine what could have happened if they or others in their lives made different decisions. Fill in the table below to explore alternative scenarios and outcomes.**

In Rohan's story, what if...

Character		Choice		Consequence
Rohan's friend	**did this →**	Supported Rohan and listened to him patiently	**Then this could have happened →**	Rohan would have been glad that he had someone to talk and relieve his stress

In Priya's story, what if...

Character		Choice		Consequence
Babita	**did this →**	Had a judgemental attitude and didn't help Priya	**Then this could have happened →**	Lost and confused, Priya could have felt scared and might have to continue with the unplanned pregnancy or would have undergone unsafe abortion

Taking a closer look...

Just like Priya and Rohan, young people are likely to face a range of health and social challenges. For example, when many young individuals engage in sexual activities for the first time – they lack necessary knowledge and skills for protection which presents a higher risk of unwanted pregnancy, unsafe abortion and sexually transmitted infections including HIV/AIDS. Many young people need sexual and reproductive health services such as age-appropriate sexuality education, access to contraception, timely consultation and detection for sexually transmitted infections and safe abortion services. These are usually available for married young people or are provided in a way that makes young people feel unwelcome and embarrassed. Another challenge young people face is the absence of safe spaces or platforms to openly discuss their personal issues such as navigating relationships, dealing with rejection in a healthy manner and practising consent. Often they are not aware of people or resources that can provide timely support to address their needs and curiosities. Having the required information and access to SRH can bring a deep confidence in oneself, helping them lead a healthier lifestyle. This also helps them to know what to ask for and make responsible decisions.

One such programme to address young people's sexual and reproductive needs is Rashtriya Kishor Swasthya Karyakram (RKSK).RKSK is a health programme for adolescents, in the age group of 10-19 years that was launched by the Government of India to address health needs of adolescents including their sexual and reproductive health, nutrition, mental health and substance abuse, gender-based violence, and risk factors for non-communicable diseases, among others. Through the peer education model, the programme aims to increase awareness among young people on sexual and reproductive health and create safe spaces for them to have healthy dialogue on these issues. This programme also has a component of Adolescent Friendly Health Clinics (AFHCs) which provide clinical and counselling services on diverse adolescent health issues through trained service providers.

Another programme which focuses on young people's well-being is the School Health and Wellness Program which is being run by the Ministry of Health and Family Welfare in government and government aided schools across districts.

Scan here to access more information on programs and platforms that help young people access sexual and reproductive health services.

"Adolescent Friendly Health Clinics (AFHC)" National Health Mission, India. https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=1247&lid=421

Let's work!

Guiding Actions for Sexual and Reproductive Health.

Now that we have learned about sexual and reproductive health, let us use think on how we can identify and take the next steps for accessing sexual and reproductive health in your Quality of Life journey:

1. Identify the supporting and limiting factors for sexual and reproductive health (SRH).

What are supporting factors?

Supporting factors are conditions, resources, or circumstances that positively contribute to an individual's quality of life. These factors provide support and opportunities, enhancing an individual's ability to lead a fulfilling and satisfying life.

What are limiting factors?

Limiting factors are conditions or barriers that negatively impact an individual's quality of life, creating challenges that hinder their well-being and life satisfaction.

Use the table below to list the supporting and limiting factors that impact young people's access to sexual and reproductive health as per your knowledge and experience:

Supporting Factors	Limiting Factors

2. Identify stakeholders for sexual and reproductive health:

Identifying and understanding the individuals, groups, or organisations that have an interest or influence in a particular cause or issue affecting young people. It helps create a comprehensive picture of key players, their perspectives, and their potential impact on the advocacy efforts.

For example: In Priya's story, one of the stakeholders for Priya is her aunt Babita who directly influences her access to sexual and reproductive health.

Other stakeholders can be: Friends, Parents, Siblings, community members, ASHA workers/community health workers, teachers, health service provider, Panchayat, local Police, etc.

You can identify stakeholders based on the scale of the problem that needs to be addressed. They can be at local, regional, national and even international level.

Use the space below to list stakeholders who have an interest in and influence over a young person's access to sexual and reproductive health in the space below:

3. Use the worksheet attached at the end of the Quality of Life resource kit under *Joining the Dots* to learn how to draft an advocacy plan for sexual and reproductive health.

Mental and Psycho-social Well-being

3 GOOD HEALTH AND WELL-BEING

Safety & Consent

Education

Sexual and Reproductive Health

Quality Education

Dating and Relationships

Age at Marriage

Gender Equity

Income

Self-growth and care

Environmental Sustainability

Mental Well Being

Employment Opportunities and Job Security

Climate Change
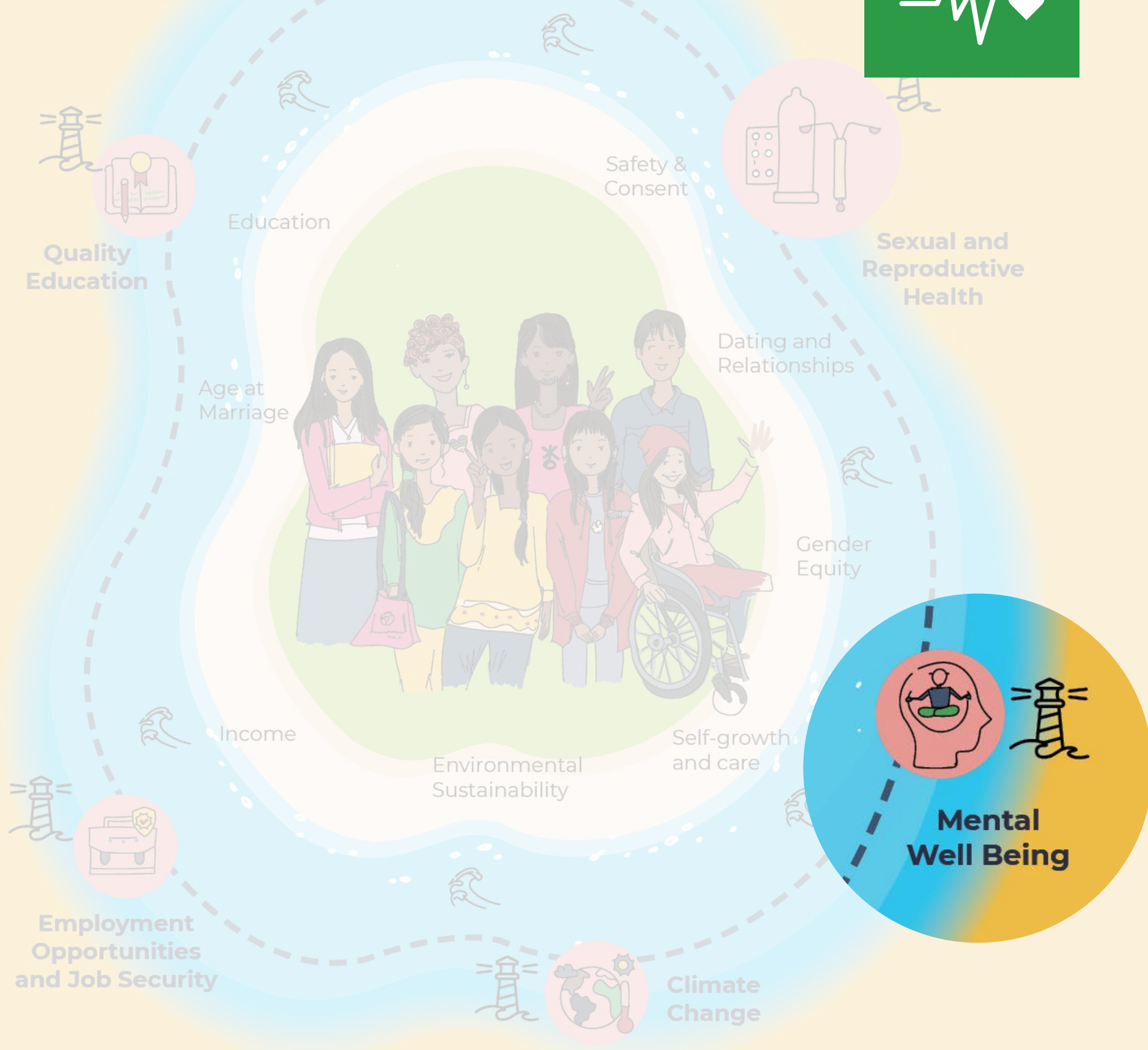
Understanding Mental and Psycho-social Well-being

Mental and Psycho-social Well-being includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

It is the ability to cope with stress, maintain relationships, and contribute to the community, involving resilience, self-esteem, and purpose. The importance of mental health and well being is well known. It enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community. It is an important component of health and well-being that helps us make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is important to personal, community and socio-economic development.

We've seen that:

⌘ 1 in 9 adults and 1 in 14 adolescents suffer from mental health conditions requiring care.[20] Suicide rate among young adults (17.1 per 100,000) is much higher than adolescents (9.52 per 100,000).[21]

⌘ Girls and women are more vulnerable during pregnancy and childbirth facing a high prevalence of antenatal depression (ranging from 9.18% to 65%), and postpartum depression (as high as 22%), anxiety, and a high suicide risk.[22]

⌘ Women with unintended pregnancies are 33% more likely to suffer from depressive-symptoms than their counterparts.[23]

Let's explore how the presence or absence of access to mental and psycho-social well-being impacts the quality of life for young people through the stories of Kiran and Noor.

A QR code with a list of resources for young people to enhance their access to mental and psycho-social well-being is linked on page 41.

"About Mental Health," n.d. https://www.cdc.gov/mentalhealth/learn/index.htm.

Breaking Through: Kiran's Journey to Mental Well being

Kiran, a 22-year-old sales associate, found a well-paying job in the city, making his parents proud. However he struggled with loneliness. He struggled to connect with colleagues who spoke a different language and didn't share his hobbies and felt alone. Being new to the city, Kiran didn't know anyone and often had his meals alone. He started avoiding interactions both at work and with his family. This also affected his job performance. Fear of judgement stopped him from seeking help. One day, overwhelmed by his struggles, Kiran decided to confide in his supportive boss, Mr. Sharma. Mr. Sharma empathetically listened and suggested therapy as a positive step for Kiran's mental well-being. Understanding Kiran's concerns, Mr. Sharma reassured him that seeking help was a brave choice. Encouraged, Kiran tried therapy, which helped him deal with his loneliness issues. Over a course of time he began connecting with colleagues, engaging in social activities, and rediscovering motivation. Therapy not only improved Kiran's mental health but also improved his job performance, allowing him to build a more fulfilling life in the city.
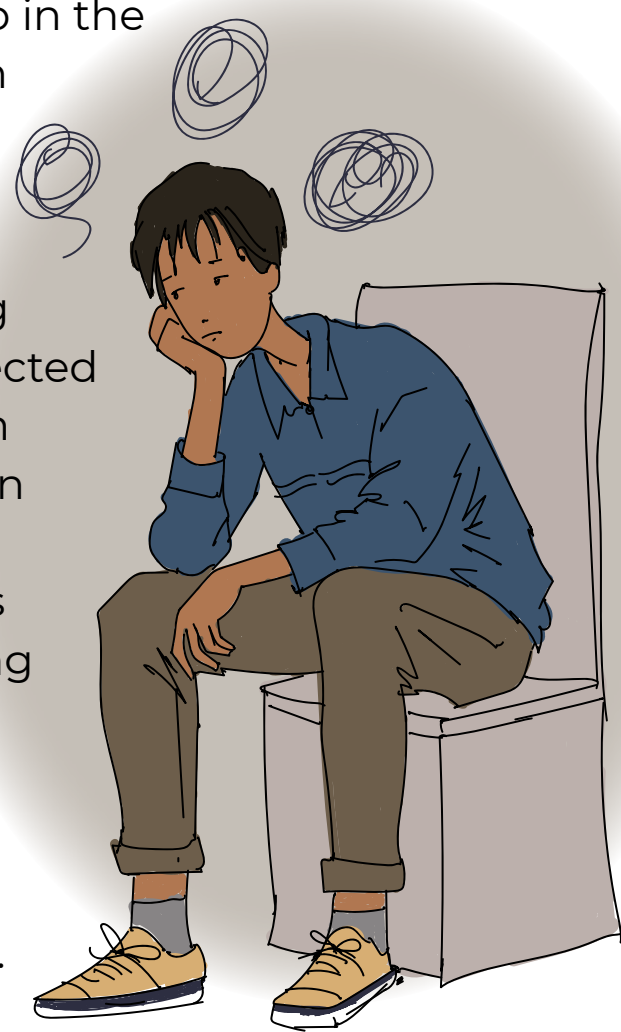
Points to Ponder

After reading the story, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points

In Kiran's story...

- ⌘ What factors impacted Kiran's mental-wellbeing?
- ⌘ What barriers exist for young people like Kiran in accessing mental health services, and how can these barriers be broken?
- ⌘ How can workplaces contribute to the mental well-being of employees?

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Escaping the Ideal: Noor's Story

In a world filled with perfect images and high expectations, Noor felt pressured to try and match an ideal beauty standard. The pressure increased when Noor's family began actively seeking a potential husband for her. Overhearing discussions about how her appearance might be a challenge in the marriage search, Noor's self-esteem crumbled. As she scrolled through social media, she felt that the lives of actresses and influencers she saw were flawless. This increased Noor's self-doubt. Battling these external pressures, Noor's internal struggles with body image transformed into a serious mental health issue. Daily tasks became overwhelming, and a deep sense of anxiety and constant sadness engulfed Noor's life.
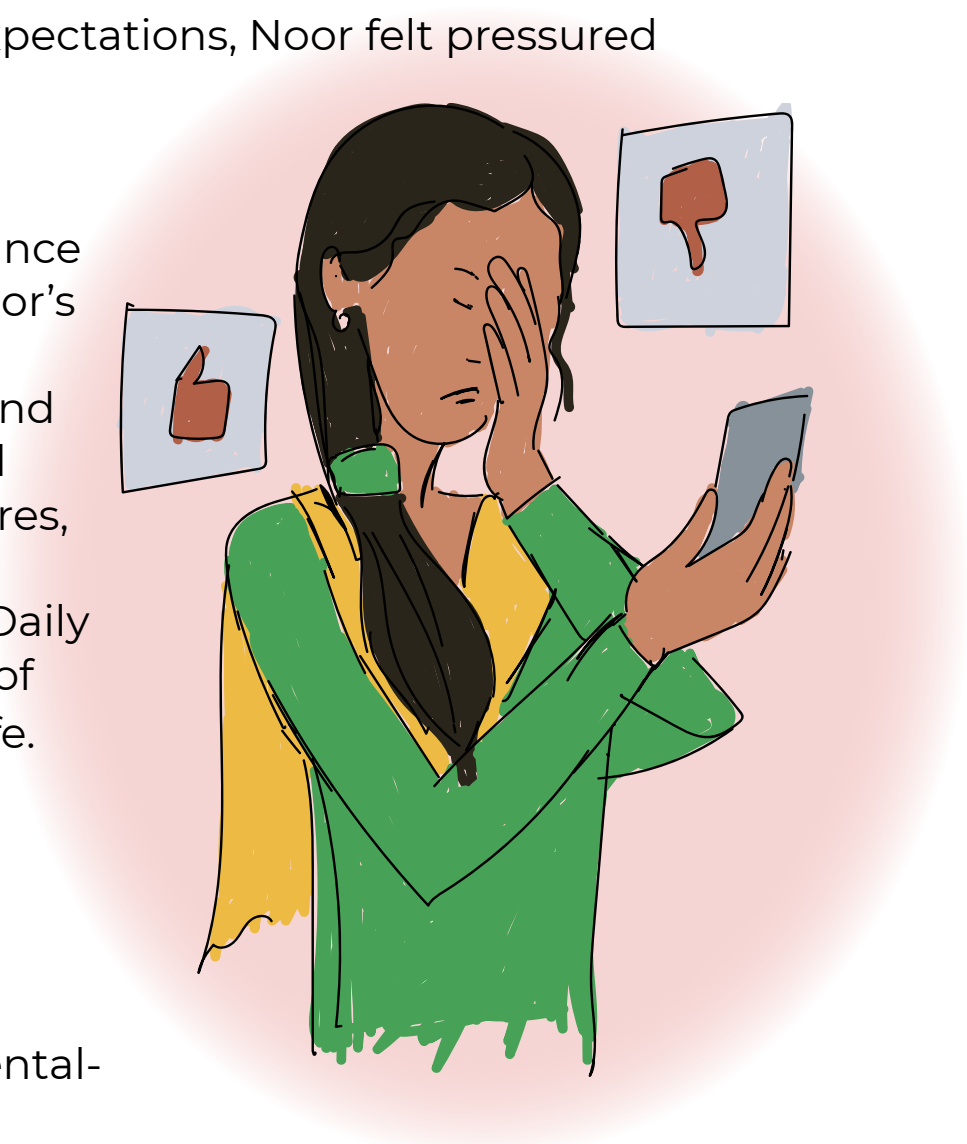
Points to Ponder

In Noor's story...

- ⌘ What were the factors impacting Noor's mental-wellbeing?

- ⌘ What kind of support should be provided to young people to deal with body image issues?

- ⌘ How can educational institutions and families play a role in helping young people boost their confidence about body image?

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💡 **Think about how the choices made by Kiran and Noor influenced their lives. Imagine what could have happened if they or others in their lives made different decisions. Fill in the table below to explore alternative scenarios and outcomes.**

In Kiran's story, what if...

Character		*Choice*		*Consequence*
Kiran's boss	**did this →**	Had reprimanded him for not doing his work properly and dismissed his mental health struggles	**Then this could have happened →**	Kiran would have continued to suffer, impacting his mental well-being and overall quality of life

In Noor's story, what if...

Character		*Choice*		*Consequence*
Noor's cousin sister	**did this →**	Noticed how she was struggling with her body image and decided to talk to her about it	**Then this could have happened →**	Noor would have felt supported and heard by confiding in her cousin sister. This would have given her the courage to seek help and support for her mental well-being.

Taking a closer look...

Each person experiences their mental and psycho-social well-being differently, with different levels of difficulty and sometimes very different social and medical outcomes. Just like in Kiran's and Noor's case, multiple individual, social, cultural and structural factors may combine to positively or negatively affect our mental health and thus impact our well-being.

Mental well-being is very important for a young person's quality of life. It impacts their ability to navigate the challenges of adolescence, build meaningful relationships, and make informed decisions.
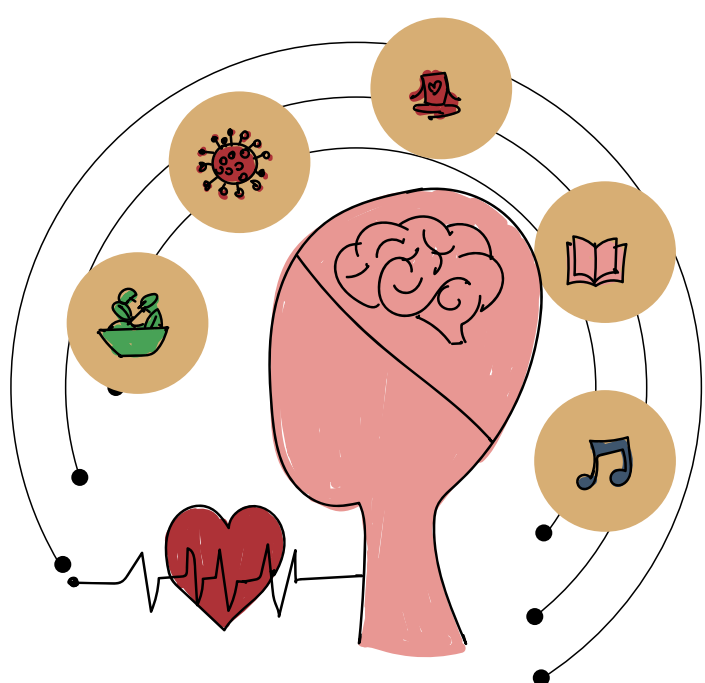
Scan here to access a list of mental well being resources

Let's work!

Guiding Actions for Mental Well-Being.

Now that we have learned about mental well being, let us use think on how we can identify and take the next steps for accessing mental wellbeing in your Quality of Life journey:

1. **Identify the supporting and limiting factors for mental well-being.**

What are supporting factors?

Supporting factors are conditions, resources, or circumstances that positively contribute to an individual's quality of life. These factors provide support and opportunities, enhancing an individual's ability to lead a fulfilling and satisfying life.

What are limiting factors?

Limiting factors are conditions or barriers that negatively impact an individual's quality of life, creating challenges that hinder their well-being and life satisfaction.

Use the table below to list the supporting and limiting factors that impact young people's access to mental well being as per your knowledge and experience:

Supporting Factors	Limiting Factors

2. Identify stakeholders for mental and psycho-social well-being:

Identifying and understanding the individuals, groups, or organisations that have an interest or influence in a particular cause or issue affecting young people. It helps create a comprehensive picture of key players, their perspectives, and their potential impact on the advocacy efforts.

For example: In Kiran's story, one of the key stakeholders for Kiran is his boss, Mr Sharma, who can directly influence his mental and psycho-social well-being.

Other key stakeholders in influencing young person's mental health can be friends, colleagues, family members, community members, teachers, supervisors, administration.

You can identify stakeholders based on the scale of the problem that needs to be addressed. They can be at local, regional, national and even international level.

Use the space below to list stakeholders who have an interest in and influence over a young person's mental and psycho-social well-being in the space below:

3. Use the worksheet attached at the end of the Quality of Life resource kit under Joining the Dots to learn how to draft an advocacy plan for mental and psycho-social well-being.

Climate Change

3Agency
Autonomy
Aspirations

Education

Quality
Education

Age at
Marriage

Sexual and
Reproductive
Health

Dating and
Relationships

Gender
Equity

Income

Self-growth
and care

Mental
Well Being

Environmental
Sustainability

Employment
Opportunities
and Job Security

Climate
Change

13 CLIMATE
ACTION

11 SUSTAINABLE CITIES
AND COMMUNITIES

Let's learn about Climate Change and Environmental Sustainability

Climate change is the lasting changes in Earth's climate caused by human actions like burning fossil fuels. This affects ecosystems, weather, and sea levels, creating worldwide environmental, economic, and social issues.[24]

Perhaps the most widespread factor affecting the quality of life is climate change and environmental sustainability. Climate directly affects our lives, our surroundings and our livelihoods. With climate change, humans are looking for effective ways to improve the environment while managing a comfortable living. Carbon emissions and the resulting climate change directly affects human society, which is an issue of concern for all countries globally.

Climate change also impacts young people's access to sexual and reproductive health services and information especially in situations of climate crisis.

Let's explore how climate change and environmental sustainability impacts the quality of life for young people through the stories of Noor and Rohan.

A QR code with a list of resources and information on the impact of climate change on the quality of life of young people on page 49.

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[24] United Nations, "What Is Climate Change? | United Nations," n.d., https://www.un.org/en/climatechange/what-is-climate-change#:~:text=The%20consequences%20of%20climate%20change,catastrophic%20storms%20and%20declining%20biodiversity.

Drowned in the Noise: Noor's Need in a Disaster

Noor, from a small town in Maharashtra, enjoyed the monsoon for its cool rains. One stormy night, she woke up to loud thunder, and rainwater flooded their house, causing panic. Noor and her family tried to save belongings, but the damage was done. The rain continued, and flood water entered their house. Electricity and water supply stopped. Due to the floods, Noor, who had just started her periods, lacked access to pads or any menstrual products and had to use an old cloth. Unable to leave her house, she had to use the same cloth the next day as well. This made her feel uncomfortable. She decided to not discuss her trouble with her parents who were already worried due to damage to their home and farm. With a particularly heavy period that month, Noor needed more than just a cloth. Facing the challenges of accessing basic necessary resources amidst climate change, Noor felt hopeless with no way to get help.

Points to Ponder

After reading the stories, think about the following questions to dive deeper into the story. You could also invite a friend, colleague or family member and have a conversation around these points

In Noor's story…

⌘ How do you think lack of access to sanitary napkins during floods impacted Noor's quality of life?

⌘ What solutions can be provided to young people facing challenges to their sexual and reproductive health services in flood-prone areas?

⌘ How do you think Noor could have received help in this situation?

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City Lights, Country Roots: Rohan's Climate Activism

Rohan, a 19-year-old from a hardworking farmer family, lost his property during flash floods. Forced to leave their village, Rohan's family moved to the city in search of jobs. City life proved challenging – Rohan's father struggled to secure steady employment, his mother couldn't find a suitable job, and Rohan, with limited education, faced job instability. Barely making ends meet, they felt trapped and defeated.

One day, at a local community centre, Rohan learned about climate change and its impact on farming communities. He started working at an organisation that focussed on climate change and became an advocate for ensuring sustainable practices and awareness on climate change awareness. He spoke at local events, supported organisations, and helped start sustainable farming practices in rural areas.

Rohan's grassroots efforts gained recognition, turning him into a local youth advocate. He influenced policy discussions, conducted awareness campaigns, and inspired others to take action.

Points to Ponder

In Rohan's story...

⌘ How did climate change impact Rohan's quality of life in the story?

⌘ How can farming families like Rohan's better prepare for natural disasters such as flash floods, and what role can government schemes and insurance play in safeguarding their livelihoods?

⌘ How can schools inform and teach students about climate change and help them develop the skills to tackle environmental issues?

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💡 **Think about how the choices made by Noor and Rohan influenced their lives. Imagine what could have happened if they or others in their lives made different decisions. Fill in the table below to explore alternative scenarios and outcomes.**

In Noor's story, what if...

Character		*Choice*		*Consequence*
Noor's father		Was able to get help from the nearby NGO where they provided free menstrual resources for women		Noor would have been able to change her sanitary pad and avoid the risk of infections
	did this →		**Then this could have happened →**	

In Rohan's story, what if...

Character		*Choice*		*Consequence*
Rohan		Did not learn about climate change		The sudden shift to city life would have impacted his mental well-being and overall quality of life.
	did this →		**Then this could have happened →**	

Taking a closer look..

Noor and Rohan's stories show how climate change causes natural disasters that affect young people's lives and futures. Climate change has various impacts on young people, putting them at risk for physical and mental health issues because of extreme weather, rising temperatures, and air pollution. It also makes existing inequalities worse, affecting their access to education, jobs, healthcare and other opportunities, especially to vulnerable communities. The uncertain future due to environmental problems creates challenges for their mental and physical well-being along with economic prospects. Dealing with these changes requires global efforts to reduce climate change and prioritise sustainable practices, ensuring a fair and stable future for the youth.

As communities across the planet are suffering from the damaging impacts of climate change, many individuals, communities, and organisations worldwide are embracing environmental sustainability and making this critical cause a priority.

Scan here to access a list of resources and information on the impact of climate change on the quality of life of young people:

Let's work!

Guiding Actions for Climate Change and Environmental Sustainability.

Now that we have learned about climate change and environmental sustainability, let us use think on how we can identify and take the next steps for addressing climate change and working towards environmental sustainability in your Quality of Life journey:

1. Identify the supporting and limiting factors for climate change and environmental sustainability.

What are supporting factors?

Supporting factors are conditions, resources, or circumstances that positively contribute to an individual's quality of life. These factors provide support and opportunities, enhancing an individual's ability to lead a fulfilling and satisfying life.

What are limiting factors?

Limiting factors are conditions or barriers that negatively impact an individual's quality of life, creating challenges that hinder their well-being and life satisfaction.

Use the table below to list the supporting and limiting factors that impact climate change as per your knowledge and experience:

Supporting Factors	Limiting Factors

2. Identify stakeholders for climate change and environmental sustainability

Identifying and understanding the individuals, groups, or organisations that have an interest or influence in a particular cause or issue affecting young people. It helps create a comprehensive picture of key players, their perspectives, and their potential impact on the advocacy efforts.

For example: In Rohan's story, one of the key stakeholders for Rohan could be his local community leader who can directly influence decisions related to the environment where Rohan lives.

Other stakeholders can be community members, local government, companies, local NGOs, etc. You can identify stakeholders based on the scale of the problem that needs to be addressed. They can be at local, regional, national and even international level.

Use the space below to list stakeholders who have an interest in and influence over climate change and environmental sustainability in the space below:

3. Use the worksheet attached at the end of the Quality of Life resource kit under *Joining the Dots* to learn how to draft an advocacy plan for climate change and environmental sustainability.
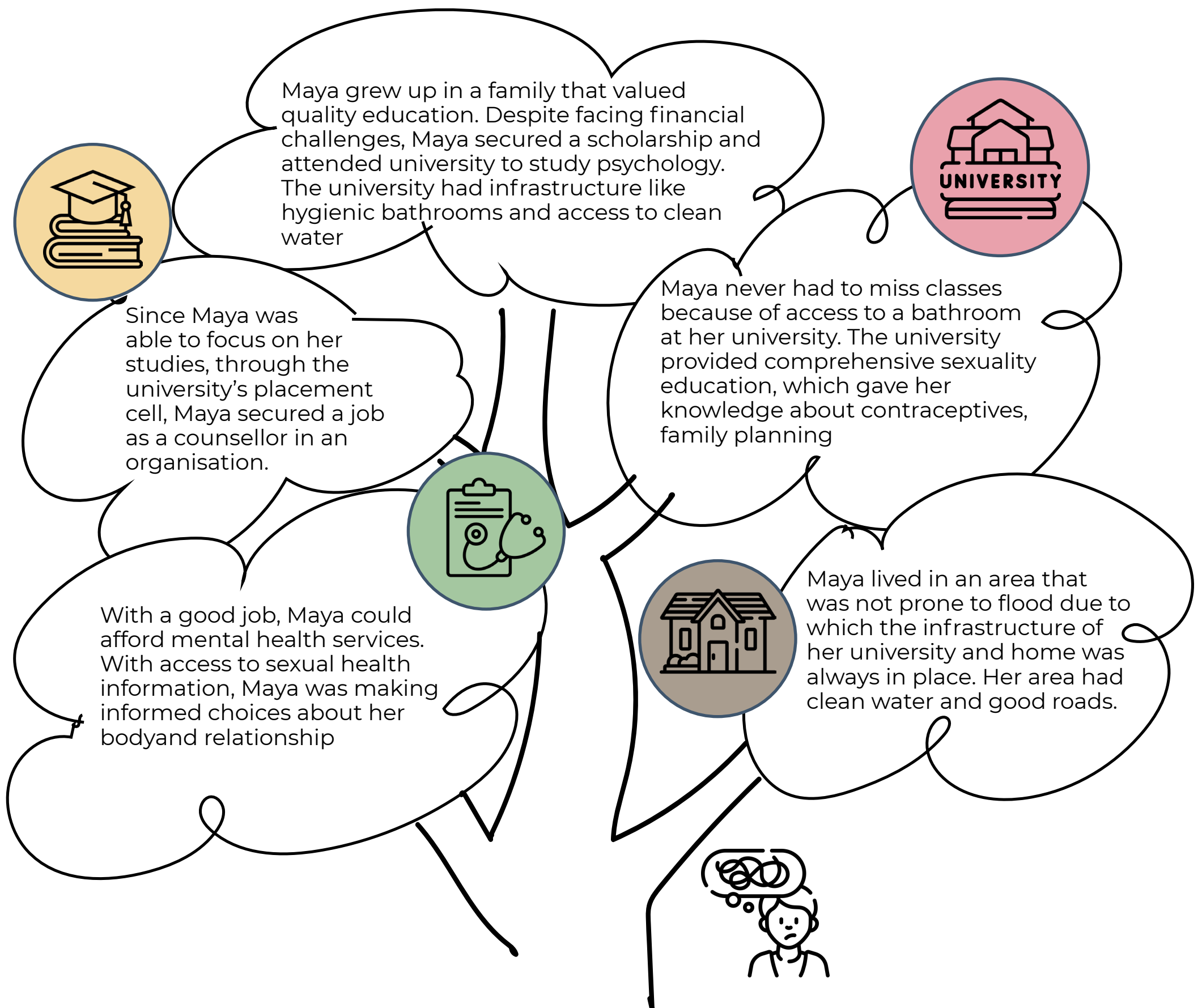
Joining the Dots

This section of the Quality of Life resource kit discusses the interconnectedness between the five elements for a young person's quality of life. This is followed by a worksheet that can be pulled out of the resource kit to be done as the next step in your quality of life journey. The following pages aims to help you connect the dots with all the elements of quality of life:

⌘ Linking Quality of Life, shows us how different elements of Quality of Life interconnect with one another. We encourage you to use this exercise to map out your own quality of life journey and ways in which different elements are interconnected with each other.

⌘ After completing the activities in the Quality of Life Resource Kit, refer to the second worksheet titled 'Roadmap for Quality of Life'. This page offers a step-by-step guide for your actions in your Quality of Life journey. Utilise the outlined steps to create a roadmap for your policy advocacy journey.
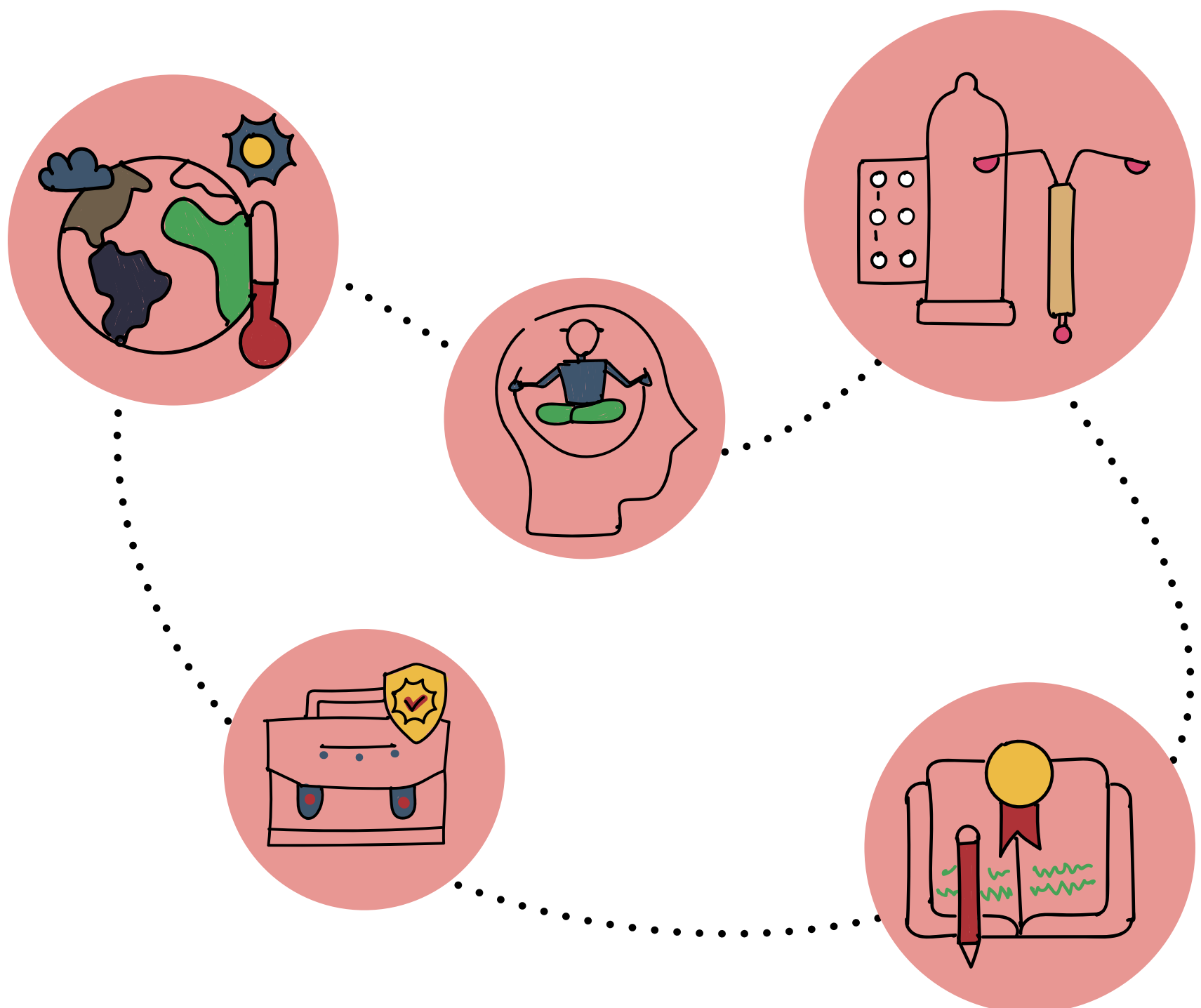
Linking Quality of Life

Quality of life (QoL) is a concept that reflects our expectations and concerns about our health and life. It includes positive and negative aspects and is influenced by our culture and values. QoL has many factors, like quality education, job security, sexual reproductive health, mental well-being, and climate change. These dimensions are not separate; they overlap and affect each other. Let's take the example of a young woman named Maya to see how the elements of Quality of Life are linked to each other:

Maya grew up in a family that valued quality education. Despite facing financial challenges, Maya secured a scholarship and attended university to study psychology. The university had infrastructure like hygienic bathrooms and access to clean water

Since Maya was able to focus on her studies, through the university's placement cell, Maya secured a job as a counsellor in an organisation.

Maya never had to miss classes because of access to a bathroom at her university. The university provided comprehensive sexuality education, which gave her knowledge about contraceptives, family planning

With a good job, Maya could afford mental health services. With access to sexual health information, Maya was making informed choices about her body and relationship

Maya lived in an area that was not prone to flood due to which the infrastructure of her university and home was always in place. Her area had clean water and good roads.

In Maya's story, different elements impacted her quality of life. As Maya explored all her choices, we saw that the answers were not always black and white. Recognising the interconnectedness encourages us to see the bigger picture. Everything is connected, and understanding these connections helps us better understand the concept of quality of life.

Use this space to map the connections between the quality of life factors in your story
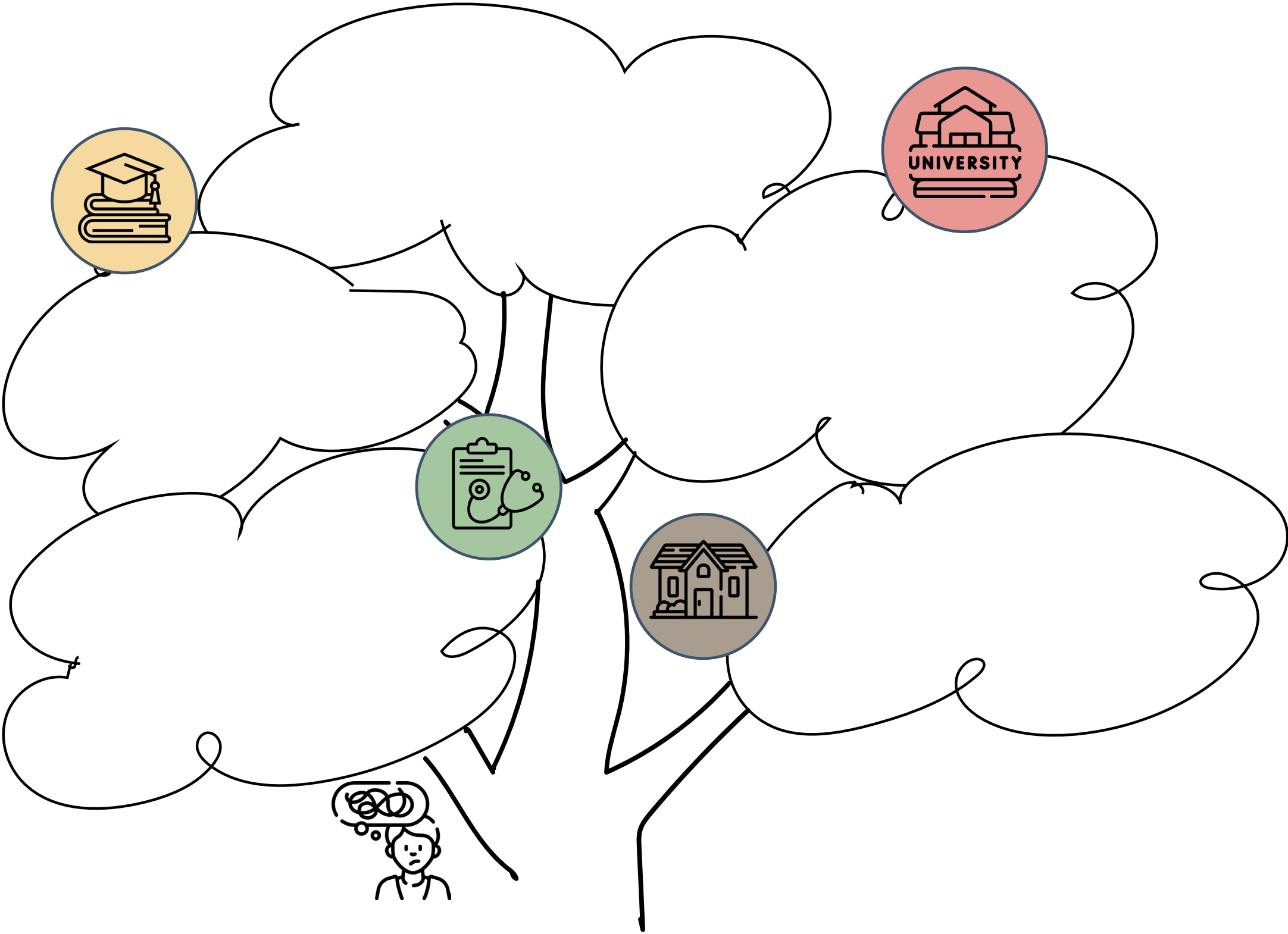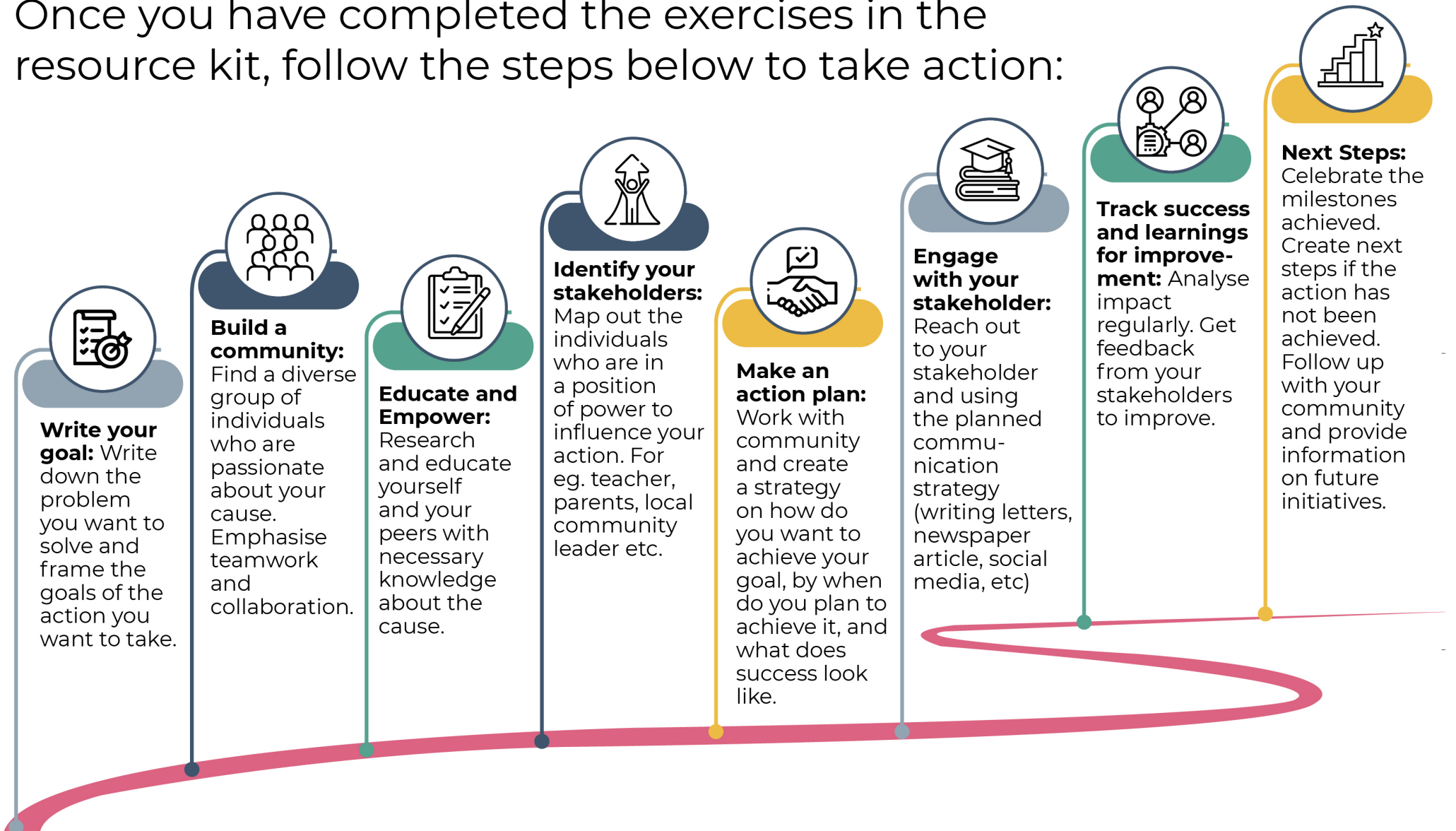
Worksheet: Roadmap for Quality of Life

Roadmap for Quality of Life

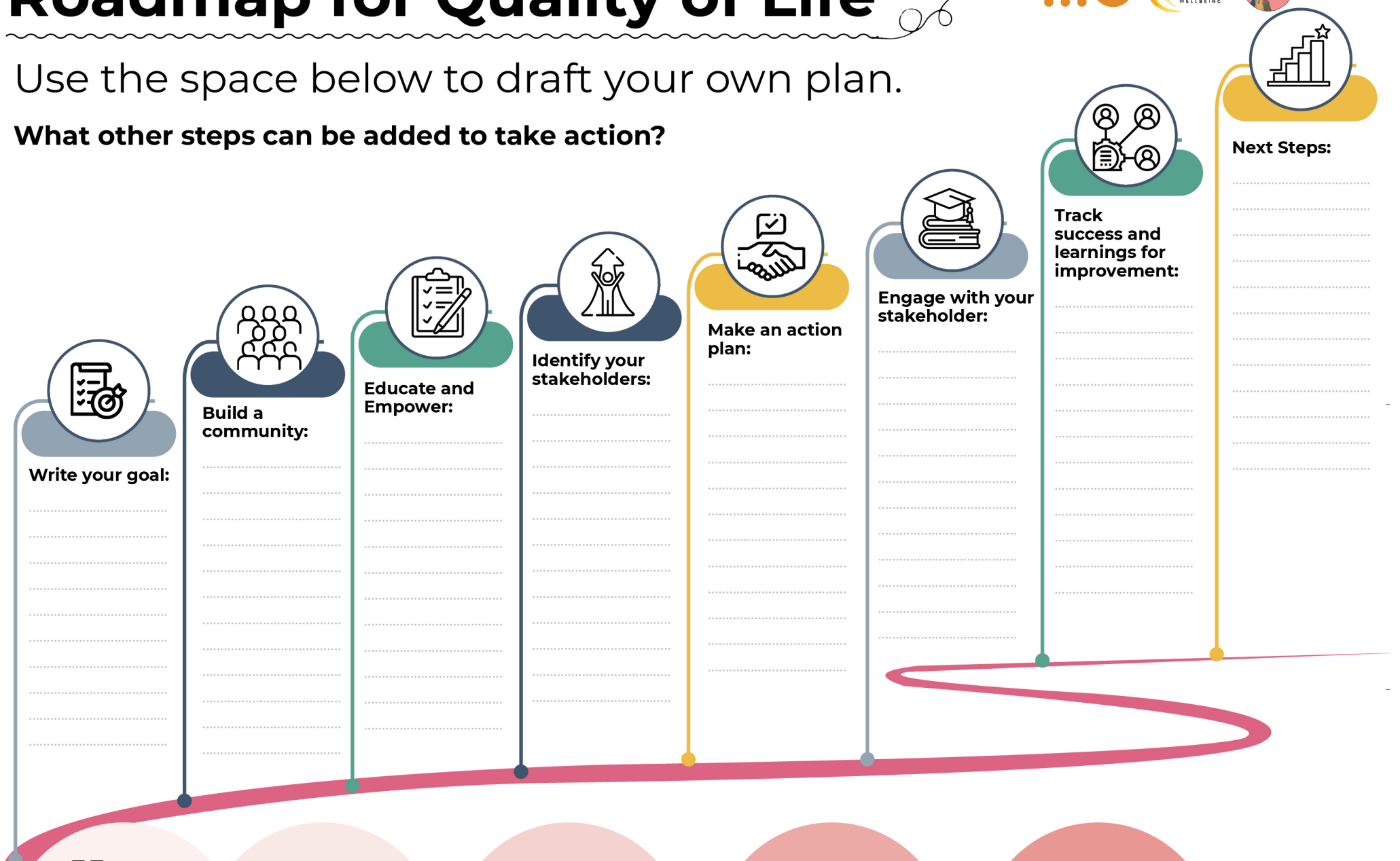Once you have completed the exercises in the resource kit, follow the steps below to take action:

Write your goal: Write down the problem you want to solve and frame the goals of the action you want to take.

Build a community: Find a diverse group of individuals who are passionate about your cause. Emphasise teamwork and collaboration.

Educate and Empower: Research and educate yourself and your peers with necessary knowledge about the cause.

Identify your stakeholders: Map out the individuals who are in a position of power to influence your action. For eg. teacher, parents, local community leader etc.

Make an action plan: Work with community and create a strategy on how do you want to achieve your goal, by when do you plan to achieve it, and what does success look like.

Engage with your stakeholder: Reach out to your stakeholder and using the planned communication strategy (writing letters, newspaper article, social media, etc)

Track success and learnings for improvement: Analyse impact regularly. Get feedback from your stakeholders to improve.

Next Steps: Celebrate the milestones achieved. Create next steps if the action has not been achieved. Follow up with your community and provide information on future initiatives.

Roadmap for Quality of Life

Use the space below to draft your own plan.

What other steps can be added to take action?

Write your goal:

Build a community:

Educate and Empower:

Identify your stakeholders:

Make an action plan:

Engage with your stakeholder:

Track success and learnings for improvement:

Next Steps:

Glossary

Adolescent Friendly Health Clinics (AFHCs)	Adolescent Friendly Health Clinics (AFHCs) are healthcare facilities that provide comprehensive clinical and counseling services tailored to meet the diverse health needs of adolescents. These services encompass various areas including Sexual and Reproductive Health (SRH), Nutrition, Substance Abuse, Injuries, Violence (including Gender-based Violence), Non-Communicable Diseases, and Mental Health.[28]
ASHA worker	An ASHA (Accredited Social Health Activist) is a trained female health worker from the local village, aged 25 to 45, who connects the community with the public health system. ASHAs receive ongoing training, incentives, and play a key role in promoting health awareness and facilitating access to healthcare.[29]
Comprehensive Sexuality Education	C.S.E. or Comprehensive Sexuality Education includes providing information and strengthening understanding on a variety of issues such as gender, gender roles and identities, bodily changes, sexuality, consent, decision-making, contraception, HIV/AIDS, STIs/RTIs, from a rights-based perspective.[30]
Contraception	Contraception refers to methods or devices used to prevent pregnancy. It includes various options such as birth control pills, condoms, and intrauterine devices (IUDs), offering individuals and couples control over family planning and reproductive choices.[31]
Industrial Training Institute (ITI)	An Industrial Training Institute (ITI) is an educational institution in India that provides vocational training in various trades to equip individuals with practical skills for employment in different industries.[32]
Medical Termination of Pregnancy (MTP)	Medical Termination of Pregnancy (MTP) refers to a medical procedure for terminating a pregnancy, typically performed under regulated conditions by qualified healthcare professionals, to safeguard the health and well-being of the woman.[33]
Menstruation	It is also known as periods. It usually happens once in a month when blood, tissue and unfertilized egg comes out of the vagina.[34]
Puberty	It is a period which brings a lot of physical, mental and emotional changes in a person's body and moves an individual to the adolescent phase.[35]
Sexually Transmitted Disease (STI)	STIs stand for Sexually Transmitted Infections. STIs are infections that can be caught or passed on when one has unprotected sex with another person who already has STI. Correct usage of condoms is one of the best ways of protecting oneself from STIs.[36]

Adolescent Friendly Health Clinics (AFHC)" National Health Mission, India. https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=1247&lid=421)

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20	A survey conducted by Youth Ke Bol Partner Yuvaa consisting of a sample of 4550 young people (19-29 years across tier 2 and tier 3 cities in India), 2023
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23	Spotlight: Youth Mental Health in India, PATH, 2022
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25	India's National Mental Health Survey 2015–2016
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29	Ministry of Health and Family Welfare, Government of India. "About Accredited Social Health Activist (ASHA)."
30	The YP Foundation, "Know Your Body, Know Your Rights: A Comprehensive Sexuality Education Curriculum for adolescents aged 14 years and above."
31	World Health Organization. "Contraception."
32	Directorate General of Training, Ministry of Skill Development and Entrepreneurship, Government of India. "Introduction to Industrial Training Institutes (ITIs)."
33	World Health Organization (WHO). "Safe abortion: technical and policy guidance for health systems."
34	The YP Foundation, "Know Your Body, Know Your Rights: A Comprehensive Sexuality Education Curriculum for adolescents aged 14 years and above."
35	The YP Foundation, "Know Your Body, Know Your Rights: A Comprehensive Sexuality Education Curriculum for adolescents aged 14 years and above."
36	The YP Foundation, "Know Your Body, Know Your Rights: A Comprehensive Sexuality Education Curriculum for adolescents aged 14 years and above."

Annexure

Facilitation Guide

This resource kit helps you on your journey to improve your quality of life. You can use this to conduct a session on quality of life in your community or amongst your peers. Scan the QR code for the facilitation guide which will help you prepare to conduct a session on Quality of Life with your friends, family or community!

Resources

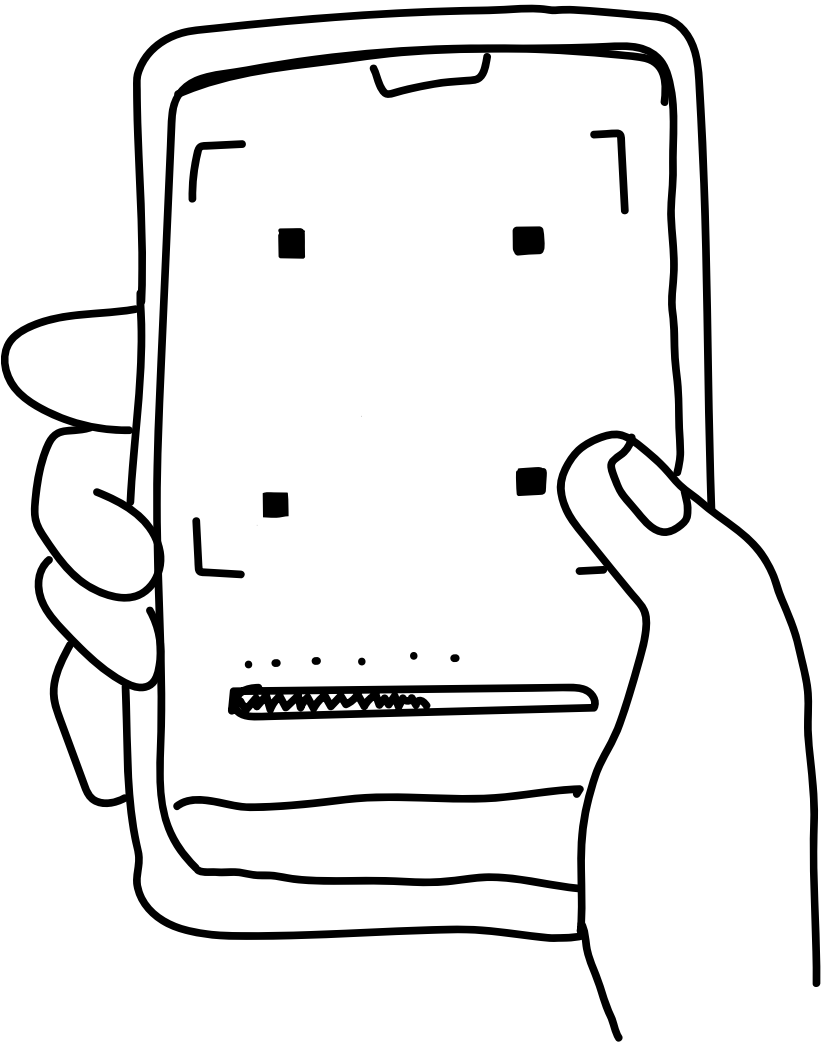1. Quality Education

2. Job Security and Employment Opportunities

3. Sexual and Reproductive Health

4. Mental Well-being

5. Climate Change

Pronouns: A Brief Guide to Inclusive Communication and Understanding

Q1. Why are pronouns important?

Pronouns are essential in the way we communicate with one another. It's not only about English grammar. In English, the third person pronouns also convey individuals' gender. We use pronouns as a way to identify or refer to someone.

There are many pronouns. A person's set/sets of pronouns are not indicative of their gender. By assuming that people with she/her/hers pronouns are cis-women and he/him/his pronouns are cis-men - we propagate the belief that looking a certain way demonstrates the gender they are or not are. By using people's correct pronouns, we create an inclusive environment.

Therefore, knowing and using a person's correct pronouns fosters inclusion and makes them feel valued and respected. And it also affirms their gender identity/expression.

Q2. What do we need to know about pronouns?

⌘ Pronouns may or may not refer to someone's gender identity.
⌘ Pronouns can be changed, and it is absolutely okay to change your pronouns!
⌘ It's also ok if someone does not have pronouns, you can refer to them using their name.
⌘ People can have multiple pronouns. For example - my pronouns are "she" and "they".
⌘ So next time, before making an assumption about someone's pronouns, let's just ask!

Q3. Why should we talk about our pronouns?

⌘ By doing this, we work towards normalising the use of pronouns
⌘ Take the burden off individuals who do not use the "traditional" pronouns
⌘ Promotes awareness of trans, transgender, genderqueer, and gender non-conforming communities
⌘ Reduces anxiety for those who use non-binary pronouns or who are often misgendered.

Q4. Why might someone choose not to use pronouns?

⌘ People may not be comfortable sharing their pronouns with everyone
⌘ They may choose to use their correct pronouns only in places they feel safe to do so
⌘ They may want to be called by their names

Some friendly tips when you're learning to use pronouns:

⌘ When in doubt, it is always okay to ask somebody about their pronouns by asking: what pronouns do you use? Or how should I refer to you?
⌘ If ever you are unsure of someone's pronouns, use the default "they" and "them" pronouns.

What are Sustainable Development Goals (SDGs)?

What - They are designed to serve as a shared plan for peace and prosperity for people and the planet.
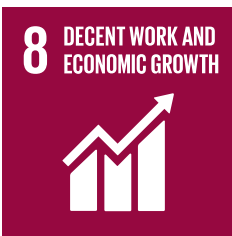
Why - They are crucial for improving quality of life all over the world due to their global focus, thorough approach, and emphasis on inclusivity and equity.

How - By addressing interconnected issues ranging from poverty and health to education and environmental sustainability, the SDGs promote well-rounded development.

Quality Education

4 QUALITY EDUCATION | 10 REDUCED INEQUALITIES

Job Security

8 DECENT WORK AND ECONOMIC GROWTH | 1 NO POVERTY | 10 REDUCED INEQUALITIES

Sexual & Reproductive Health

5 GENDER EQUALITY | 10 REDUCED INEQUALITIES

Mental Wellbeing

3 GOOD HEALTH AND WELL-BEING

Climate Change

13 CLIMATE ACTION | 11 SUSTAINABLE CITIES AND COMMUNITIES

Write to us for Feedback

This resource kit is a living document and will be continuously revised based on feedback from you and young people in your community.

For any suggestions, you can write to us at aow@catalysts. com or fill out the form.

We look forward to hearing from you!