Leveraging Technology for
YOUNG PEOPLE
in India

A Compendium of Good Practices

Centre for
Catalyzing
Change
Formerly CEDPA India

Microsoft
YouthSpark

The Centre for Catalyzing Change (formerly CEDPA India) is a non-governmental organization with a mission to empower women and girls in all sectors of development. At the core of its work and approach is a belief that achieving gender equality is essential for development, democracy and progress. Centre for Catalyzing Change strongly believes that creating a better future for women begins with educating young people. Our programs focus on building the leadership skills of adolescent girls and boys and addressing the need for change in prevailing gender norms and building awareness of health issues, especially sexual and reproductive health.

Microsoft YouthSpark is a company-wide, global initiative to create opportunities for 300 million youth by 2015. Through 30 plus programs and partnerships with more than 350 youth-serving non-profits, Microsoft YouthSpark has created new opportunities for more than 227 million young people in over 100 countries around the world. The company makes this package of resources easily accessible through Microsoft YouthSpark Hub.

preface

The 21st century has seen extraordinary advancement in the field of technology. Beyond creating a networked economy, technological advancements have had a tremendous impact in the lives of young women and men. While several examples and experiences of technological breakthrough exist and have been amply documented, none of them include the compilation of interventions that focus on leveraging technology for young people in India. This collection of innovative efforts/case studies is therefore only a small step forward in showcasing some of the work that is being taken up for young people, using different and myriad technologies.

The compendium outlines some of the innovative practices adopted in the last few years using technology for young people. The attempt has been to collect good practices reaching young people from across the country - technology for skilling and livelihoods, education, health, women's safety and leadership. A call for practices was sent out via list servers and direct mailing to organizations working with young people. There was an effort to identify and search for ongoing innovations and good practices in the area of youth and technology in the last five years. This collection is by no means exhaustive and is an initial effort in showcasing innovative use of technology for young people.

We are thankful to Ms. Renuka Motihar, Consultant and the team at Centre for Catalyzing Change for diligently putting together this compendium in time for launching at the Youth Connect Consultation: Leveraging Technology for Young People in New Delhi, India, 2014.

We would also like to extend our thanks to all organizations that had sent in their valuable abstracts for the compendium. We are *especially grateful to Mr. Aakash Sethi from Quest Alliance, Mr. Dipak Basu from Anudip Foundation, Ms. Aishwarya Pillai from Digital Green, Mr. Dhiraj Dolwani from B2R, Ms. Namrata Jha from IIE, Ms. Vithika Yadav from Love Matters, Ms. Tanisha Chadha from TARSHI, Ms. Drishya and Ms. Shubha from Breakthrough, Ms. Deepa Ranganathan from FAT, Mr. Hilmi Qureshi from ZMQ, Ms. Kalpana Vishwanth from Active Learning Solutions Pvt. Ltd., Mr. Manoj Pandey from OneWorld South Asia, Mr. Aaditeshwar Seth, GramVaani and Ms. Ishita Choudhary from The YP Foundation.* This effort would not have been possible without their inputs.

We would like to thank all our donors, especially those supporting our youth programs - *Barr Foundation, World Bank, Ford Foundation, The John D. and Catherine T. MacArthur Foundation, and The David and Lucile Packard Foundation.* Your guidance, insight, mentoring and support have given us the strength to expand our work.

We would also like to express our gratitude to the Governments of Jharkhand, Bihar and Delhi for their partnership, guidance and continuous support to our youth programs.

Finally, we sincerely appreciate the partnership and support of Microsoft India for developing *Leveraging Technology for Young People in India - A Compendium of Good Practices.*

Dr. Aparajita Gogoi
Executive Director
Centre for Catalyzing Change

Foreword

There is a growing realization that ICT and the Internet can help countries such as India harness the power of its huge demographic dividend. The median age of India's population as a whole is 28, significantly lower than that of regional peers China and Japan, at 37.6 and 44.4. India's workforce, those between 15 and 64, is expected to rise from almost 64 percent of its population in 2009 to 67 percent in 2020. By 2020, India, with an average age of 29 (compared with 37 in China and the USA, 45 in Europe and 48 in Japan), will be one of the few countries whose working age population will exceed its number of retirees. India, in other words, will experience an age advantage for at least the next three decades. At the same time youth in India are not a homogenous demographic group. There exists deep gender, literacy, social and economic divides.

Today technology is everywhere but as a technology creator, Microsoft believes that the benefits of technology should reach all parts of society. Youth in India today are keen on improving their education and acquiring skills necessary to access better jobs and better futures but access to technology which is key to reaching their goals is not uniform despite India's tremendous progress ac country on this front. Education and skill development are powerful catalysts and the right focus on these can further augment India's growth story.

At Microsoft, we believe that part of our obligation as a responsible corporate citizen is to work hard to help address this problem. To that end, in 2012 Microsoft launched YouthSpark, a company-wide initiative aiming at creating opportunities for 300 million youth around the world over the three years. In the two years since its launch, through 30+ programs and partnerships with 186 youth-serving non-profits, Microsoft YouthSpark has created new opportunities for more than 227 million young people in over 100 countries around the world. Although there is much still to do, we're inspired by what we've seen: young people taking the lead in changing not only their lives but the lives of other around them, making a real impact in their local communities and on the global stage.

"When you know better you do better." – Maya Angelou. In a country like India with the digital, gender and economic divides, it is important to build a strong foundation for young boys and girls with education, life and livelihood skills. By applying a thoughtful, holistic approach that includes the right curriculum, teacher training/support and a focus on students' broader needs including future employment and entrepreneurship opportunities, we can achieve better outcomes at all levels. Use of the right technology can go a long way in enhancing the impact of such an approach. As Microsoft we are committed to ensure that the right technology reaches young people in the most underserved areas/segments.

Microsoft partners with NGOs and civil society organizations that are at the core of social development to help them deliver their program impact – through trainings, technology donations and focused collaborations and partnerships. Through programs such as YouthSpark and Microsoft Ventures, we have strongly focused on bridging the opportunity divide by: 1) providing access to technologies, 2) enabling skills building and 3) nurturing through mentoring.

We are proud to be associated with the efforts of Centre for Catalyzing Change in putting together *Leveraging Technology for Young People in India – a Compendium of Good Practices*, which we hope will make a meaningful contribution to the pool of knowledge and experience to create a digitally inclusive environment for young people in India. We congratulate the wonderfully innovative efforts showcased in the compendium while acknowledging that there are other similar efforts being made to reach young people through technology. We wish Centre for Catalyzing Change all the best in its efforts to address the needs of young people in India.

Ms. Lori Forte Harnick
General Manager, Citizenship & Public Affairs,
Microsoft

content

List of Acronyms

AEP	Adolescent Education Program
AIDS	Acquired Immuno-deficiency Syndrome
ANC	Ante Natal Check-up
ANM	Auxiliary Nurse and Mid-wife
ASHA	Accredited Social Health Activist
B2R	Business to Rural
BPM	Business Process Management
BPO	Business Process Outsourcing
CCTV	Closed-Circuit Television
CEDPA	Center for Development and Population Activities
COCO	Connect Online, Connect Offline
CYC	Commutiny the Youth Collective
DEO	District Education Officer
DLST	Digital Life Skills Toolkit
DPO	District Program Officer
FAT	Feminist Approach to Technology
GBV	Gender Based Violence
GoI	Government of India
GPS	Global Positioning System
HIV	Human Immuno-deficiency Virus
HRP	High Risk Pregnancy
ICT	Information and Communication Technology
IFPRI	International Food Policy Research Institute
IIE	Institute for International Education
IMEI	International Mobile Station Equipment Identity

ITI	Industrial Training Institute
IVR	Interactive Voice Response
IVRS	Interactive Voice Response System
JMV	Jharkhand Mobile *Vaani*
LM	Love Matters
LSE	Life Skills Education
MAST	Market Aligned Skills Training
MIYCN	Maternal, Infant and Young Child Nutrition
MT	Master Trainer
NGO	Non-Government Organization
NRLM	National Rural Livelihoods Mission
NT	Nodal Teacher
PHC	Primary Health Centre
QUEST	Quality Education and Skills Training
SHG	Self-Help Group
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
STAR	School *Tarang* Activity Report
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical Vocational Education and Training
VOW	Voice of Women
WRAI	White Ribbon Alliance on Safe Motherhood India
YWL	Young Women Leaders

ABOUT CENTRE FOR CATALYZING CHANGE

Centre for Catalyzing Change (formerly CEDPA India) is a non-governmental organization based in New Delhi, India, with a mission to empower girls, young people and women in all sectors of development. We work with a visionary zeal to enable girls, young people and women to realize their opportunities and rights.

At the core of our work and approach is a belief that achieving gender equality is essential for development, democracy and global progress. We have been working to improve the lives of girls and women in the country through technical assistance, community based reproductive and child health program, innovative youth programs and women's leadership program. We work with local partners and national and international organizations to design and implement programs within the community. We also work with local and national leaders to engage and advocate on maternal health and promote the well-being of young people. Our programs increase educational opportunities for young people, ensure access to lifesaving reproductive health information and services, and strengthen women leaders for accountable governance. Centre for Catalyzing Change reaches out to more than two million young people, women and community members through its programs.

In India, we have been a leader in designing and implementing quality programs that empower and mobilize young people, women and men to be equal partners in development. Leveraging government programs to reach out to larger numbers of beneficiaries; poor and marginalized communities, has been our strength. Helping government programs reach their targeted beneficiaries in an efficient manner, with quality standards and protocols have been the bulwark of our work under our Youth portfolio. Integrated curriculums on Life Skills Education (LSE) for young people, adapted and rolled out by the government of Bihar and Jharkhand in their schools have been our major achievements to this end. Our programs have impacted the lives of over one million in-school young people and 500,000 adults who support youth in their communities. Age appropriate, participatory as well as innovative curriculums are available across 1485 government secondary schools across 24 districts of Jharkhand and across 809 schools in 9 districts of Bihar. Our out-of-school programs encompass Life Skills, Sexual Reproductive Health Rights (SRHR) and Services Information, Leadership Skills, Vocational and Livelihood Training. The program has so far impacted the lives of over 200,000 out-of-school adolescent girls.

As the founding member and secretariat to the largest alliance on improving maternal health in the country, White Ribbon Alliance on Safe Motherhood (WRAI), we lead advocacy initiatives that prevent needless maternal deaths. Our Maternal Health programs are operational in rural areas and urban slums to enable women, families and communities to prepare for safe birth and to take immediate and appropriate action in case of obstetric emergency, to prevent maternal deaths and complications. Centre for Catalyzing Change uses a multitude of tools and checklists for generating accountability, and practices innovation for improving quality of care in maternal health. Engaging with communities in building citizen's initiative and linking

women to services through an interactive voice platform for quality of care have been some of our niche initiatives.

Contributor to several government guidelines and processes, at the national level as well as in the states of Jharkhand and Bihar, the organisation is also part of numerous government and quasi-government technical advisory groups and committees.

Leveraging technology to impact and reach targeted beneficiaries has been one of our most significant achievements of recent times. Our digital learning programs, scaled-up across three states have reached out to more than 30,000 adolescents. Our mHealth program for quality of care for pregnant mothers in Jharkhand has given us insights on use of mobile phones by rural women. Our newest innovation has been the use of technology based edutainment tools to reach families and communities in rural Bihar on violence against women and gender equality.

We have an expanded array of interventions and documented cases about maximizing the prospects for new and innovative service-delivery models to achieve scale. We design and test models and approaches which help build evidence on at scale programs. We are using an integrated approach to leverage government schemes and programs for empowerment of adolescent girls to reach out-of-school adolescent girls in Jharkhand.

Building women's leadership at the grassroots to increase their role in governance are, for us, first steps in building a stronger nation. Centre for Catalyzing Change partners with communities to raise women's voices and mobilizes them to advocate for strengthened political participation.

Microsoft YouthSpark - Bridging the Opportunity Divide

Today's youth face an opportunity divide – a gap between those who have access to the skills and training they need to be successful, and those who do not. With a commitment to bridge this gap, Microsoft launched YouthSpark in 2012. This is a global company-wide initiative to leverage the power of technology to connect youth around the world with education, employment, and entrepreneurship opportunities.

With the goal of creating opportunities for 300 million youth by 2015, Microsoft YouthSpark combines its philanthropic contributions to several hundred youth-serving nonprofit organizations globally with more than 30 Microsoft programs, products, and services. The company makes this package of resources easily accessible through Microsoft YouthSpark Hub.

YouthSpark Globally

Since the launch of YouthSpark in September 2012, Microsoft has created education, employment, and entrepreneurship opportunities for 227 million young people in more than 100 countries, including 124 million in FY14. This includes providing cash grants and technology donations to more than 350 youth-serving non-profits in nearly 100 countries. Across the globe, the breakdown represents:

o 65.9 million youth in the U.S. and Canada;

o 40.8 million youth in Europe;

o 68.4 million youth in Asia Pacific;

o 36.2 million youth in Latin America; and

o 16.2 million youth in Middle East and Africa

YouthSpark in India

Microsoft is deeply invested in the success of India's youth in the new digital economy by bringing together technology, training, investments and experiences. Over the years, we have partnered closely with several central and state government departments in India for initiatives to help skill the youth of the country. These include the Ministry of Human Resources Development, National Skill Development Corporation, and the states of Madhya Pradesh, Rajasthan, Uttar Pradesh and Tamil Nadu.

Through an investment of over $100 million (INR 670 crore) from Microsoft, the company's skill development, entrepreneurship and digital literacy programs have touched over 50 million people in the last 10 years. Microsoft believes that technology offers renewed possibilities that can empower both educators and students in this new mobile-first, cloud-first world. Technology empowers and helps us imagine and realize our full potential, and Microsoft's YouthSpark delivers just that.

Empower

It is about transforming education and expanding digital inclusion. It means helping youth acquire the skills that are necessary to survive and thrive in the 21st century workplace. YouthSpark programs are geared towards this. Examples include:

• YouthSpark - Project *Jyoti* (Community Technology Skills Program): Microsoft's Project *Jyoti* or Community Technology Skills Program is run in partnership with 16 NGOs in India to support various programs, empowering underserved individuals through technology. Under the YouthSpark aegis, Microsoft partners with 4 NGOs in India and supports 83 Centres across 21 states with YouthSpark Cash grants Apart from these YouthSpark centers, Microsoft also provides support with the Digital Literacy Curriculum and Certification to nearly 1,000 additional Community Technology and Learning Centers (CTLCs) operated by 12 other partner NGOs.

• Free Digital Curriculum: The goal of Microsoft Digital Literacy is to teach and assess basic computer concepts and skills to enable people to use computer technology in their everyday lives, and develop new social and economic opportunities for themselves, their families and their communities. Curriculum is available in multiple Indian languages including Bengali, Hindi, Kannada, Tamil and Urdu, over 170,000 Indians have been digitally enabled till date.

- O365: As part of the software assistance that Microsoft extends to educators and students around the world, Microsoft's partnership with All India Council for Technical Education (AICTE) ensures that as part of the Cloud email offering, Office365 is free for all students and teachers in its institutes with 900,000 students using this free software today. In September 2013, Microsoft announced O365 for NGOs and nonprofits in India as part of the company's software donation program. 55 Indian NGOs now have access to Office 365.

- Partners in Learning: Partners in Learning has sought to integrate technology into daily teaching, learning, and research, in partnership with governments. Known as Project *Shiksha* in India, the Partners in Learning program has trained more 7,50,000 government school teachers in Information and Technology skills in an effort to enable professional development for educators, impacting more than 37.2 million students.

Imagine

It is about inspiration and possibilities. It is about unleashing future innovators. Young people need to imagine a different kind of world that is filled with new possibilities and believe that they can build it. At Microsoft, we want to help them imagine what a better tomorrow looks like, and help them reach there. A few examples of our programs in this area include:

- DreamSpark: Through DreamSpark, we give free access to Microsoft designer and developer tools for students and educators. These help advance the learning and teaching of key technical skills during high school - a critical time in a student's development. Students in India have downloaded these tools 1.2 crore times.

- Imagine Cup: Imagine Cup is the world's largest student technology competition. Last year, more than 350,000 students from 183 countries and regions participated in the global competition. Of this, 60,000 students from 25 states participated in the Indian leg of Imagine Cup, with two teams going on to compete in the global finals. Over the years, more than 2 million students in India have participated in Imagine Cup.

- Innovation Centers: With a vision of driving innovation and build a product-based software economy by supporting product development, Microsoft has launched 49 Microsoft Innovation Centers (MICs) in India, across 10 states specifically – Andhra Pradesh, Haryana, Gujarat, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh

Realize

It is about helping young people apply their skills and ideas to secure employment, pursue greater education, or start a new business or social venture. Some examples of our programs that are helping increase employability and entrepreneurship include:

- BizSpark: Through Microsoft BizSpark, we help students start their first ventures. We fund their start–ups, give them the technology and the means to make it work, and offer mentoring. Start-ups have access to $60,000 worth of free cloud service every year.

- Digital Literacy & Livelihood Training: Through our YouthSpark - Project Jyoti, we have trained 5 lakh underprivileged youth and helped them become employable. 70% of those trained in 2013 have found jobs or opened their own small businesses. Similarly, our Project Oorja has helped students across 31 polytechnics in 6 states.

- Professional Training & Certification: 3.4 lakh students and young professionals in India have been certified as Microsoft Certified Professionals, helping them to confidently join the IT industry. In 2014-15, Microsoft will train over 20 lakh people, of which, at least 10 lakh will be women.

- Microsoft IT Academy: Microsoft IT Academy (ITA) program provides industry-leading technology skills to help bridge the skills gap. Under this program, Microsoft provides industry-leading training resources and validation of skills to enhance college readiness and employability for students and educators, at significantly reduced pricing.

EXECUTIVE summary

Technology has become a ubiquitous part of our lives with the advent of computers, internet, social media and mobile phones. Each of these platforms has made information accessible and convenient, facilitating easy learning and knowledge gain. Young people have been at the forefront in the use of technology. One of the greatest influences that technology has on young lives is the learning factor it possesses. Across India, educational institutions, for-profit enterprises, and Non-Government Organizations (NGOs) have been innovating in the youth and technology space. Technology has aided and abated sectoral growth, in the Education sphere, technological advancements have led to access to computers, to digital learning courses, bridge courses and vocational training that have reached even the most marginalized and poorest communities. In the Healthcare sphere, technology has helped in medical breakthroughs and discoveries of lifesaving treatments. Today a number of NGOs and other organizations are working in the remote parts of India, creating health service and entitlements demands through the use of Interactive Voice Response (IVR) platforms. In India today, several organizations are working with tools and applications that specifically focus on safety and security of girls and women. The internet and particularly the social media have been the foundation of campaigns that range from environment protection to human rights violation.

While several examples and experiences of technological breakthroughs exist, not enough is known about these interventions. While some of the work around sector engagement has occurred in silos, there has been a dearth of information sharing across and within the sectors. The Good Practices Compendium is a step forward in showcasing some of the work in the sector of Youth and Technology.

The Compendium is a collection of profiles of good practices from organizations working with youth in India. The attempt has been to collect good practices of use of technology for skilling and livelihoods, education, health, women's safety and leadership from across India that is reaching young people. A call for practices was sent out via list servers and direct mail to organizations working with young people in an effort to identify and search for innovations and good practices in the area of Youth and Technology in the last five years. The good practices in the compendium have been categorized according to the following themes: Skilling and Livelihoods; Education; Health and Well-being; Girls and Women's Safety; and Social media platforms. This collection is by no means exhaustive and is an initial effort in showcasing innovative use of technology for young people.

The good practices for skilling and livelihoods include ZMQ which is working in Haryana to stimulate learning on alphabetization, numeracy, reading skills, life skills and behaviors through *kreda aangan,* a digital game based learning platform for children and youth; QUEST Alliance, an NGO located in Bangalore, working with young people in the age groups of 10-30, with a blended learning curriculum focused on their overall development and transition to adult life; *Anudip* Foundation working with rural youth and women in West Bengal, engaging them in a livelihood training program matching their skills sets with the available jobs in the market; Digital Green working across 9 states in southern, eastern and central India using community led video based learning for creating growth opportunities for rural youth; and Business to Rural (B2R), a rural Business Processing and Outsourcing (BPO) in the hilly state of Uttrakhand in northern India that is providing

employment and livelihoods to rural youth using computers and technology trying to prevent migration.

In the section on practices addressing education and technology, Institute for International Education (IIE)'s initiative is featured where technology is being used to improve the neglected Science, Technology, Engineering and Mathematics (STEM) education for girls in southern India. Also highlighted in this section is Centre for Catalyzing Change's *Tarang* program that has recently started using technology for monitoring Adolescent Education Program (AEP) using an interactive platform.

Technology as a platform to raise awareness amongst young people on sexual and reproductive health (SRH) online and in classrooms is showcased in the next section on health and well-being that features Love Matters, ZMQ, Breakthrough, Centre for Catalyzing Change, and Feminist Approach to Technology (FAT). The award winning Love Matters, an online portal has been reaching SRH information to young people through virtual platforms. While TARSHI reaches young people through Facebook, Twitter and a blog. The practice from Breakthrough narrates a successful campaign on early marriage in Jharkhand using technology. Also featured in this section is Centre for Catalyzing Change's YouthLIFE program that reaches out to over 30,000 young people in Delhi and Jharkhand through a digitized curriculum on Life Skills and SRHR. Feminist Approach to Technology practice demonstrates how adolescent girls from urban slums in Delhi are using media to create films and an advocacy campaign (*Apna Haq*) on status of toilets in their community. ZMQ through its program MIRA in Haryana is using technology to provide critical health information to young women and girls.

The increasing violence against women and issues of women's safety has prompted the development of technology applications. In the section on Harnessing Technology for Girls and Women's Safety, the practices include an android application for women's safety by Active Learning Solutions Pvt. Ltd. and OneWorld Foundation's Helpi. These are recent applications safetipin and are being used by women's organizations and individuals in Delhi and elsewhere for monitoring girls and women's safety.

Social media platforms are being used increasingly to reach young people especially in urban areas while *GramVaani* uses Mobile *Vaani* – voice based social media platforms for reaching rural and low income communities including youth. Featured in this section are also Commutiny the Youth Collective (CYC)'s work - Must Bol on leveraging the power of social media for highlighting the issue of gender and mobilize support for action, and The Y P Foundation's new young women's leadership program for Dalit and Muslim women with a social media component.

This compendium of good practices only outlines some of the innovative practices adopted in the last few years using technology for young people across sectors. These efforts have helped to sustain interest of young people and provided sensitive information in a confidential, non-threatening manner and also helped to improve employability and provide livelihoods. However, in a country like India where Information and Technology (IT) is a growing industry, there need to be many more examples to reach young people. These models for health, education, livelihoods, leadership and safety will help to improve the quality of life of young people. These models and others not showcased here, need to be expanded, widely replicated in order to reach large numbers of young people in the country.

INTRODUCTION

LANDSCAPING THE ISSUE OF YOUNG PEOPLE AND TECHNOLOGY

Technology has become an omnipresent and an integral part of our lives with the advent of computers, internet, social media and mobile phones. It has made life easier, with faster access to information, tools and skills. For youth in the 21st century, aptitude with technology is a critical skill and a way of life. Computers, the Internet, social media platforms and multimedia tools pervade popular culture. Their use is continuing to grow and being used in programs to prepare and reach out to youth for health, education, violence related issues, increasing leadership skills and access to livelihoods. Technology for us includes computers, internet, websites, applications, blogs, social media that has been used to provide spaces or opportunities to young people to learn about or discuss health, rights and well-being, innovative solutions that have worked to leverage and harness the power of young people for skilling and employability.

World Health Organization understands adolescents to include persons aged 10-19 years and youth as those between 15 and 24 years. Together, adolescents and youths are referred to as 'young people', encompassing the ages 10-24 years. In India, as per the Census 2011, adolescent population (10-19) is 253.2 million and that of the youth (15-24) is 231.9 million, constituting 21.4 per cent and 19.2 per cent of the total population respectively. The population of the young people (10-24) is 364.6 million (30.1 percent).[1] The trends over the last decade show that there has been a decline in the proportion of adolescent population and an increase of youth population compared to Census 2001. This cohort is healthier, more urbanized, and better educated than earlier generations. However, there still exist pockets of deprivation; problem of low education, skills, employability, unemployment, lack of adequate health information to make suitable life decisions, particularly in rural India and for those living in urban slums.

The barrier to capitalizing on India's demographic dividend is the low educational level of its youth population. On an average, young people in India receive just over seven years of education. Levels of educational attainment are strongly predicted by caste, class, and gender. Girls in India's rural areas average fewer than three years of education. Girls from scheduled tribes and castes report that stigmatization and social exclusion frequently prevent them from attending school. The education deficit is not filled by Technical Vocational Education and Training (TVET). Only 6 percent of urban youth and 3 percent of rural youth attend TVET at the secondary level. Attendance rates for girls have declined since 1999, and currently fewer than 25 percent of girls in India attend vocational training. In addition, the quality of vocational training is often low. One study showed that 60 percent of TVET students were still unemployed three years after graduation. Information and Communication Technologies (ICTs) have promising applications for education delivery in the country. Such initiatives must be tailored to regional differences, and teacher training in the use of ICTs is crucial to a program's

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[1] *A Profile of Adolescents and Youth in India, Office of the Registrar General and Census Commissioner India (ORGI) and UNFPA, 2014*

success, but infrastructure, particularly internet access and reliable electricity, remains a challenge, especially in rural India.[2]

Youth make up 21 per cent of India's population and in many cases are unemployed.Urgent attention is needed to provide youth with better opportunities for employment. Ongoing advances in ICTs are transforming old sectors and creating new ones. No sector has been untouched, from farming to manufacturing to service industries. Digital literacy is becoming a prerequisite for both wage employment and creating one's own business. ICT literacy not only qualifies people for jobs in conventional job sectors, but also opens doors to participate in rapidly growing markets such as business process outsourcing. There is an overall mismatch between what the market is demanding and what institutions of learning - formal and non-formal - are providing. According to a 2012 report by the McKinsey Centre for Government, across nine countries surveyed (Brazil, Germany, India, Mexico, Morocco, Turkey, Saudi Arabia, the United Kingdom, and the United States) only 43 per cent of employers said they could find employees with the right skills. This mismatch between what employers are looking for in new workers and the skills young people possess is particularly wide in theoretical and hands-on training, problem solving, and computer literacy. Schools and other centers of learning are challenged to keep pace with rapid technological changes and many are stuck in old methods of instruction that are ill suited to ways in which ICT skills

can be acquired. Against this picture there is an explosion of new learning opportunities that employ novel (and often free or inexpensive) ways for people to gain the right skills and new forms of learning. Virtual classrooms, mobile learning, and other innovations are redefining the realm of the possible.

The education sphere also has needs and is using technology. With new technologies captivating a growing number of youth audiences in India, updated education methodologies and new technologies are being used to incorporate means of communication, education and information sharing amongst youth. Internet usage in India continues to grow, with over 30 million people using the internet. Delhi has the second largest number of internet users in India and school and college students make up 44 percent of the users. New technologies, including internet based education, is helping educators and service providers cope with barriers to learning and making healthier choices, by providing new environments and methods to fill gaps and solve problems even around sensitive issues such as SRH. In India, new technologies are being slowly adopted and used to promote more open dialogue about sensitive SRH subjects in a safe space that allows for greater engagement and dialogue around key information, rights, youth support and mobilization. For example, texting and on-line chatting among other means of new communication, allows youth enough anonymity to ask frank but often difficult questions that may cause embarrassment in a traditional classroom and other face-to-face settings.

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[2]Source: *Opportunity for Action:Preparing youth for 21st century livelihoods*, International Youth Foundation (IYF) 2012

Traditional classroom education, especially targeting youth around SRH, is not totally effective according to public health experts and epidemiologists. Evaluations of in-school adolescent education programs have identified issues related to quality delivering adolescent education in schools. One of the key concerns identified is the inability of teachers to implement and facilitate sensitive issues in the classroom setting in states like Jharkhand and Bihar. Results show that trained teachers from schools are uncomfortable in delivering sessions on sensitive topics, particularly those that address SRH issues in classroom. New technologies can help empower teachers and facilitators to teach sensitive topics in an easy and effective manner, creating an enabling environment for frank discussion leading to advancing rights around SRH. These technologies can also empower youth to better understand and express their SRH related issues and create new channels for communicating and sharing their feelings in a non-threatening, fun and useful format.

A number of organizations in India have been innovating in the youth and technology space but not enough is known about these interventions and models. The good practices presented in this compendium attempt to captures some of the exciting work that is taken place vis-à-vis youth and technology. The practices covered include using technology for skilling and livelihoods, education, health, women's safety and leadership.

An exhaustive process of inviting and soliciting abstracts for this compendium was followed. The call for abstracts was posted on all the major list servers, individual and organizations working with young people were approached to ensure regional representation. The good practices have been presented by the following themes: Skilling and Livelihoods; Education; Health and Well-being; Girls and Women's Safety; and Using Social Media Platforms. The good practices have highlighted the context, intervention, objectives, results, resources and sustainability, and lessons learned. This collection is by no means exhaustive and is a first effort in showcasing innovative use of technology for young people. Some of the interventions are still only a year old and have limited results to show while others have shown results and are being slowly expanded.

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[3]Source: *Digital opportunities: Innovative ICT solutions for youth employment.* ITU, 2014

Using Technology for skilling and livelihood

ICT Enabled Blended Learning Program for Youth (learner) and Facilitators in Vocational Training

QUEST Alliance

INTRODUCTION

The youth employability eco-system has vastly evolved in the last 10 years. Over the next decade, approximately 300 million young people will enter the workforce.

A study conducted by QUEST Alliance in 2009 highlighted the vast career opportunities in the service sector in tier-1 and tier-2 cities of India. The study also reflected the need for young people to be trained in employable skills and competencies, the work ethic and flexibility to be successful in their personal and professional life. Many years of training young people and the results of the study led QUEST Alliance to develop the blended learning curriculum for youth employability program. The curriculum tries to address gaps of skills matching employment needs through face to face classroom activities and self-learning digital lessons.

The blended learning curriculum for youth undergoing

vocational training program is implemented in tier-1 and tier-2 cities where the accessibility to digital environment and other paraphernalia is easily available

in partnership with local NGOs. In order to bridge the gap of employers and youth aspirations, the program is being implemented in 4 states of Gujarat, Karnataka, Kerala and Tamil Nadu reaching out to more than 4000 youth across 48 centres.

The curriculum and content provides vital support to centre facilitators in executing their responsibilities. Quality of learning is ensured through hand-holding of partner NGOs through all stages of execution for which QUEST Alliance has also developed online professional development programs for vocational training facilitators and government functionaries.

THE INITIATIVE

In 2009, Accenture and QUEST started working together to create an integrated employability model building on the Digital Life Skills Toolkit (DLST) experience. They jointly developed a blended learning module to train youth in 3-4 months for the world of work at vocational training institutes. The goal was to make the learning process engaging and develop confidence of youth to become life-long learners. To do so a comprehensive training guide and training program for facilitators was offered on subject matter as well as on technology use in the classroom. The guide comprises of a set of interactive digital lessons, classroom activities, and workbooks in English, Life Skills, and Work Readiness and Customer Interaction skills. A Learning Management System has been handed over to institutions and facilitators to support them in tracking and evaluating the progress of learner's course performance and attitudinal changes, and the training content for the youth.

In the first phase of the program 3000 youth, 75 facilitators in 48 centres across 4 major cities were reached through partnership with 5 organizations.

RESULTS ACHIEVED

150 trainers have been trained who have in turn trained over 4000 youth so far out of which 2800 have been placed in jobs which include programs and organizations like Aga Khan Rural Support Programme, *Saath, Janvikas*, Don Bosco Tech and Hope Foundation.

Regular attendance and good performance in class, substantial increase in knowledge, attitude and skills of learners in conversational English, life skills and Retail operations is indicative of the interest, participation and impact among the youth.

RESOURCES AND SUSTAINABILITY

A dedicated team of full time and part time resources were involved in the design, development and implementation of the program.

QUEST Alliance seeks to address the learning eco system by providing ongoing support for the facilitator and institution while connecting the key influencers within the community to the learning process. The engagement with alumni community and employer's community has helped the youth undergoing the vocation training program to realize the potential career opportunity in the specific domain as well as setting the workplace expectation to be prepared for the job.

The engagement with the parent's community helps them understand the potential of their child as well as understand the market opportunity and enable them to support in the learning journey of the youth.

Looking at the significant achievement of the program, other funders like Caterpillar Foundation and International Youth Foundation too extended their support to take this initiative to the formal industrial (vocational) training institutes (ITIs) through Equip Youth program. Currently this is being implemented in 10 ITIs across Karnataka reaching out to more than 4000 youth.

In addition to it, other consortium like Functional Vocational Training and Research Society (FVTRS) and SKIP have requested to train the facilitators of their ITI partners across India in the modular approach, where the consortium is providing financial support in implementing the program.

LESSONS LEARNED

It was found that the facilitators, through their training and self-learning through the Learning Management System, and also delivery of lessons to students, increased their knowledge in understanding the domain concepts; improved their ability to teach and deliver the contents; incorporated more interactive and participatory teaching methods; enhanced their own personal life skills, specifically communication skills, attitude and anger management, among others; and, enjoyed increased job satisfaction due to better rapport between facilitators and students.

Student learners benefited from the English, life skills and work skills through increased awareness of life skills concepts; exposure to concepts and tools for managing life situations that were new to them; improved self-confidence and sense of empowerment, in part due to interactive teaching methods that allowed them to practice skills; application of life and work skills learned in their workplace and day-to-day lives; and, overall, the program intervention has made significant change and impact on facilitators, students and the institution as a whole.

Market Aligned Skills Training

Anudip Foundation for Social Welfare

INTRODUCTION

100 million rural youth in India are unable to access the large professional job market, which forces them towards unemployment, low paying jobs, makes them vulnerable to trafficking (girls), insurgency and early marriage.

Anudip creates enhanced livelihoods for the unemployed and marginalized poor through multimedia training curricula in off-grid, off-internet locations, to offer tech-driven rural entrepreneurship opportunities, and to quadruple productivity of trainers and improve organizational sustainability.

THE INITIATIVE

Anudip has developed and introduced Market Aligned Skills Training (MAST), a livelihood training program for

rural youth and women of India, which offers in-depth skills-building in IT, spoken English, job readiness and entrepreneurship to develop skilled professionals and

business owners. Training courses are conducted in partnership with community NGOs. Through its time-tested collaborative model, *Anudip* provides course content, training equipment and instructors, while partner-NGOs provide classroom facilities and together mobilize students through community linkages. Courses are offered for a nominal fee to qualified but needy students. Through industry collaborations, *Anudip* offers customized courses for students who have no prior familiarity with computers or the business world.

This training methodology equips students with skills for securing jobs in their communities. MAST is a full-time program for 2-3 months emphasizing rapid immersion in knowledge economy skills (IT, English, Workplace Readiness, Financial Literacy) for poor rural youth, women and minorities. The program concludes with job placement services for graduating students. This

program is offered based on an ethnographic study of the region and built on continuous student and employer feedback. Through MAST placement services,

services, *Anudip* averages 80 percent success in securing jobs and businesses for its students. *Anudip* works through partner NGOs who provide classroom infrastructure and access to target communities. *Anudip* provides training faculty and computers, and placement services. MAST has been operational since 2007.

RESULTS ACHIEVED

Since inception, the company has trained and placed more than 30,000 below poverty line youth in internet related jobs and business startups. The company's placement rate is 80 percent and retention rate is 70 percent. On an average, the family income of the youth placed by the company has increased three fold.

RESOURCES AND SUSTAINABILITY

Anudip has staff strength of 215 full time employees. MAST placements services have a user fee. 35 percent income is generated through fees and reimbursements (subsidized rates) and 65 percent through grants. The ongoing cost per student on an average is Rs. 5000. In 2015-16, *Anudip*'s target is 12,000 students, i.e. a Rs. 60 million budget. Of this *Anudip* expects to provide 45 percent, i.e. Rs. 27 million through earned incomes. The rest will be funded through grants.

LESSONS LEARNED

MAST works well in rural and semi-urban areas but does not work well in cities due to plethora of options and inability of students to engage full time. The students in rural and semi-urban areas, on account of their poverty, are very motivated to take on livelihoods.

E-Learning technologies deployed by *Anudip* have been a key to scaling, as these improve trainer's ability to manage multiple centres.

Community led video based learning Creating growth opportunities for rural youth

Digital Green

INTRODUCTION

Digital Green works in partnership with NGOs and government agencies and with rural communities to produce and disseminate videos on locally relevant agricultural practices and health behaviours with an objective of improving socioeconomic status and health outcomes. These videos are of the community, by the community and for the community. The Digital Green approach is primarily a technology-enabled means of behaviour change communication, which is cost-effective, scalable, and brings together researchers, development practitioners, and rural communities to produce and share locally relevant information. The unique components of the system include: (1) a participatory process for local video production, (2) a human-mediated learning model for video dissemination and training, (3) a hardware and software technology platform for exchanging data vulnerable women's groups, who have limited access to reliable and locally relevant agricultural, livelihood, health and nutrition knowledge.

Digital Green was incubated as a project in Microsoft Research India's Technology for Emerging Markets team in 2006. Since 2008, Digital Green has been scaling their approach.

The key partners and investors include Government of India's (GoI's) National Rural Livelihoods Mission (NRLM), Government of Ethiopia's Ministry of Agriculture, World Cocoa Foundation, Bill & Melinda Gates Foundation, Department for International Development (DfID), United States Agency for International Development (USAID) and Google. The research partners include Africa Rice, International Food Policy Research Institute (IFPRI), International Rice Research Institute and International Maize and Wheat Improvement Centre.

THE INITIATIVE

In each district, Digital Green's partners and a community video production team of 4-6 individuals create 2-6 videos each month by modularizing locally relevant practices into short, 8-12 minute segments. The videos feature local community members on a variety of topics. Small groups of 15-20 community members participate in weekly screenings of the videos, which are

mediated by facilitators from the community in an interactive, reflective forum. Comments and queries from the viewers on the videos and screenings are tracked, documented and used to inform further iterations of the videos.

Community feedback and metadata is entered into an open-source data management framework developed by Digital Green, called COCO (Connect Online, Connect Offline), which allows relational data to be captured and

analysed. An Analytics dashboard suite customized to low resource settings is used to collect and analyse near real-time data on dissemination, adoption, and community interest.

RESULTS ACHIEVED

A preliminary 13-month controlled evaluation to compare farmers' adoptions of new practices between the traditional extension framework and the community video production and dissemination approach was found to have increased the uptake of agricultural practices seven-fold and improved the cost-effectiveness of a classical extension approach by a factor of 10.

Within the health domain, IFPRI's feasibility study on the efficacy of using this alternate approach to promote select maternal, infant and young child nutrition (MIYCN) and hygiene practices over the course of a one year pilot intervention finds that videos are viewed as one of the key sources of information within target population on MIYCN practices. Frontline health workers trained on imparting video messages perceive this approach as augmenting their outreach and dissemination efforts. Trial of behaviours promoted in the videos as well as sharing of some of the messages has also been witnessed among other non-viewers.

RESOURCES AND SUSTAINABILITY

Digital Green is a not-for-profit organization. The initial research was supported by Microsoft Research. Currently, Digital Green is supported by grants from donors, government agencies and private foundations. The current employee strength is 77.

Digital Green builds the capacity of the partner organizations, specifically their extension staff, on key elements of video production, dissemination and data management.

Digital Green's proven approach of working where it does not create a parallel system but integrates with existing structures of its partner organizations, including government and community groups, ensures the sustainability of the intervention. In its current operations in India, Digital Green works closely with the GoI playing the role of a National Support Organization to NRLM, and is now scaling up with substantial government investment: two-thirds of the total project cost.

LESSONS LEARNED

Local partners who are familiar with the target population and their contexts are essential for this approach to be effective.

Localization of the videos in terms of topic, content, actors and language increases the community's sense of ownership over the intervention.

Regular data and feedback from the community is essential for efficacy of program strategy and management. This data can be used to validate impact and to inform future program design. Bite-sized data analysis can prove more effective in tracking intervention outputs on a granular level and making requisite changes.

Digital Green approach - Hub and Spoke Model - works best for scaling up when it operates as a technical resource agency building the capacity of partner organizations to implement its community-centric participatory video approach.

B2R Technologies: Rural BPO

Business 2 Rural (B2R)

INTRODUCTION

The Business Process Outsourcing (BPO) sector is the largest employer of youth in India today, currently employing 2.54 million professionals (NASSCOM 2011) and this number continues to grow at a fast pace. However, a majority of BPO companies are concentrated in urban areas and most face challenges of rising infrastructure and other costs coupled with high attrition. This situation presented the opportunity to create an alternative delivery model - a rural BPO business - that would compete with its urban counterparts by operating at a relatively lower cost and simultaneously create employment opportunities for rural youth closer to their homes. In the long run, the company aims to replicate in rural locations the onsite-offshore model implemented by the BPO industry to outsource back-office work from locations in developed Western economies to offshore tier-1 cities in India.

The company's vision of intertwining the business goals and social objectives is represented by three core principles - create a best-in-class BPO delivery capability, Generate economic opportunity, and Contribute to integrated community development.

THE INITIATIVE

B2R is a rural Business Process Management (BPM) company operating in the villages of Uttrakhand. The company offers best-in-class outsourcing services to cater to the needs of businesses at a relatively lower cost. As a for-profit social enterprise, the company's

model works such that the business benefits for customers and social value creation for the local community are tightly coupled. Technology is a strategic backbone for B2R. From redundant servers to redundancy in internet pipes to Closed-Circuit Television (CCTV) on the floor to biometric access on the one hand, to smooth workflow management and tracking using technology, B2R has replicated the same technology environment available to a client in the city. B2R is operating six centres in the villages of Simayal, Sashbani, Chimmi, Simalkha and Jhutia in district Nainital and Kausani in district Bageshwar, Uttrakhand,India. B2R has a team of more than 300 (of which 52 percent are women), team leaders, trainers and managers. The 16 current clients include leading national & international publishing firms, a large Knowledge Process Outsourcing (KPO), a leading Legal Process Outsourcing (LPO) company, a media company and others based in India and USA.

RESOURCES AND SUSTAINABILITY

There have been two rounds of Institutional Investment - by *Aavishkaar* (2010) and by LGT Venture Philanthropy (2013)

B2R's leadership team has a combined experience of 150 plus years (in outsourcing) - the promoters have set up and managed captive and third-party BPO delivery units; the leadership team is led by function-heads who have deep experience in key areas. In addition, there is a mix of young, enthusiastic supervisors, trainers, subject-matter-experts: some bringing BPO business capability from their former urban experience and others with rural background applying their understanding of the local context to the business.

RESULTS AND LESSONS LEARNED

Prior to joining B2R, financial pressures coupled with the lure of urban corporate life attracted several young men to neighboring towns and cities even though these were typically low paying, dissatisfactory jobs. With the opportunity to increase household income available locally, these youngsters now see a reason to stay back in their villages and even return from nearby towns.

A clear shift in the marriage ages of the girls employed at B2R can be seen. Their families now value them as productive contributors and this has enabled them to have a voice in decisions affecting their own lives.

Several employees have expressed how their lives have transformed for the better since they began working at B2R. For some, simply the routine of coming to work every day has made them more disciplined, responsible individuals who now command greater respect at home.

B2R is also spurring local economic development in the villages where the centres are located. The company's secondary research estimates that for every one person directly impacted by employment, at least four others are benefiting indirectly.

B2R is continuously exploring opportunities to leverage its expertise and infrastructure to engage in social and community development initiatives. Towards this end, the company has formed Village Advisory Committees with representation from the community, partner NGO (CHIRAG) and B2R representatives, who are involved in a range of community development activities: from setting up community resource centres (library, internet kiosks), supporting garbage-cleaning drives, recycling and hygiene, to co-organizing a half-marathon to encourage physical activity and sports in rural youth.

Advancing education
through technology

Verizon Innovative Learning Program

Institute of International Education (IIE)

INTRODUCTION

Verizon Innovative Learning Program sponsored by the Verizon Foundation and administered by Institute of International Education gears to breaks the barriers in educating girls and women by providing them high-quality Science, Technology, Engineering and Mathematics (STEM) education. Key goals of Verizon Innovative Learning Program include increasing STEM proficiency of girls in secondary education and their enrolment in post-secondary education in STEM fields, building professional capacity of secondary school teachers teaching mathematics and science, and building community support for the girls. IIE believes that use of technology for young people must be accompanied by other essential life skills through leadership workshops, mentoring and exposure.

The program is providing training and technological assistance to 5 secondary schools each in Chennai, Tamil Nadu, Hyderabad and Telangana.

THE INITIATIVE

Verizon Innovative Learning Program leverages education technology for providing better access to STEM education among girls by better integrating sound pedagogy, enriching content, user-friendly computer technology and a process-orientation towards teaching. It includes teaching through use of videos, case studies, interactive experiments and game-based learning material to help teachers supplement textbooks, help

students to envision a world outside and their future roles and foster student autonomy. Using strategies such as visual organizers, the learning curve is shortened. This further generates enthusiasm in science and mathematics subjects.

The pilot initiative was started in November 2013. The primary components of the initiative include innovative tools for teaching and learning for students and teachers; coaching and leadership training to inspire confidence and help in academics, envisioning and successfully finding career paths; mentorship through interactions with successful women mentors from technology companies; exposure visit for students and teachers providing opportunity to learn; and workshops for teachers and parents to know advantages of post-secondary education, learn about scholarships, government sponsored programs, and career opportunities.

RESULTS ACHIEVED

Verizon Innovative Learning Program engages 200 girls studying in classes 8 & 10 and reaches 20 teachers teaching science and mathematics.

A micro-blog post has been created for teachers to generate awareness about the program among the educators and to share best practices.

Although the program focus is restricted to two subjects i.e. science and mathematics, the education technology software which is provided to schools is being used for

other subjects by teachers, which shows acceptance by school authorities to continue investing time and resources.

The program is an on-going initiative. A baseline survey has been completed, and the end line survey will be conducted in early March 2015.

RESOURCES AND SUSTAINABILITY

IIE has partnered with HCL Technologies to provide hardware and software (Education Technology). IIE is working closely with a local NGO based in Hyderabad for day to day management of the program. IIE's partnership with government had helped in sustaining the program.

IIE works with Principals/school teachers, and involves them to lead and take ownership of this program. Extensive trainings are imparted to teachers to integrate technology into the classroom sessions, to stimulate young girls' interest in pursuing post-secondary education in science subjects and to provide information about various career opportunities.

Monitoring through Interactive Platform

Centre for Catalyzing Change (formerly CEDPA India)

INTRODUCTION

Schools are a valuable venue for providing information and enhancing skills of young people on issues related to their health and well-being. With increasing school enrollment rates a substantial proportion of young people can be easily accessed in school settings. The Adolescence Education Program (AEP) is an important initiative in this direction that aims to empower young people with accurate, age appropriate and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real life situations in positive and responsible ways.

The Centre for Catalyzing Change has experimented, incubated, piloted, refined and implemented - at substantial scale - a full portfolio of youth programs for both in-school and out-of-school adolescents. Its projects and interventions have so far impacted the lives of 200,000 out-of-school young people, 800,000 in-school young people and 500,000 adults who support youths in their communities.

Young people aged 10-24 constitute a total of 24 million, and account for 29 percent of Bihar's population. In order to make any meaningful progress on development indicators, the state needs to make significant investments in this particular human resource to enable the young people to achieve their potential.

Since 2010, the Centre for Catalyzing Change has worked closely and in partnership with Ministry of Human Resource Development, Government of Bihar, at the state and district level, to provide technical assistance and to build the capacity of teachers to implement AEP in the state. The program titled *Tarang* is currently being implemented to deliver Life Skills Education (LSE) and Sexual and Reproductive Health (SRH) education to adolescents studying in class 9 and 11 in 809 government schools in 9 districts of the state.

THE INITIATIVE

Tarang focuses on empowering students in class 9 and 11 with information and skills for improved health including SRH and well-being. The program follows a co-curricular activity-based learning approach that enables young people to respond to real-life situations more effectively. It uses a school-based transaction methodology where trained school teachers deliver the curriculum.

A cascade model of training is used where Master Trainers (MTs) from within the government schools orient selected teachers, known as Nodal Teachers (NTs) who are then entrusted the responsibility of transacting various activities with the students in classroom settings. *Tarang* has so far reached out to over 300,000 adolescent boys and girls across 809 schools through its cadre of 1500 NTs, and 114 MTs.

The project also focuses on setting up monitoring systems for effective AEP implementation in schools. An Adolescent Education Cell has been created within

State Council for Education Research and Training (SCERT) and a Nodal Person has been appointed. Review of AEP has been included during routine Monthly Principal Meetings chaired by the District Education Officers (DEOs) and quarterly district level review meeting have been instituted with NTs and MTs under the chair-personship of District Program Officer (DPO) Secondary Education or the Program Officer, Secondary Education. DEOs/DPOs have been reviewing AEP during their routine school monitoring visits. Regular review meetings are also being held with SCERT.

Monitoring checklists have been designed to capture responses by Principal, NTs and students during the monitoring visits. MTs have been given an orientation on the monitoring checklist. School visits are being conducted by MTs with a dual purpose of providing handholding support to the NTs and also monitoring *Tarang* activities.

Keeping an eye on the sustainability of the monitoring system, additionally, School *Tarang* Activity Report (STAR) formats were designed in 2013 and provided to the principals to report on *Tarang* activities held in the school each month.

Data collection – on time, and real time analysis and feedback into the system for corrective measures remained a challenge during 2013. In 2014, Center for Catalyzing Change partnered with *GramVaani* to design a Mobile Monitor for *Tarang*, an accessible, robust communications technology platform through which Principals from implementing schools report monthly on the *Tarang* implementation in their respective schools.

The Interactive Voice Response (IVR) platform was launched in September 2014. The platform calls the principals on a monthly basis during which a set of 10 questions on the implementation of the program are posed to the principals with multiple choices, e.g. "Press 1 for option-1, Press 2 for option-2 or Number input, e.g. type the numeric quantity you want to provide". *GramVaani* receives the data inputs and converts it into spreadsheets and makes it available to Center for Catalyzing Change for further analysis and sharing with the stakeholders. Please see the flow chart below:
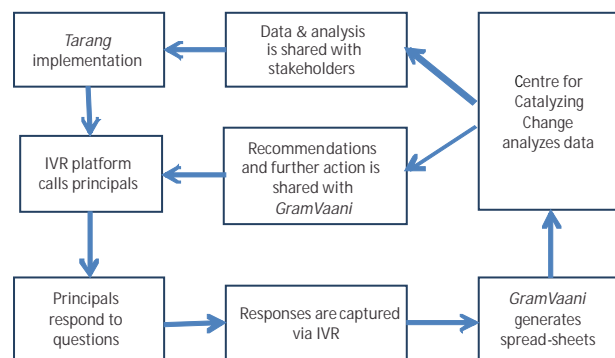
RESULTS ACHIEVED

A comparison of the reporting on *Tarang* through submission of a hard copy of STAR format and through IVR in the last 3 months shows higher compliance in activity reporting through IVR.

RESOURCES AND SUSTAINABILITY

The IVR based monitoring has been outsourced to *GramVaani* and is to be conducted monthly over a

Chart showing STAR-Submission (blue) and STAR-IVR (red) values:
- Month 1: STAR-Submission 161, STAR-IVR 261
- Month 2: STAR-Submission 109, STAR-IVR 89
- Month 3: STAR-Submission 13, STAR-IVR 241

period of 7 months in 809 schools. The cost of monitoring each school comes to Rs. 28.

The monitoring cost of Rs. 28 per school per month includes a one-time set up cost of Rs. 50,000. Hence in year 2 the cost of monitoring will drop to Rs. 19 per school per month. Further, once the acceptance to IVR increases among the principals the monitoring can be scheduled on a quarterly basis reducing the cost further.

LESSONS LEARNED

IVR data base does not accept more than one phone number per respondent and therefore if the respondent has provided two numbers and the first one is not responding the call does not get redirected to the second number. Therefore the data base on contact numbers needs to be updated on IVR to increase the response rate during consecutive calls. The calls to the principals need to be repeated 2-3 times for them to respond to the IVR. In addition, a toll free call-in number needs to be created to ensure principals can provide information at a time of their convenience.

Kreda Aangan - Digital Game based Learning for Children and Youth

ZMQ Development

INTRODUCTION

The complete model of learning and behavior change in the world of digital games is based on social cognitive theory (Baranokwski et. al. 2007). Games engage users and add elements of enjoyment and excitement, thereby enhancing learning through enhanced motivation. The virtual activity of the game enables the player to engage in a risk based activity of the real world in a virtual risk free environment. This risk free environment gives an opportunity to the player to try various risk options of the real world and see the consequence of each of them without any physical harm. This virtual environment also helps the user to learn new things, de-learn the previously learned things, apply new things based on the cognitive learning, which leads to behaviour change in the virtual world, thus retaining the changed behaviour in the real world.

With the geometric increase of number of devices in the world, mobile phones have a potential of delivery of sustainable learning on a massive scale. Mobile phones are much more accessible and practical tool for most people in the world. It is a self-learning device and has successfully been able to reach out to the last mile - to the grass-root communities. It is the device of the future, whether it is communication, information, enterprise development, education or edutainment. As the devices are gaining strength, there is a simultaneous gain in scope.

ZMQ is a social enterprise dedicated in social eLearning, gaming and edutainment solutions to create awareness and bring about a behaviour change. It has always been a front-runner in developing social-innovative educational, training and gaming solutions, and has provided effective and affordable tailor-made solutions to social sector partners, non-profit organizations, educational organizations, research centres, and socially conscious corporates in almost all the major regions of the world. ZMQ delivers solutions on a wide variety of technologies from Internet based Community Learning Systems; Intranet based Closed Net Learning, Stand-alone Learning to Compact Learning on Hand-held & Mobile Devices. ZMQ has developed innovative and region specific social games for mobile devices on various issues like HIV and AIDS, tuberculosis, malaria, climate change, sexual violence, drug abuse, smoking, Millennium Development Goals and other social issues related to training and literacy.

THE INITIATIVE

Kreda Aangan is a digital game based learning platform for children and youth, including pre-primary and primary level out-of-school children. The objective is to stimulate learning - alphabetization, numeracy and reading skills, among younger children through the gaming platform. The gaming platform for adolescents, Life Choices, is a multi-scenario role-play game based on life skills, where the user examines various feelings and negotiates relationships and; encounters risk situations and find ways to tackle them. The game Life Choices

takes inspirations from the Health Belief Model (Janz and Becker 1984) where players change their behaviors depending upon their knowledge, attitude, recognizing vulnerability, belief in outcomes of right choices, and by taking prompt action.

In the game the user comes across various scenarios where he/she interacts with various real-world situations and the relationships within it like with the parents at home, relatives and cousins, peers in school, boy-friends/girl-friends, friends at the party and people in the public places like transport (bus, metro), mall (carnival, shops) et cetera. Each situation presents a dilemma and alternative course of action that user has to choose from. On selecting an option, the user examines possible consequence of each situation. In each situation, the user also has to examine various feelings and negotiate various relationships. The main character in the game is a girl, whose objective in life is to achieve her professional goals. In order to achieve this, she encounters different real-life challenging situations and examines her feelings, negotiates relationships with peers and friends, communicates with her parents and teachers, explores various feelings of attraction, establishes relationships with partner, and often restrains her feelings. For instance – in one of the situations, the mother of the girl persuades her to get married early. The situation depicts an emotional pressure from mother and the rest of the family. The girl examines all the consequences of getting married early and has choices to select for the next step. The objective of the scenario is to negotiate family pressure and find a correct step to move to the next situation. In this scenario, the correct step is to pursue her education further and acquire professional skills to lead a healthier and happier life.

The game provides different options and the user selects one of the options and sees its consequence. Any option chosen whose consequence is negative and arouse a warning will lead to change in attitude and ultimately change in related behavior.

Similarly, Great Escape is a role-play based detective game in which the user is a detective who is trapped in different risk situations and needs to fix solutions in each situation and find an ultimate escape route to win the game. In this process, the detective (user) passes through various risk situations – one after another to ultimately make a successful escape. The stages of change model is embedded at the micro-level of the game play that is within each game level (risk scenario) and the components of social learning theory are woven at the macro-level (learning shared across different risk scenarios).

Each situation in the game is a micro-level scenario where the detective (user) first has to identify the scenario and the risk associated with it. He then has to find relevant tools to solve the problem in that situation. For instance – if the user is trapped in a network of Intravenous Drug Users (IDUs), he first needs to identify the risk situation (pre-contemplation) and then he needs to identify danger sign (contemplation), that is sharing of syringes or use of re-use of syringes in this scenario. Finally the user has to provide right tools (action) for example searching disposable syringes and relevant counseling tips.

At the macro-level, moving from one situation to another, the user collects tools to identify each scenario, its problems, and solutions. For instance – in the IDU scenario, the user finds condoms or counseling booklets for the truckers which he doesn't use in the present

scenario but carries it forward to be used in other appropriate risk scenarios. Thus the user is using his previous learning and applying it in the subsequent risk situations.

As the core mechanics of the game is of a detective game genre, the user also has to search, collect and use escape tools like key, maps, mobile phone, passport, credit card, password and other items which helps him in his ultimate escape. These escape tools are collected by answering questions correctly (HIV/AIDS quiz), presented in a quizzing format (as a trivia game) with four options based in the style of popular game show "Who wants to be a Millionaire".

A Tablet Computer (Tab) - slim, light and easy carry - is used to host the gaming platform.

RESULTS ACHIEVED

Life Choices was popular with adolescent girls. It increased the negotiating and decision making skills of the adolescent girls, and helped them to take their own decisions without any peer pressure. The negative consequences in the game aroused a warning and lead to change in attitude and ultimately change in behaviors related to life and health.

In the game, The Great Escape, the user identifies a risk situation, recognizes the need to change the situation, tries to acquire the tools to change and if similar situation occurs maintains the same behavior. The overall outcome of the games resulted in increase in safer sex practices and enhancing the decision making capabilities.

The difference between pre-test and post-test demonstrated an increase in learning quotient by 0.21-0.22.

In the span of fifteen months, the games reached to over 42 million subscribers with a real-time download of 10.3 million game sessions. A game session is defined as when the person has downloaded the game, played it and submitted the score back on the server.

The games were made available to 27 million mobile subscribers on the leading mobile operator, Reliance Infocomm on 1st December 2005. At that time, 65% subscribers of Reliance were based in rural India. In a span of three years, the games were available on other mobile operators and reached almost 42 million mobile phones with a real-time download of 10.3 million game sessions played. Almost 63% of the games were played smaller towns and cities. Analysis of these download in smaller towns and cities has shown that the prime reason of greater download was due to being media-dark regions, where people did not have access to other information like newspapers and TV.

RESOURCES AND SUSTAINABILITY

ZMQ Technologies is currently supporting the program, which is being implemented through ZMQ Development.

LESSONS LEARNED

Exploiting the ubiquity of mobile phones and taking information through mobile phones to communities at a massive level can improve their lives in terms of education as well as health.

using technology for addressing health and well-being

Love Matters

INTRODUCTION

At least 200 million young Indians aged 18-30 have no access to sexual and reproductive health (SRH) information. They lack the information they need to make key decisions about sex and contraception. There remains a veil of silence over this 'taboo' subject and there is no consistent comprehensive sexual health education in Indian schools. Schools and parents fear that talking about this subject would give young people the message that it is OK for them to have sex, and therefore talks and discussions on the topics around sexuality remain a taboo. Young people end up relying on inaccurate sources such as friends, television or pornography for information on sexuality.

Socio-cultural norms, beliefs and practices play a bigger role in making women and young girls more vulnerable to reproductive health issues and problems. In many cases, women and girls have feared reprisals from their partners and others, as being identified as promiscuous, immodest or unfaithful, if they show knowledge or interest and raise issues related to sexuality and reproductive health. Conversely, gender norms may dictate boys and men to be more knowledgeable and experienced, and they may express sexual prowess to prove their manliness through dominance in sexual relations and decisions. Majority of women in India are dependent on their husbands and other family members for health related decisions, indicating thereby that the behaviour, knowledge and attitudes of men are also integral to the reproductive health status of the couples.

Using the power of technology to encouraging conversation about sexuality and sexual health issues has allowed Love Matters (LM) to reach young people who have been traditionally neglected by sexual education programmes and family planning services like unmarried young people and out-of-school youth as well as married men.

Young people need to be informed for them to have choices. If young people have access to comprehensive sexuality and sexual health information, which includes positive information on sexual pleasure and relationship satisfaction, they will be able to make better informed decisions like having safer and healthier sex which will have a big impact on their quality of life and on society.

THE INITIATIVE

As a technology, mobile phones and websites offer young people the ability to access sensitive information anonymously, privately and at any time, without being judged for the questions asked.

LM is a series of responsive mobile websites, targeting the age group of 18-35 years, and provides easy-to-access information and news on sexuality and sexual health for young people in India and around the world to challenge stereotypical notions of masculinity and femininity, help modify gender and power relations in

the society, and encourage healthy sexuality. LM was launched as a response to the restriction or censorship of sexual health information in many parts of the world. LM is currently operational in India, Mexico, Venezuela, Kenya, Egypt and China.

LM envisions a world where love, sex and relationships are a right, a choice and a pleasure, and uses the 'lighter' themes of love, sex and relationships as a springboard to discuss the 'heavier' topics like sexual rights and gender issues. LM is also an active participant in campaigns that address the need of sexual health information for young people as well as gender based and sexual violence.

In September 2011, LM surveyed 300 youth between the ages of 18-25 in Mumbai and Delhi. Overall, 96 percent had access to a mobile phone, and 91 percent owned their mobile. 87 percent wanted to get more information on sexual health and said the 2 best ways to reach them was via their mobile phones and website.

LM developed responsive html style sheets for feature phones, smart phones, tablets and desktops which account for these different devices' screen sizes and operating systems, allowing to maximise the number of devices that can be used to access the website making it easier for anyone to access the website from across the country at any time. LM has also tried reaching out to those without internet through partnerships with grassroots' NGOs and also through a pilot partnership with BSNL, where one tip a day is sent out via text messages. LM is currently thinking of better ways of delivering information to those without internet via one of the largest telecom service provider.

RESULTS ACHIEVED

LM's English website was launched in January 2011 and Hindi website in November 2011. LM's English website is rated as one of the best sexual health websites in the world and the first few that talked about pleasure with original and fact based content. LM's Hindi website in India is the first ever website, in Hindi and English language, to give complete, honest and unbiased information on love, sex and relationships in India.

Community involvement and engagement is LM's backbone, the website content is user generated content based on the questions and comments received from the audience and from need assessment surveys and polls conducted by LM. The reach and impact of the program is measured through Google Analytics, which is an independent evaluation tool to measure the success of website platforms. LM's sites in India reach over 500,000 people every month and have had more than 6 million visits thus far. These sites are very popular on Facebook and have a community of more than 473,000 followers. The average time spent by a user during one visit is over 5 minutes, which is very encouraging and impressive in the world of internet. These sites receive an average of 50 questions and comments everyday which are addressed to a popular sexual health expert.

Love Matters is featured by Wikipedia as the most trusted source in Hindi for information on sex education and related topics.

LM has been selected as the top rated content by Wikihow on love, sex and relationships who will be reposting LM's content on their site:

http://www.wikihow.com/Influence-the-Biochemistry-of-Love

RESOURCES AND SUSTAINABILITY

The annual budget of the initiative is Rs. 19 million. LM has a staff of 6 full time staff in India and a team of 10 independent writers/contributors. With the huge audience involvement, LM has the potential of having a successful sustainable business model around it, which the team is currently working on designing and implementing with a few partners. Through content syndication partnerships with corporate platforms, L M gets a share of the revenue that is generated, which is put in back in the program as an operational cost of the program. The biggest challenge to this date remains having a sustainable funding base to run the project and scale it up both in India and in other countries.

Love Matters is the winner of the Award for Excellence & Innovation in Sexuality Education for 2013 from the World Association for Sexual Health (WAS).

Reaching out to Young People on Issues of SRHR through Social Media

Talking About Reproductive and Sexual Health Issues (TARSHI)

INTRODUCTION

TARSHI, a New Delhi based NGO develops training programs, publications and works with public awareness programs around gender and sexuality to address the gap in information and services that exists on issues of sexual and reproductive health (SRH).

The TARSHI helpline has been providing a safe and non-judgmental space for people to obtain counselling, accurate information, and appropriate referrals on SRH, and sexuality related issues, since 1996. TARSHI moved to a bilingual Interactive Voice Response System (IVRS) in 2010 were it provides information to callers on a range of topics related to SRH, violence and safety in pre-recorded format

TARSHI decided to enter the domain of Social Media actively with the objective of increasing the reach of information to a wider audience by disseminating information on SRHR and related issues; opening up conversations about topics related to issues of gender and sexuality, which are usually not talked about in open fora like Facebook; and building a platform wherein TARSHI is able to hear people's voices directly to gain an insight into its audiences thinking and mindsets by getting a sense of who engages with what kind of content.

THE INITIATIVE

As part of its Public Education and Advocacy initiatives, TARSHI launched its Social Media (Facebook and Twitter) initiative in May 2013 and a blog, In Plainspeak, in January 2014. TARSHI's blog is a digital adaptation of its quarterly publication created as part of the South and Southeast Asia Resource Centre on Sexuality from 2005 to 2009.

Its social media posts include topics such as sex, gender, sexuality, consent, body image, sexual and gender identities, sexual abuse and violence, pleasure, relationships, an in-depth look at Lesbian, Gay, Bisexual and Transgender Questioning, Intersex and Asexual (LGBTQIA) issues, disability, sexuality and young people, law, mental health, the need for Comprehensive Sexuality Education, etc.

The blog, In Plainspeak, helps generate dialogue among people in the digital world. The blog is creative and has informative features like video interviews, short documentaries and thematic short films. The blog has monthly themes that are published and the content explores different facets and nuances, and brings together academicians, activists, organisations, and students who share their views, opinions, beliefs and experiences. In the past year, the themes that have been launched have been those of LGBTQIA Rights, Consent & Violence, Women, Safe Abortion, Body Image, Law & Sexuality, Art & Activism and Disability & Sexuality, Sports and Sexuality, Popular Media and Sexuality and Mobility and Sexuality.

TARSHI has collaborated with organisations such as Asia Safe Abortion Partnership (ASAP), Breakthrough and
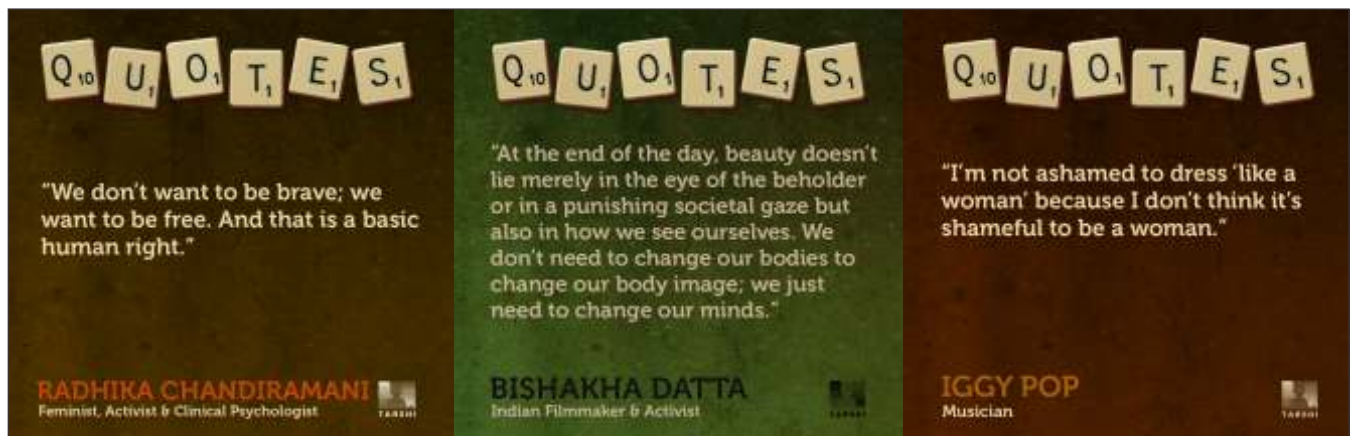
Women's Global Network for Reproductive Rights (WRNRR) for successful national and international level Tweetathons.

RESULTS

Young people within the age group of 18-34 years form a majority of TARSHI's online followers, out of which a significantly high number is for the 18-24 age group, and a majority of them are young men. A deeper look into the data reveals interesting trends in terms of young people's gender-wise reach and engagement with posts on sexuality related issues.

Engagement with people across age groups has increased over time, especially young people who have read, shared, learned and expressed their views on various articles on diverse issues of sexuality.

Overall, young people have engaged and benefitted through these platforms immensely – be it regarding getting accurate information on Sexual and Reproductive Health and Rights to expressing, sharing and building one's own perspectives regarding such issues.

QUOTES

"We don't want to be brave; we want to be free. And that is a basic human right."

RADHIKA CHANDIRAMANI
Feminist, Activist & Clinical Psychologist

QUOTES

"At the end of the day, beauty doesn't lie merely in the eye of the beholder or in a punishing societal gaze but also in how we see ourselves. We don't need to change our bodies to change our body image; we just need to change our minds."

BISHAKHA DATTA
Indian Filmmaker & Activist

QUOTES

"I'm not ashamed to dress 'like a woman' because I don't think it's shameful to be a woman."

IGGY POP
Musician

YouthLIFE: Life Skills through New Technology

Centre for Catalyzing Change (formerly CEDPA India)

INTRODUCTION

With the expansion in channels of communication, information and knowledge, young people are exposed to varied arenas of electronic media. Internet in particular has a strong influence on children and adolescents, outweighing the influence of parents and family in certain situations. While the ease of use and access to information is a great boon, it is important that young people gain skills and confidence to seek age appropriate, accurate and necessary information in order to reduce their age related vulnerabilities and risks. There was a felt need for an integrated program to help young people adopt gender equitable behaviors and mindsets, address gender based violence, learn better ways to communicate, develop self-esteem and learn to make informed life choices.

The hypothesis was that new technologies can help enable teachers and facilitators to learn and share information in a non-hierarchical and unbiased manner, creating an enabling environment for frank discussion with adolescent girls and boys, leading to improved knowledge and decision making around critical life choices among this cohort advancing their sexual and reproductive health rights.

The project aims to reach out to girls and boys during early adolescence (10-14 years) which is a critical phase of development and a time of opportunity and risk, and therefore the right time to build skills and positive

habits. There are many organizations and agencies involved in imparting Life Skills Education and information on Sexual and Reproductive Health to young people in India but YouthLIFE is first of its kind program providing information through a digital medium.

THE INITIATIVE

YouthLIFE program, with the support of MacArthur Foundation, adapted Centre of Catalyzing Change's Better Life Options (BLO) and Choose a Future (CAF) Curriculum as a foundation for facilitated and self-directed learning using new technologies. Developed in partnership with ZMQ, YouthLIFE program employs innovative and new ways of learning (edutainment

zones and simulative games and exercises) and is a comprehensive self-learning digital Life Skills and SRHR package for young girls and boys.

The YouthLIFE curriculum comprises of four modules —

Life Skills, Growing Up, Healthy Habits and Relationships, which are further subdivided into 2-4 topics each. Each module has two components, a group learning component where the entire classroom (consisting of approximately 40 students) views and learns the lessons together in an audio-visual room. This includes interactive learning content and games/quizzes that are played by the students in groups. Along with an individual learning component which includes a quick internalization and evaluation of the lessons that the students have learnt in a group, and a recap of the lessons and individual games/quizzes/exercises that are played by each student. This learning is done through a CD that is given to each student.

The program was piloted in the year 2012-13 with approximately 1600 young girls and boys aged 12-14 years, identified in seven partner schools in Delhi.

RESULTS ACHIEVED

During the pilot phase, a feasibility study was conducted to understand and analyse the potential of the project to objectively and rationally uncover the strengths and weaknesses of the digital and traditional mode of delivery of the curriculum. The study also looked at opportunities and threats present in the environment, the resources required to carry through, and ultimately the prospects for success of the digital model.

Some of the major findings of the study were:

An overall increase in knowledge of students in Group 1 schools where digital medium was used, on issues such as physical changes during adolescence, relationships,

good touch-bad touch, bullying and ways of avoiding it, gender equality, nutrition and anemia, personal hygiene and health, HIV/AIDS and associated myths and substance abuse as against the students of Group 2 school where the same sessions were transacted by the teacher without using the digital medium. The average net gain in knowledge was 24.22 percent in students of Group 1 schools over students in Group 2 School.

The cost effectiveness analysis using direct cost of implementing the YouthLIFE package revealed that use of print medium had lower effectiveness/cost ratio (0.05) as compared to digital medium (0.11). These results implied that in schools that have the relevant IT infrastructure, spending Rs. 1 on teaching YouthLIFE curriculum through digital medium would provide more than twice the learning benefit of spending Rs. 1 on teaching the same through the print medium.

The success of the pilot phase has now resulted in the program's expansion to classes 6, 7 and 8 in over 50 schools in Delhi as well in Jharkhand. The project will be further scaled up to include 500 additional government and private schools, reaching out to approximately 30,000 adolescent girls and boys in Delhi and Jharkhand by 2015.

The curriculum has been further expanded to include topics like child abuse, cyber bullying, sexual and reproductive health rights, balanced diet, gender discrimination and gender based violence and the graded CDs are now available in English as well as Hindi. A webpage is under construction which will provide

assistance to teachers, parents and students in self-learning as well as act as a query board for the visitors to post their questions and share experiences.

RESOURCES AND SUSTAINABILITY

The expanded program (2014-15) has a budget of approximately Rs. 4.4 million, and staff strength of 6 personnel. Evidence indicates that the use of innovative medium to impart Life Skills and SRH, and its cost effectiveness are the main driving force for the program to be effective and sustainable.

LESSONS LEARNED

Transaction of essential and sensitive topics among the students in a non-judgmental way encourages frank discussions in the class.

Teachers in schools are not well equipped and trained in technological applications and tools resulting in initial hesitation in adopting the digital Life Skills Education program. In the initial stages backstopping and assistance is required to be provided to the teachers in transacting the sessions in class.

A majority of private schools in Delhi rely on organizations accredited by Central Board of Secondary Education (CBSE) to conduct Life Skill Education which makes accreditation necessary for implementation of the program in these schools.

The development of the modules requires substantial resources, both, time and money to develop appropriate animations, scenarios and edutainment tools and exercises.

Using Games to Combat Gender Based Viol ence and Discrimination

Breakthrough

INTRODUCTION

Breakthrough believes in using pop culture, media and technology to raise awareness, challenge mindsets and bring about behavioral alteration, ultimately leading to a positive social change.

Mobile usage in India has grown enormously in the last couple of decades and so has the user base of games. There are over 900 million mobile users in India and over 130 million are smart phone users alone. India also has about 200 million internet users. Usage of mobile phones is seen among people from across various sections of class, culture, and region, etc., making it one of the most significant tools of communication which penetrates deep in to the masses. In the backdrop of these statistics, gaming culture is also very popular in India with Facebook games like Candy Crush saga, among others, attaining extremely high popularity among users.

While Facebook and the associated games have been in existence for long, the social media network is fairly new. For many Indians it is inaccessible due to low internet penetration, lack of infrastructure and illiteracy to name a few. However, thousands of people join Facebook every day and the user base is growing at a fast pace.

Breakthrough realizes the potency of games as a tool to engage the youth for social change and hence experimented making it accessible through feature phones.

THE INITIATIVE

Board the Bus: Breakthrough's Board the Bus campaign was launched all over India from 17th Feb.-8th March

2014. The core idea of the Campaign was "regaining public space" for women.

The game tackled the specific challenge focused on the issue of safety of women in buses. Breakthrough developed an online game that allowed users to create their own virtual bus and take it on a tour of Delhi. While inviting their friends, picking up passengers and completing a series of quests users gained points over the course of the game. The quests consisted of general knowledge questions on the state of safety and security in public spaces, as well as the role of officials. By the end of the campaign, the listener who had scored the maximum points was announced the winner. The 20 day campaign was a part of Breakthrough's work on sexual harassment in public spaces.

Uma *Chali* School: Breakthrough has had a very fruitful partnership with *GramVaani* over the past year. Their mobile radio station in Jharkhand, JMV, has a listenership of more than 10,000 callers from the state.

This particular engagement with JMV was another

unique initiative. For the first time ever, Breakthrough attempted an interactive storytelling. The seven levels of the game were determined on the basis of the problems that stop girls from going to school as reflected in the baseline study conducted by Breakthrough on the issue of Early Marriage. The protagonist of the game was Uma, who was also the mascot of #Selfies4school campaign. The game had seven levels and each level presented the player with a hurdle that Uma had to face, in order to go school. The callers were asked to suggest what Uma should do to deal with the hurdle presented. Depending on their answers, the callers scored points. Every time the caller decided on a solution, an early marriage related factoid was shared with the caller which related to the hurdle Uma had to face. The game was on air for a month from 15th September-15th October 2014 and was also aired in Bihar through Bihar Mobile *Vaani*.

The strategy was to present the stories of under-aged

married girls to sensitize a population that is either unaware of the issue or chooses to remain silent.

To listen to the stories the listeners gave a missed call to a given number. On receiving a call back, a voice message

guided the user through the game where the caller helped Uma find solutions to her problems.

RESULTS ACHIEVED

Board The Bus campaign was on air for 20 days during which it received 7,794 hits on its website in one week, 9.1 million people were reached via Twitter, 3 million reached via Facebook, 2,132 calls received on IVR out of which 1500 played the game, 2,120 people reached on-ground, and 400 plus individuals hopped on to the bus and attended the main event on 8th March 2014.

The popularity of the game, Uma *Chali School*, can be assessed by the fact that it was accessed more than 16,000 times, by over 4,000 unique callers.

RESOURCES AND SUSTAINABILITY

Both the campaigns were on air for a short period of time. Board the Bus campaign was on air for 20 days while Uma *Chali School* was on air for a month. The budget for content creation, game development and social media for Board the Bus campaign was Rs. 350,000. While the budget for content creation, development, call charges and dissemination of Uma *Chali* School was Rs. 200,000.

LESSONS LEARNED

Board The bus: In order to increase the number of engaged users, Board the Bus needed to better integrate the different facets of the campaign. The campaign would have benefited from a focus on strategic partnerships and robust marketing strategy.

Uma *Chali School* was the first time Breakthrough had tried an audio based initiative. Initial caller response was overwhelming but the number of callers dropped drastically after a few days indicating the need to look at innovative ways to sustain the listenership and call-ins.

Nation against Early Marriage Campaign

Breakthrough

INTRODUCTION

The state of Jharkhand is plagued by the problem of early marriage, also known as child marriage, where women younger than 18 years and men younger than 21 years are married off by their families. The National Family Health Survey-3 shows that the average age of marriage in Jharkhand is a little over 16 years, as compared to pan Indian average of 17 years. Breakthrough partnered with Jharkhand Mobile *Vaani* (JMV) to generate awareness among people about the perils of getting children married at a very early age. The campaign ran on JMV from 29th August-28th September 2013.

In the two years since the launch of its initiatives to address early marriage, Breakthrough has been able to slowly and steadily build community awareness, specifically in Jharkhand, on the issue of early marriage and its adverse implications for young girls using a multi-stakeholder approach. This has been possible through direct interventions like trainings and community mobilization activities and building and strengthening partnerships. Breakthrough has reached a total population of 23 million through its trained personnel and youth in educational institutions by communicating campaign messages through interactive forum theatre. Using strategic messages that are a combination of empathy and education, the campaign challenges entrenched norms and beliefs, inviting communities to see girls not as risks and burdens but as human beings with equal worth, rights and potential.

THE INITIATIVE

Using mobile technology as a medium of message dissemination is unique to the early marriage project. In order to design this initiative, a formative research on mobile usage was conducted to understand mobile consumption patterns and how the target groups engage with mobiles.

While large audiences can be reached through street theatre, video vans, and gender trainings, reaching women has been a challenge considering their limited access to public spaces. Mobile phones thus become an effective medium in connecting with women as families have easy access to a phone and use it to listen to radio programs during leisure. Early marriage is largely a rural phenomenon in India and mobile radio has proved to be an effective strategy for closer engagement with the rural audience, especially women and non-literates.

Breakthrough partnered with *GramVaani* to launch the Nation against Early Marriage campaign which is one of its first forays into the mobile radio segment and is integrated with the mass media and mid-media efforts. JMV, a citizen radio-over-phone platform is a *GramVaani* initiative which disseminates social messages and engages listeners with interesting and interactive programs and reaches nearly all districts of Jharkhand. There have been more than 500 contributions on early marriage where callers have expressed their views, opinions, shared life-stories, interviews, poetry, songs and even short-length dramas.

In parallel with the mobile initiative, Breakthrough made

efforts to engage young people. A joint workshop was conducted by Breakthrough and *GramVaani* with youth (15-21 years) from Ranchi and Hazaribagh districts. During the workshop, Breakthrough oriented them on gender issues with a focus on early marriage, and *GramVaani* spoke to them about the importance of community media and trained them to use their platform.

RESULTS ACHIEVED

Breakthrough's partnership with JMV in the last one year has emerged as a common platform for the people of Jharkhand to express their views, share their experiences and address their queries/questions/doubts on a myriad of issues around early/child marriage that they encounter on a day-to-day basis.

During the one month campaign callers connected with JMV from 18 out of the 22 districts in Jharkhand as well as other states like Gujarat, Uttar Pradesh, and Delhi.

This campaign saw immense participation from the grassroots communities in Jharkhand. Close to 98,000 calls were received from 15,355 callers to listen to others opinions on the Early Marriage campaign on JMV. 223 content contributors recorded a total of 435 comments on this issue, of which around 81 percent were men and 19 percent were women. Given the sensitivity of the topic and the patriarchal structures in play in Jharkhand, 19 percent participation from women in content contribution is significant.

The opinion and recommendations of the callers shows how well they have understood the intent of the campaign as well as communicates their desire to bring about a change. The larger community has emerged as a strong stakeholder to prevent/delay early marriage and are gradually demonstrating ownership of the program through actions like stopping child/early marriages within their own families, taken note of child trafficking incidents and negotiating with family elders to change decisions regarding marriages, etc.

RESOURCES AND SUSTAINABILITY

Breakthrough's Early Marriage project running in Bihar and Jharkhand was resourced with support from Oak Foundation and Ford Foundation. The mobile initiative with *GramVaani* was implemented from August to November 2013 in the state of Jharkhand, India for a budget of Rs. 300,000.

LESSONS LEARNED

It is important to recognize and address the gap between the mobile usage patterns of men and women. In most cases even if women had access to mobile phones they had less command on mobile functionalities and relied on their husbands/sons to teach them how to operate it. Women were not particularly willing to share any experiences and incidences from their lives or share any stories also due to lack of privacy as the mobile phones if not with husbands/menfolk were often kept at a common place in the house.

The limited participation of women and not being able to share their stories and comments in this campaign was a major challenge that was faced during the implementation of the campaign. While men need to be sensitized on the issue of early marriage, it is equally important for women to understand the issue and take a stand. Any outreach to women using the platform of mobile phones on changing social norms requires a well thought out strategy to ensure that women have the required access and privacy to engage with the messaging.

Apna Haq Project
Feminist Approach to Technology (FAT)

INTRODUCTION

Feminist Approach to Technology's Tech Center is a girl-friendly space where adolescent girls from socially and economically disadvantaged families are taught basic computers, internet, photography and filmmaking. These classes are also interspersed with workshops and sessions on women's rights, feminism, sexuality and other socially relevant issues. To make a short film on an issue that affects girls on a daily basis seemed like a logical extension to the technical skills at the center. Feminist Approach to Technology (FAT), in collaboration with Voice of Women (VOW) Media, has completed 6 months of implementation of *Apna Haq* project in March 2014.

THE INITIATIVE

The idea behind *Apna Haq* project is to engage adolescent girls with technology and use it as a powerful tool to narrate their stories in a compelling way using audio-visual medium.

A batch of 30 girls from the urban slums of JalVihar in South Delhi have been trained in photography, radio and filmmaking during workshops and trainings conducted by VOW Media at FAT's Tech Center over a period of twelve weeks.

The girls during the video documentation of lack of clean toilets in the community have also captured an array of tabooed topics like menstruation, sexual harassment, etc. The girls have been also involved during and post production of the film. They have been trained on how to

conduct successful screening in their community and have been prepared to facilitate discussions and answer questions that are likely to be asked.

RESULTS ACHIEVED

The final product, *Apna Haq*, the film, touches upon the issue of safety and hygiene for girls. The girls have screened the film in their community - in the *bastis*; in their own families and in schools on a laptop - to build awareness, and create a sense of urgency on the issue. Reaction and discussion among the audience has been captured in a short film, "*Apna Haq - Charcha*", by the girls.

The entire process of being involved in filmmaking, its production and the screening, especially in their own community, has helped the girls emerge as young and confident leaders. The girls have also filed RTIs to seek information on the status of toilets in their community.

Aside from the community screenings, the film has been shown in 3 local government schools, *Lok Kala Manch*,

India Habitat Centre, and *Bikalpa* Art Center (Kathmandu). Discussion and dialogue around the issue formed a central part of the film screenings. The film also won the European Youth Awards held in Graz, Austria on Nov 28, 2013 and was a finalist in the Adobe Aspire Awards.

RESOURCES AND SUSTAINABILITY

The project had a budget of Rs. 250,000, provided by *Nirnaya*. Global Fund for Women covered the core costs and VOW Media covered its own cost.

Additional funds were generated through the sale of photo book *Apna Haq* (Our Right) which is a compilation of photo stories developed by girls on topics ranging from women workers to garbage issues to school life.

LESSONS LEARNED

The engagement of girls in this project has made the community view them as leaders and individuals who can change their circumstances. The strategy adopted for *Apna Haq* is being replicated and modified for Young Girls Fighting Early Marriage project, set to begin in January 2015. The role of the girls needs to be envisioned beyond filmmaking and screening amidst community. Trainings on using social media and other tools to advocate for the cause would enable them to run successful online campaigns on the same.

Every Woman a MIRA Worker

ZMQ Development

INTRODUCTION

Various national and state processes related to critical issues like health, education and livelihood were designed some 50 plus years back (from 1960s to 1990s). These processes were based on Top-down Manual Model with a strong observation/supervision approach. Today, with the ubiquity of mobile networks and the reach of cell-phones in the hands of communities, there is a need to change the processes (system changing approach) by making them more inclusive by integrating communities as part of the solution. This approach of 'Fully Technology Linked Community Model (also a Bottom-up Technology Model) empowers communities and gives them more control of information and services, which they never had.

ZMQ is using the technology-linked system changing process to impact more and more people by reaching out to them with timely health information and connecting them with public health delivery systems. With increasing mobile networks globally and low-cost handsets, millions of people that never had regular access to computers or fixed-line telephones now use mobile devices as daily tools for communication. This explosion of mobile phone usage has the potential to service delivery on a massive scale. It has also been evidenced that technology can bring in transformative changes by substantially improving accessibility, affordability and effectiveness of any health program. ZMQ's theory of change is to provide "information & services" to isolated, marginalized and rural

communities in a timely and accessible way, which often makes difference between life and death.

Using Technology for Development approach, ZMQ's objective is to reach more and more people (in millions); provide them with new communication and information tools; connect them with more public health services; enable services in various critical health domains; create more community health workers to reach more people; partner with more government networks in various states in India; partner with International Agencies for its scale in Low Income Countries and other developing countries; see more and more models being adopted by other organizations world-wide; and see improved health indicators in the areas of intervention.

THE INITIATIVE

ZMQ initiated MIRA on 8th March 2012. The Channel has been established in three different modes.

The first mode is called the MIRA Individual App. which is setup on the mobile phones of the individual in communities for self-management of health. The app. has multiple sub-channels with icon-based interactive tool kits, health calculators and trackers such as pregnancy week-by-week, immunization tracker, menstrual cycle calculator, family planning and infection prevention toolkit. Use of iconic messaging system throughout the channel enables women with low or no literacy levels to understand issues easily and quickly. It also has provides micro-audio messages in local language which can be downloaded as an add-on. The

channel also allows multiple registrations on a single mobile handset that can be shared with groups of women in the community.

MIRA Individual App. is used by the women in the Self Help Groups (SHG). Trainings are given to the group leaders in the SHGs who in turn work with the women within their groups. MIRA channel allows multiple registrations on a single mobile handset which can be shared with groups of women in the community. MIRA Individual App. is being disseminated through different modes to reach women and communities individually. Networks of telecom recharge centers (kiosks), community radio stations, network of SHGs as well as Nokia app. stores are being used for dissemination.

The second mode of MIRA is called MIRA Worker Toolkit with content, communication and service provisioning through the MIRA phones. ZMQ has set up a chain of health workers called MIRA workers who go from house-to-house to do registration of pregnant women and under 5 year children using mobile phones. After registering the pregnant women, MIRA workers visit the women on a weekly basis and advises them

through mobile phone based iconic graphic and audio content which pertain to the current pregnancy week of the women. The data of pregnant women and children for immunization collected by MIRA workers is sent over the mobile to a central server and is shared with local Primary Health Centres (PHCs).

MIRA workers also trains communities on immunization and counsels adolescent girls on issues related to menstrual hygiene, emergency contraception, education, marriage, SRH, women rights, etc. The majority of the content for adolescent girls is provided through games and story-telling.

The third mode of MIRA Channel is called MIRA-PHC Connect which works as a complete communication and service delivery platform in sync with public health network of Haryana State Rural Health Mission. This toolkit has two different applications, customized for both ASHAs (Accredited Social Health Activist) and ANMs (Auxiliary Nurse and Mid-wives). ASHA

application works like the MIRA Worker Toolkit, but is customized for ASHAs. The second application is for ANMs to interact with data service.

delivery. All the data women sent over the server are viewed by the ANM who then triggers action request to ASHAs for Ante Natal Check-ups (ANC) of women. All the records of the checkup are uploaded on state health servers and shared with ASHA. The system produces instantaneous 'Live-Data' for the state to take timely decisions and action.

RESULTS ACHIEVED

In Mewat district (Haryana), MIRA is reaching over 266,000 women. 50 dedicated MIRA workers are working in over 80 villages covering a population of 67,000. In last two years, MIRA has registered 32,582 pregnancies and 53,736 children under the age group of 0-5 years have been immunized. In addition, 27,670 women have accessed the MIRA channel for family planning services and 12,460 women have downloaded it to access the new-born services. The adolescent girl channel has various decision-tree stories and games-for-girls, and has had over 142,400 downloads. The initial impact evaluation shows that there has been an increase in uptake of iron and folic acid tablets among pregnant women and increase in uptake of tetanus vaccination. By comparing the government data of the previous years, there has been a 59 point percent increase in ANC visits and 49 point percent increase in immunization.

MIRA-PHC Connect model is piloted in Haryana state and is being scaled to 180 ASHAs and 25 ANMs reaching to 69,000 women. The dashboard of the MIRA-PHC Connect toolkit shows regular visits of the ASHA to its women clients (pregnant women) with 72 percent

accuracy and that prompt action has been taken by ANMs in 84 percent of the High Risk Pregnancy (HRPs) queries raised by ASHAs.

RESOURCES AND SUSTAINABILITY

The initiative is partly supported through grant from Millennium Alliance and parts of the resources were provided by ZMQ Technologies, a technology arm of ZMQ Development. Corporate support has started and the team is also working on a sustainable business model - charging a small value for the stories.

LESSONS LEARNED

MIRA toolkit has enabled both the health workers and girls (communities) to provide consistent messaging and information to beneficiaries. Provisioning of messages through the mobile phones has increased level of trust among the communities. The system also brings in adequate amount of transparency in operations at various levels. MIRA being a holistic channel has helped to move away from the traditional concept of an app. to a channel approach with multiple sub-channels like Pre-natal care, Child immunization, Newborn care, Family planning and Adolescent health issues with an objective to improve maternal and child health through RMNCH+A approach. Its dynamic content system helps communities to get new tools on regular basis and is serving as one stop-channel for all the health needs of women and girls in rural areas.

harnessing technology for girls and women's safety

Using Safetipin to Build Safer Communities

Active Learning Solutions Pvt. Ltd

INTRODUCTION

The Safetipin initiative was developed with the premise that engaging citizens and the community will help make


our cities safer for everyone. Further, its founders believe that being able to define safety more clearly and putting a score based on a safety audit, will encourage people to work towards improvements.

Safetipin is a complete map-based mobile phone application which works to make our communities and cities safer by providing safety-related information collected by users and by trained auditors.

The information collected is shared with key service providers to encourage quick response and change in policies and infrastructure.

THE INITIATIVE

Safetipin was launched in November 2013 in Delhi. The app. has subsequently been introduced in Kolkata, Chennai, Guwahati, Pune, Thiruvanthapuram, Kochi, Bengaluru and internationally in Jakarta, Indonesia and Bogota, Colombia. The app. can be used anywhere in the world and therefore has the potential for global scaling.
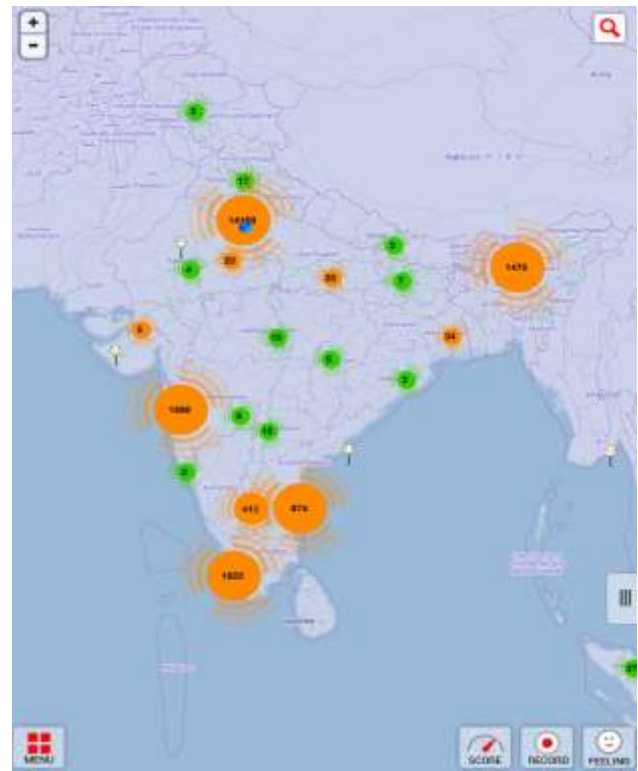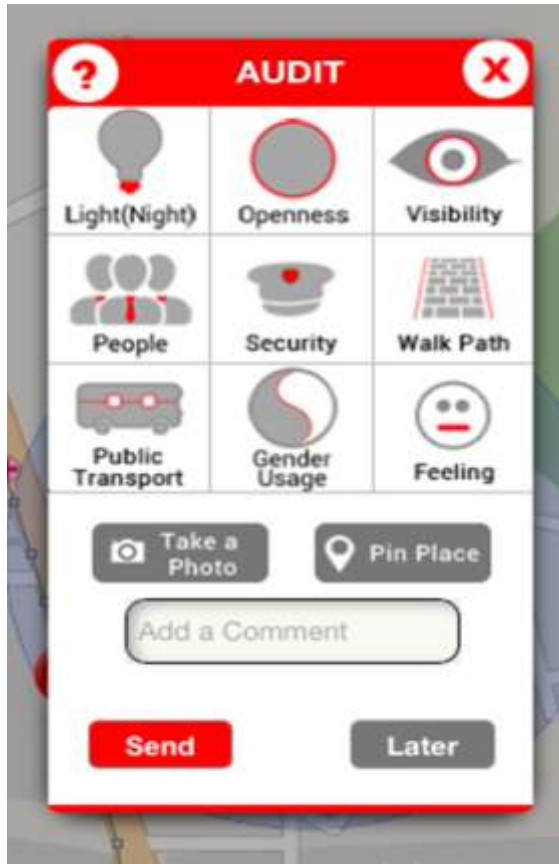
In the last one year Safetipin has collected approximately 26,000 safety pins (safety grading of various public places) from across the world. It has been developed to encourage more people to be involved in safety of women and communities. It is a free app. and will always remain so for users. Safetipin has developed an analytics engine that can allow for data analysis. Further it also allows selective viewing of data – for example, just lighting or road quality or usage of public spaces. This provides agencies with targeted information for improvement, on an ongoing basis. Further the

involvement of individuals and communities in both data collection and usage of the data for advocacy will lead to stronger citizen involvement in governance and improved partnerships.

The core of the app. is the safety audit which has been done in over 50 cities around the world. Safetipin builds on this knowledge and developed the safety audit rubric that consists of a set of 9 parameters that together contribute to the perception of safety. Each audit results in a pin on the specific location where the audit was conducted, records the time and date and gives a rating. This data is accessible to anyone who downloads the application. Analytics engine has been developed that allows analysis of large amounts of data and the founders are continuously creating new ways to use this data to increase safety for all in public spaces around the world.

Safetipin has been able to create synergies with the communities that they work with through their partnerships with NGO's. The introduction and training sessions generate substantial excitement around the activity of doing safety audits. The trained auditors then undertake safety audit walks in the community and in the process reached out to more members. After the collection of the data it is analyzed and shared with the community, which is followed up by outreach to stakeholders and initiation of change projects. After the completion of the change project data is recollected to assess the impact of the project.

City Partners – Safetipin has partnered with some of the leading civil society organizations in India that work on issues of violence against women. Its partnerships across

India include – *Swayam* in Kolkata, *Samyak* in Pune, *Prajnya* in Chennai, *Sakhi* Resource Centre for Women in Kerala, North East Network in Guwahati, Bengaluru Needs You in Bengaluru and *Jagori* in Delhi. The City Partners lead data collection using Safetipin and anchor advocacy work in their cities.

Safety *Chaupals* – Safetipin understands that not everyone has access to smart phones and for this they have set up safety centres in low-income neighborhoods in Delhi NCR. At the Safety *Chaupal*, they use mobile, online and offline methods of data collection and use the entire data for advocacy. They have forged partnerships with local organizations like *Jagori, Satark Nagrik Sangathan*, and Literacy India.

Global Outreach - Partnerships with the Municipal Secretary of Women City of Bogota in Colombia and the Governor's Office, and UN Women in Jakarta, Indonesia; Collaborations being developed with network of women's groups in Trinidad and Tobago to begin data collection.

Service Providers - Data shared with the Delhi Transport Corporation, Delhi Police, Gurgaon Administration and Gurgaon Police.

Universities - Engagement initiated with colleges and universities to make campuses safer and engage young people on conversations on safety in public spaces.

RESULTS ACHIEVED

The Safetipin app. is breaking new ground in collection of safety data. In the long run regular data collection will be possible in cities around the world and the data will be used to assess the change in factors affecting safety.

While the initiative is just over a year old and is yet to be evaluated but there are a few significant immediate outputs which are indicative of its positive impact such as the app. being downloaded by more than 25,000 people in one year; 20,000 Safety audits conducted across the world; partnerships with 7 cities in India and two outside the country; and Partnerships with service providers such as police and administration to use the data.

RESOURCES AND SUSTAINABILITY

Safetipin has a team of 7 members and many volunteers who collect data from the different cities. Currently they have had support from donor agencies to carry out specific projects in cities to collect data and create partnerships with government and NGO's and other agencies.

LESSONS LEARNED

What has worked well has been the large scale collection of data to be used for better understanding of the factors affecting safety and for implementing change. Safetipin is a pioneer in collecting data at this scale and there is the possibility of scaling up and replicating in any city around the world.

Partnerships and collaborations with city governments who can use the data to improve safety, is critical to the scale up of Safetipin. However, it will be important to explore innovative ways of using Safetipin to collect data to supplement the crowd sourced data since there is not much interest in crowd data as was expected.

Helpi: Android App. for Women's Safety

OneWorld Foundation India

INTRODUCTION

OneWorld Foundation India is a not-for-profit company incorporated in 2008. One World uses Information and Communication Technologies (ICTs) for social and sustainable development.

The Nirbhaya gang rape incident of December, 2012 prompted OneWorld team to launch Helpi, a safety app. developed on the Android platform which can be easily downloaded through Google Play Store. The app. helps in sending SOS SMS alerts to emergency number/ numbers (up to 5 numbers at a time) with real time location and capturing IMEI number is targeted for use by women.

THE INITIATIVE

The app.was launched on Google Play on April 2, 2013 and is available to registered Gmail users around the world free of cost. The app. has features like Alert Message, Global Positioning System (GPS) Location, and International Mobile Station Equipment Identity (IMEI) number, Emergency Number SOS alarm and also twitter updates.

OneWorld has promoted the initiative through social media and is looking for partners to involve the community. The app. has all the women helpline numbers, senior citizen helpline numbers, child helpline numbers and police numbers.

RESOURCES AND SUSTAINABILITY

Helpi was developed in house by the OneWorld team with internal resources. It is a self-sustainable product at present. Once the number of app. users will grow, then further development will take place with the help of other partners.

RESULTS AND LESSONS LEARNED

The app. is working well for Delhi. These helpline numbers can be further scaled up accordingly for other state users or Delhi users while travelling/roaming.

Using social media platforms

Structuring Behavior Change Campaigns on Mobile Vaani: A Curated Voice Based Social Media Platform

GramVaani Community Media

INTRODUCTION

Mobile *Vaani* is a unique voice-based social media platform specifically meant for rural and low-income communities including youth. It enables people to share and access information over a simple phone call from any mobile or landline. The use of voice helps enable even poorly literate people to engage on Mobile *Vaani*, and curation of the user generated content helps keep the information contextual for easy consumption and understanding.

Mobile *Vaani* partners with organizations who are experts in their fields to provide information on areas such as women's rights, migrant rights, health access and education of children, among others, most of them significantly relevant to the youth population. Through a campaign mode, *GramVaani* is able to engage listeners in a discussion on any given social issue. In the last one and a half years, *GramVaani* has run over 27 campaigns on a wide range of issues, and based on the success that different campaigns achieved they now reflect to build a structured framework for campaign formulation. This framework is relevant not just for Mobile *Vaani*, but for other organizations keen to run behavior change communication in challenging environments. The framework outlines the process of building an agenda for mediated discussions on different topics by ascertaining the community readiness to discuss the topic, and thus ensure that the campaigns are effective and lead to positive change. Mobile *Vaani* reaches over 600,000 users across the states of Jharkhand, Bihar, and Madhya Pradesh, out of which 30 percent are active on a monthly basis.

THE INITIATIVE

The execution of Mobile *Vaani* campaigns relies on three strong pillars, 1) Technology back end, which runs the voice IVR platform; 2) Content moderation and curation, which is done manually by a team of 10 moderators and 2 supervisors, who are aware of the local context and have had significant exposure to development issues; and 3) Field team consisting of community managers appointed by *GramVaani*, and who in turn engage with over 200 volunteers that popularize the platform and bring back critical user feedback about the technology usage, and content quality.

The volunteers themselves are representative of the listener community on Mobile *Vaani*, and consist of farmers, school teachers, *mukhiyas*, housewives, mothers, students, and the other key identities that define the content on Mobile Vaani. The content team works with the community managers and volunteers on the field to test whether the community is able to relate to the different topics. Based on this interaction, the topics are classified under one of three levels - Level 1 (Good understanding, issue is well recognized by the

community); Level 2 (Moderate understanding, issue is somewhat recognized but more detailing is required); and Level 3 (Little understanding, issue is not recognized by the community).

For each level, a different content plan methodology is drawn up:

Level 1 campaigns are simplest since the issues are well recognized, and therefore jump starting a discussion only requires straightforward questions to be put up to the community. Level 2 campaigns are executed well if other than putting up straightforward factual information to the community, engaging methods can be scripted to help the community understand the issues better and then initiate a discussion. Level 3 campaigns are harder and require repeated touch points through different methods, before the community begins to understand the issues.

The design of the content plan itself is done in consultation with the partners, by dissecting the issue into specific aspects that are discussed one at a time.

RESULTS ACHIEVED

Results of campaign success have primarily been based on quantitative estimates such as the number of listeners to the campaign and number of contributors responding to the content/messages of the campaign. *GramVaani* is now beginning to also instrument specific outputs and outcomes of the campaigns through test/treatment surveys and impact story collection from targeted populations. This data is being used to measure indicators regarding levels of awareness, behavior change and empowerment in a monthly updated log-frame.

RESOURCES AND SUSTAINABILITY

Mobile *Vaani* currently employs 10 full-time content moderators to handle call volumes of 5000-6000 calls per day. The 200 odd volunteers are organized into 25 volunteer clubs, with 5 clubs supervised by a *GramVaani* employed community manager. At any time, approximately 40 percent of our volunteers are active on the ground, and reach out to over 300 new people each month through community workshops and awareness events. They also engage with their existing listeners and help bring relevant content contributions. A team of 8 engineers runs the technology, builds new features, and generates data and statistics for the campaigns. Overall, the operating costs for Mobile *Vaani* are of the order of Rs. 120 per user per year, which currently is bridged through campaign sponsorships to an extent of 60 percent. The Mobile *Vaani* business development team is working hard to fill in the remaining ad inventory to achieve financial sustainability for the platform.

The initiative has been sustained primarily through revenue from partner organizations (mix of NGO's and corporates). Our partners include Oxfam, Breakthrough, CREA, IHBP, WRAI, Sesame and UNICEF. Grants work as additional sources of funding. The costs involved in

continuing to promote behavior change and increased awareness through our campaigns include that of on-boarding new users to the platform and expanding personnel involved in these projects (as scaling up takes place).

LESSONS LEARNED

GramVaani has been particularly successful in reaching marginalized communities that are illiterate, this is because of the voice based nature of our platform and that more traditional media sources often do not penetrate into the remote locations. Moreover, it has helped create community dialogue about problems faced by a community, as a result of this dialogue grievances have been addressed and behavior change observed. Changes have included greater respect for women, appreciation of the need to educate girl children and holding authorities to account to receive public services. Young people are some of the more enthusiastic listeners and participants in the *GramVaani* campaigns.

The socio-cultural gender norms controlling access of mobile technology has often meant that there are fewer responses from females regarding our content. However, recently a series of campaigns focusing on violence against women issues and close dialogue with women from self-help groups has greatly helped increase female contributions over the platform. The *GramVaani* service can be scaled up rapidly across India. It is particularly suited to disadvantaged communities that do not have access to more traditional media sources. The necessary conditions for scaling up would involve creating appropriate content bearing in mind regional specificities.

Must Bol
Commutiny the Youth Collective

INTRODUCTION

There is great need for intervention and support, for placing gender in perspective and creating avenues for dialogue and discussion, for equipping young people with knowledge and legitimacy to question and respond and make choices in personal life and public spaces. Only from there can emerge a practice of equity, respect and acceptance that can challenge the current situation of gross violence.

In recent times, social media is emerging as a 'hang out' space for diverse young people. The internet's power to connect large numbers of people across regions is being utilized for new forms of collective action, mobilization and engagement around social issues. Dynamic social networking platforms such as Facebook and Twitter are being used for mobilization and action on the internet, and more and more websites are being connected to social networking campaigns.

Within the above context, Must *Bol* campaign was conceived by Commutiny the Youth Collective (CYC) to leverage the power of social media for highlighting the issue of gender and mobilize support to spread knowledge and understanding on gender and facilitate action around it.

The objective of the campaign was to support active dialogue amongst young people around the violence they face; facilitate youth led campaign through/ involving social media platforms to address issues of gender based violence; energize social media spaces for young people to actively participate in campaigning and addressing issues of gender based violence. To achieve this, the primary objective was to create and energize social media spaces for young people to actively participate in campaigning and addressing issues of gender based violence and hen implement a youth led social media campaign against gender based violence in partnership with universities and youth organizations as well as organizations working on gender issues. To further bring in more young people to the campaign, and to create a buzz around the campaign, we also reached out to our constituents across Delhi, through multiple public events, workshops and calls for action across college and school campuses and public venues.

THE INITIATIVE

The campaign was initially planned as a 12 month pilot project (September 2010-August 2011) and then extended till 2013. The campaign was designed to roll out in a phased manner, with a core group of organizations and institutions first coming together and deciding on the communication objectives and messages of the campaign. CYC believes that Young people come with the potential for leadership, they have the answers and intent to challenge all forms of social conflict, more so in the context of GBV, as it directly impacts their lives multi-fold. The key strategy was to form a core campaign group of 25-30 youth, who would lead the critical activities of the campaign. CYC facilitated

the perspective building on gender based violence and also capacity building on social media for this group to create the first space for dialogue and exchange of experiences and perceptions.

Owing to the youth and exuberance of the Campaign Core Group, Must *Bol* uses a large number of diverse and creative initiatives to effectively and efficiently share the core messaging and engaging people on Social Media Spaces such as Short Videos, Daily #ashtags, Facebook Contests, Ask Bubbley Aunty Anything, Fearless Bol, Online Film Contest, Must Blog!, Let's Talk and Webinars. Must *Bol* also reaches out to young people at spaces they come together like college campuses, cafes, marketplaces and communities to foster sharing and discussions.

Must *Bol* also partnered with other campaigns on similar issues such as *Bell Bajao* (Breakthrough), Safe Delhi (*Jagori*), Love Matters (Radio Netherlands) and Please Mend the Gap.

RESULTS ACHIEVED

The campaigns focus on crowd-sourced media products on the primary themes of the campaign has helped it generate a library of short films, slogans, photographs, posters and other designs for the campaign. Another success has been the causes.com profile for Must *Bol*, which was not facilitated by us but completely led by the volunteers.

During the pilot phase Must *Bol* managed over 2000 fans on Facebook and overall 5000 fans/followers on the diverse social media platforms, and an average of 150 hits a day on its website. Over 1000 comments were generated in under 3 months and Must *Bol* crossed 10,000 comments on Facebook at the end of 4 months. At the end of 6 months Must *Bol* has over 800,000 views on the Facebook page and almost 20,000 interactions with the fans.

During the pilot phase Must *Bol* broadcasted its key messages to a comparatively young audience (its Facebook fans), of which almost 97 per cent were less than 35 years old. The campaign worked to engage young men towards positive action against GBV and as many as 45 per cent of measurable online engagement base was male.

Converting the Facebook fans in to active campaigners for Must *Bol* where a few joined the Campaign Core Team, and a lot many contributed articles, photos and videos.

A great success measure is the number of young people who found Must *Bol* online, and became its fervent campaigners. There have been periodic drop outs, but the Core Campaign Group has always had 20-30 active young people to steer Must *Bol*.

The campaign has created presence on other social media platforms like Twitter, Flickr and YouTube for larger outreach and strategic linking.

LESSONS LEARNED

To successfully engage and impact young people an online campaign has to be candid and up-front yet inclusive and participatory and special attention needs to be paid towards creating spaces for dialogue and discussion using creative forms/ media that appeal to the audience they desire to transform.

Online contests can be an effective way to draw in audiences to a social media campaign, but the tricky part is to attract the 'right kind' of audiences and retain them. There is a need to host physical events and directly reach out to and engage with young people on issues and later invite them for further engagement towards online spaces.

There is a much larger user base that has shifted it's mode of consumption of social media to the mobile phone. This user base includes young people in rural and semi urban areas and those who do not have access to a personal computer. Suiting the campaign to the needs of these diverse users would require a re-look at the idiom, language and content as well as technological innovation.

Another need as we move forward is to facilitate the creation of autonomous action spaces that are initiated and led by young people with skills and the perspective to anchor peer spaces for GBV action and dialogue. Whether in the shape of online or on ground action projects, the campaign should look at seeding initiatives that have a life independent of and beyond the campaign.

A shift in the fund raising paradigm away from institutional funding to look at revenue generation and crowd sourcing models through volunteering, calls for support and action, etc. will enable the campaign to authentically respond to youth needs and create and service its own agenda.

Empowering Young Women through Social Media

Y P Foundation

INTRODUCTION

The YP Foundation (TYPF) has over the last 12 years, worked on building leadership skills in young people across all demographics to create sustainable change in societies. They believe in building ownership among young people in constructing a society that is not disintegrated on the basis of caste, colour, creed or religion. The Foundation believes that it is imperative to tackle the vicious, multi layered issue of violence and forced/ early marriage persisting in urban and rural communities. Based on their intervention in two districts of Uttar Pradesh - Lucknow and Jhansi, TYPF has evidence based information on the need to focus on empowering young girls and women and help them articulate their struggles with mobility and gender based discrimination, which forms a basis and a relevant context for their new initiative.

Lack of leadership opportunities for young women and girls is one of the major reasons for disempowerment and disconnect between rural and peri-urban youth with governance processes, where policies are developed without inputs from young people, whose lives they claim to make easier.

THE INITIATIVE

TYPF's goal in their new initiative is to empower young women from disadvantaged and marginalized communities. Beginning November 2014 for a period of three years it targets 65 young women and girls (14-25 years of age) from *Dalit* and Muslim background across two states (Rajasthan and NCR) in India. The project aims to build their leadership skills and understanding of gender issues, violence, and SRHR. These young leaders will further mobilize and engage 195 peers in advancing the rights of young women and girls in their communities. The Peer Leaders in turn will lead and facilitate social change, reaching out and working with a minimum of 350 community members across three years. TYPF's aim is to strengthen the collective voice and leadership skills of young women and girls to articulate their rights and challenge gender inequality. The YP Foundation will work with implementing partners in both the states.

Using social media for campaigns is an integral part of the proposed intervention. For this a 2.5 year social media campaign will be designed and implemented to engage with community through stories and experiences of 65 young women leaders (YWL). Key elements of the campaign will include a Blog Series by YWLs from communities that raises awareness on strategies and the need to address gender inequality, gender based violence, child/early marriage and advancing the rights of young women and girls and their right to access secondary education; dissemination of digital stories developed by YWLs; engagement with youth-led and focused groups and organizations with similar thematic mandates to advance and contribute dialogue through digital tools designed by social media partners; and a 2 day-workshop with YWLs on accessing social media platforms and designing key recommendations for policy makers, decision makers and key stakeholders.

Contact Information

QUEST Alliance
Mr. Aakash Sethi
Ph: +91 80 40983304
Email: info@questalliance.net
Website: www.questalliance.net

Anudip Foundation for Social Welfare
Mr. Dipak Basu
Ph: +91 9831316782
Email: dbasu@anudip.org

Digital Green
Mr. Rikin Gandhi,
Chief Executive Officer
Email: contact@digitalgreen.org
Website: www.digitalgreen.org

Business 2 Rural (B2R)
Mr. Dhiraj Dolwani,
Chief Executive Officer
Email: dhiraj.dolwani@b2r.in
Website: www.business2rural.com

Institute of International Education (IIE)
Ms. Namrata Jha,
Director
Ph: 011 46631434
Email: njha@iie.org
Website: www.iie.org

Centre for Catalyzing Change (formerly CEDPA India),
Dr. Manju Katoch,
Manager-Monitoring and Evaluation
Ph: +91 1147488888
Email: mkatoch@c3india.org
Website: www.c3india.org

Radio Netherlands Worldwide
Ms. Vithika Yadav,
Head of India Operations
Ph: +91 9871794921
Email: vithika.yadav@rnw.nl
Website: www.rnw.nl

Talking About Reproductive and Sexual Health Issues (TARSHI),
Ms. Tanisha Chadha,
Programme Associate - Education and Outreach
Email: tanisha@tarshi.net
Website: www.tarshi.net
Facebook: https://www.facebook.com/tarshi.ngo
Twitter: https://twitter.com/tarshingo
In Plainspeak: http://www.tarshi.net/blog

Centre for Catalyzing Change (formerly CEDPA India)
Ms. Vinita Nathani,
Senior Advisor-Youth
Ph: +91 11 47488888
Email: vnathani@c3india.org
Website: www.c3india.org

Breakthrough
Ms. Radhika Takru
Email: Radhika@breakthrough.tv
Website: www.breakthrough.tv

Feminist Approach to Technology (FAT)
Ms. Deepa Ranganathan,
Program Associate – Communications and Outreach
Email: deepa@fat-net.org
Website: www.fat-net.org

ZMQ
Mr. Hilmi Quraishi,
Co-Founder and Director Social Programs
Ph: +91 9871981960
Email: hilmi@zmq.in

Active Learning Solutions Pvt. Ltd.
Ms. Kalpana Viswanath,
Co- founder
Ph: +91 9810341103
Email: Kalpana.viswanath@Safetipin.com

OneWorld Foundation India
Mr. Rajiv Tikoo,
Managing Director
Ph: +91 11 41689000
Email: rajiv.tikoo@oneworld.net
Website: www.oneworld.net.in

GramVaani Community Media
Mr. Aaditeshwar Seth
Ph: +91 9910012946
Email: aseth@gramvaani.org

Commutiny the Youth Collective
Ms. Ramneek Banga
Ph: +9111 2644 7609
Email: ramneek.commutiny@gmail.com
Website: www.commutiny.in

The YP Foundation
Ms. Ameira Sikand,
Associate Coordinator - Digital Media and Learning
Ph: +91 9818324990
Email: ameira@theypfoundation.org

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CONTRIBUTORS:

Centre for Catalyzing Change: Centre for Catalyzing Change is a non-governmental organization, with a mission to empower women and girls in all sectors of development. C3 has integrated curriculums on Life Skills education for young people adapted and rolled out by the government of Bihar and Jharkhand in their schools. Our programs have impacted the lives of over 8, 00,000 in school young people and 500,000 adults who supports youths in their communities. Age appropriate, participatory as well as innovative curriculums are available across 1485 government secondary schools across 24 districts of Jharkhand and across 809 schools in 9 districts of Bihar.

Quest Alliance: The Quality Education and Skills Training (QUEST) Alliance is a not for profit trust that focuses on research-led innovation and advocacy in the field of teaching and learning. It engages with multiple stakeholders to demonstrate and enable scalable solutions in education and vocational training using Information and Communication Technology (ICT). We provide children & youth, age 10-30, a set of real-world skills along with opportunities to build confidence in a fun and engaging way that prepares them for work and life.

Digital Green: A not-for-profit which brings together technology and social organisations to improve agriculture, health and nutrition. We work with existing, people-based extension systems, aiming to amplify their effectiveness through our ICT-enabled approach. Our model combines technology and social organization to maximize the potential of building the capacity of community members on improved, sustainable agriculture, livelihood and health interventions.

Anudip Foundation: Anudip follows a Market-Aligned Skills Training (MAST) program that involves local employers in creating course curricula out of their job-skill needs. This training methodology equips students with skills for securing jobs in their communities. Since its inception Anudip, has trained over 5,000 rural youth with a placement ratio of 70% and improving. Anudip's partner company iMerit Technology Services, a globally networked IT services company with a social mission, employs Anudip's graduates to offer low-cost, high-quality outsourcing services to global and domestic clients.

B2R: Business 2 Rural is a rural Business Process Management (BPM) company operating in the villages of Uttarakhand. The company offers best-in-class outsourcing services to cater to the needs of businesses at a relatively lower cost. As a for-profit social enterprise, the company's model works such that the business benefits for customers and social value creation for the local community are tightly coupled.

TARSHI: Talking About Reproductive and Sexual Health Issues, works towards expanding sexual and reproductive choices in peoples' lives in an effort to enable to enjoy lives of dignity, freedom from fear, infection and reproductive and sexual health problems. Registered as an NGO in Delhi, TARSHI runs an infoline, conducts trainings and develops publications and provides technical support for advocacy initiatives.

FAT: Feminist Approach to Technology (FAT) is a pioneering nonprofit organization committed to empowering women through technology. We believe that women can move at par with men in making and using technology and that women can truly feel empowered only when the perceived technological divide has been bridged!

ZMQ: ZMQ Software Systems is a Technology for Development Social Enterprise. The organization develops innovative ICT solutions, software, and applications for empowering people and enabling sustainable development. ZMQ specializes in developing solutions in the areas of public health, education, skills development & training, enterprise development & livelihood generation, environment, disaster management and agriculture. The core competencies of the company are developing eLearning, Gaming, Edutainment, Knowledge Management, Human Performance solutions; and customized applications & software.

GRAM VAANI: Mobile Vaani is Graam Vaani's initiative to building a social media platform for the poor. Mobile Vaani's unique voice-based social media platform enables people to share and access information over a simple phone call from any mobile or landline. Key to ensuring that the content we produce and disseminate over our platform is participatory and contextually relevant is our Campaign Content Methodology. Through our campaigns, we are able to engage our listeners in a discussion about the given topic.

LOVE MATTERS: Love Matters (LM) is a series of responsive mobile websites targeting 18-35 year olds that provides easy-to-access information and news on sexuality and sexual health for young people in India and around the world. We believe that the sexual and reproductive decisions made by today's youth will have a big impact on their quality of life and on society. Love Matters is the winner of the Award for Excellence & Innovation in Sexuality Education from the World Association for Sexual Health (WAS) in year 2013.

SAFETIPIN: Is a complete map-based mobile phone application which works to make our communities and cities safer by providing safety-related information. Safetipin launched in 2013, was developed with the premise that engaging citizens and the community will help make our cities safer for everyone. The information collected is being shared with key service providers to encourage quick response and change in policies and infrastructure.

IIE: Is an independent not-for-profit founded in 1919 and is one of the largest and most experienced international education and training organization. The Institute in partnership with the Verizon Foundation launched a program in Hyderabad and Chennai to increase access to Science Technology, Engineering and Math (STEM) education among girls at the secondary level. The program offers 200 girls students and 20 teachers from 10 participating school with innovative teaching and learning tools and mentorship opportunities for career development.

One World South Asia: Is a not-for-profit company incorporated in 2008. One World uses Information and Communication Technologies (ICTs) for social and sustainable development. Developer of the women's safety app Help-I that features Alert Messages, GPS Location indicator and IMEI, Emergency SOS and Twitter updates, the app sends SOS SMS alerts to emergency numbers with real time location of the women in distress.

Breakthrough: Is a global human rights organization working to end violence against women and girls. Based in India and the United States, Breakthrough's multimedia campaigns address global issues including violence against women, sexuality and HIV/AIDS, and immigrant rights and racial justice. Breakthrough envisions a world in which all people enjoy their human rights and live with dignity, equality, and justice.

Commutiny - The Youth Collective: Set up in 2008, it works to promote the rights of young people for participation, development and leadership. Commutiny represents the mutiny within the individual that evolves when one works with diverse communities. ComMutiny is a collective of nearly 50 youth led and youth engaging organisations that work in collaboration to promote youth leadership.