

# ASHOKA INDIA

ANNUAL REPORT 2016-2017



ASHOKA



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# WELCOME



*“The most important contribution any of us can make now... is to increase the proportion of humans who know that they can cause change.”*

-Bill Drayton, CEO and Founder of Ashoka

Dear Friends,

Artificial Intelligence became one of the most-discussed themes in 2016. People spoke about jobs that did not exist 10 years ago, or the jobs that will disappear in a similar timeframe in future. Many started imagining the future jobs that we don't know of. In India, we also saw a much-needed debate on the current education system lacking in learning outcomes vis-à-vis future jobs and skills.

On the other hand, as a society, we continued to struggle with crimes in the name of gender, religion and caste, large number of preventable deaths, large number of unemployable graduates, 50% under-weighting children and 72% infants facing anaemia. And such like. And all of this with seven decades of thriving democracy with a fairly strong civil society.

There is one realisation in all this. If we continue to look at problems, or the needs, in the same way as we have in the past, it will give us similar actions, and hence same results. To get different results, perhaps we need to question what we see and do. Technology disrupting lives and livelihood is a good reason to question our skills for success. Just as much as our inability thus far to overcome social issues should push us to see and do things differently.

So how is this influencing our work at Ashoka? In two ways.

One, Ashoka Fellows working on large scale impact are now seeing the context and the problem differently. They are not (in the business of) making a product, project and organization successful. They have begun to see the 'mindsets' in the community that affect their impact, and then reorganise themselves to shift those mindsets towards society-level change. They create empowered leaders, diverse collaborations, and build open, fluid teams-of-teams - all working for the same purpose. This approach is integral to their core idea.

If I were to borrow the popular quote from Bill Drayton, Founder of Ashoka - "Social Entrepreneurs do not give a man a fish, or teach them how to fish. They do not rest until they have revolutionised the whole fishing industry." In the above scenario, these social entrepreneurs will revolutionise the fishing industry by shifting the mindsets of people and communities through empathy and creative problem solving. This could create new norms in the society.

And two, we are building an environment with schools, parents and policy makers, where young children in India could master the skills of Empathy. Ashoka and its partners envision a community where teens practise these skills of Changemaking and take pride in doing so. Where institutions define their success on the basis of number of problem-solvers they create. Our work has just begun.

This annual report attempts to narrate Ashoka's work and impact in 2016-17, which addressed some of the above needs. This includes impact around social innovators (Ashoka Fellows), early childhood (Empathy and Changemaker Schools), teenage years (Youth Venture and Nourishing Schools) and our attempt to mainstream some of this thinking through strong partnerships. We hope you enjoy reading it.

Sincere thanks from all of us at Ashoka to each of our partners for their belief and support.

Together, we are building an Everyone a Changemaker world!

-SUNISH JAUHARI

India Leader, Director, Operations



# ABOUT ASHOKA

## A GLOBAL HOME OF CHANGEMAKERS

Ashoka is the one of the largest networks of social entrepreneurs worldwide, with over 3,200 Ashoka Fellows in 93 countries creating large-scale impact through new innovations.

Founded by Bill Drayton in 1980, Ashoka is an international network that is driving the social sector and offering a platform for people dedicated to changing the world. Ashoka pioneered the field of social entrepreneurship and has built multi-level stakeholders across the world who increasingly look to entrepreneurial talent and new ideas to solve social problems.

In India, Ashoka has a vibrant fellowship of over 370 fellows and elects a new cohort of Fellows every year.



# HIGHLIGHTS FROM THE YEAR IN INDIA

At Ashoka India we believe that everyone should be provided with the skills that underpin social innovation. We believe that everyone should be given the opportunity to become the kind of human who is fully equipped and inclined to change their world for the better – to thrive and help others thrive in the modern world.

We define impact as systemic changes, affecting large numbers of people, that flow from the social entrepreneurs, their ideas, and the networks that Ashoka supports.

We had a busy year advancing these goals and spreading impact. From April 2016 to March 2017 Ashoka India elected 12 Fellows, reached 114 schools with Nourishing Schools, added 10 Changemaker Schools (to total 18), and found 30 young changemakers for the Youth Venture program. We held numerous workshops, Changemaker Dinners and made significant strides on making sure we live in an Everyone a Changemaker World. The following pages detail our work.

We are excited about the changes ahead and are glad that you are driving this transformation with us.

# HOW WE CHANGE THE WORLD

## THE FOUR LEVELS OF IMPACT

### DIRECT SERVICE

Work in populations needing services, food, and/or a direct benefit to their well-being. Direct service has a clear and concrete feedback loop - you see hungry people being fed; students gaining skills through mentorship; or the clients getting legal help.



### SCALED DIRECT SERVICE

Models that unlock efficiency and impact through well-managed logistics of an intervention or solution. Scaled Direct Service benefits large numbers of individuals.



### SYSTEMS CHANGE

**A new model that addresses the root cause of a problem. It often involves policy change, widespread adoption of the methodology by leading organisations in a sector, and new behaviours within existing markets or ecosystems.**



### FRAMEWORK CHANGE

**Change affecting individual mindsets at a large scale, which will ultimately change behaviours across society as a whole. Framework Change is not a specific field-level or country-level intervention, but compounds the work of many individual organisations to create a paradigm shift.**



# THE VISION OF ASHOKA INDIA

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Ashoka strives to create an **Everyone a Changemaker™** world - one where each person has the skills, drive, and resources to push forward solutions to pressing social and environmental problems, and each organization works to maximize the change-making potential of its members.

## What is a changemaker?

A changemaker is someone who notices that the world is changing and sees herself not as an object of change - a person that change happens to, for better or worse - but an agent of change - someone who solves problems and pushes forward progress.

A changemaker need not be a hero. She need not launch new organizations, or catalyze global movements. But when she sees that her company's products are growing obsolete, she devises a strategy to spur new innovation and mobilizes the support of her coworkers. When she notices that her children are being taught to follow but not to lead, she encourages them to think creatively and start their own projects after school. When she is able to give charitably, she considers the impact an organization is making in addressing the root cause of social problems, rather than simply alleviating their symptoms. She understands that her actions contribute to change that is larger than herself, and she cares deeply about ensuring that this change is positive.

## What is an Everyone a Changemaker world?

It's a world where children are brought up to think of themselves as changemakers - where they are not taught simply how the world works, but how it can change, and their role in leading a better future. It's a world where workplaces embrace and amplify the changemaking skills of their employees, allowing employees to be creative and grow the organization together rather than confining them to repetitive and mindless functions. It's a world where governments innovate their processes and lead change by listening to their constituents and responding flexibly to challenges, instead of wallowing in historical inefficiency.

It's a world where the pessimistic among us stop throwing their hands up at the immensity of the challenges confronting us, the optimistic among us stop throwing resources at solutions that don't work, and we all start identifying and pursuing strategies that truly make things better.

**Ashoka believes an Everyone a Changemaker world is vitally important.** It's not just a nice thing, not a far-off utopian vision we pulled from thin air. Our work with the world's leading social entrepreneurs has convinced us of two things: a changemaking approach is the only way to solve the world's pressing problems, and there are a ton of pressing problems. Social entrepreneurs are mind-blowingly visionary and effective, but they cannot fix the planet on their own. It will require the collaboration of every unit of society, from families to global institutions and everything in between.

# OUR GUIDING APPROACH

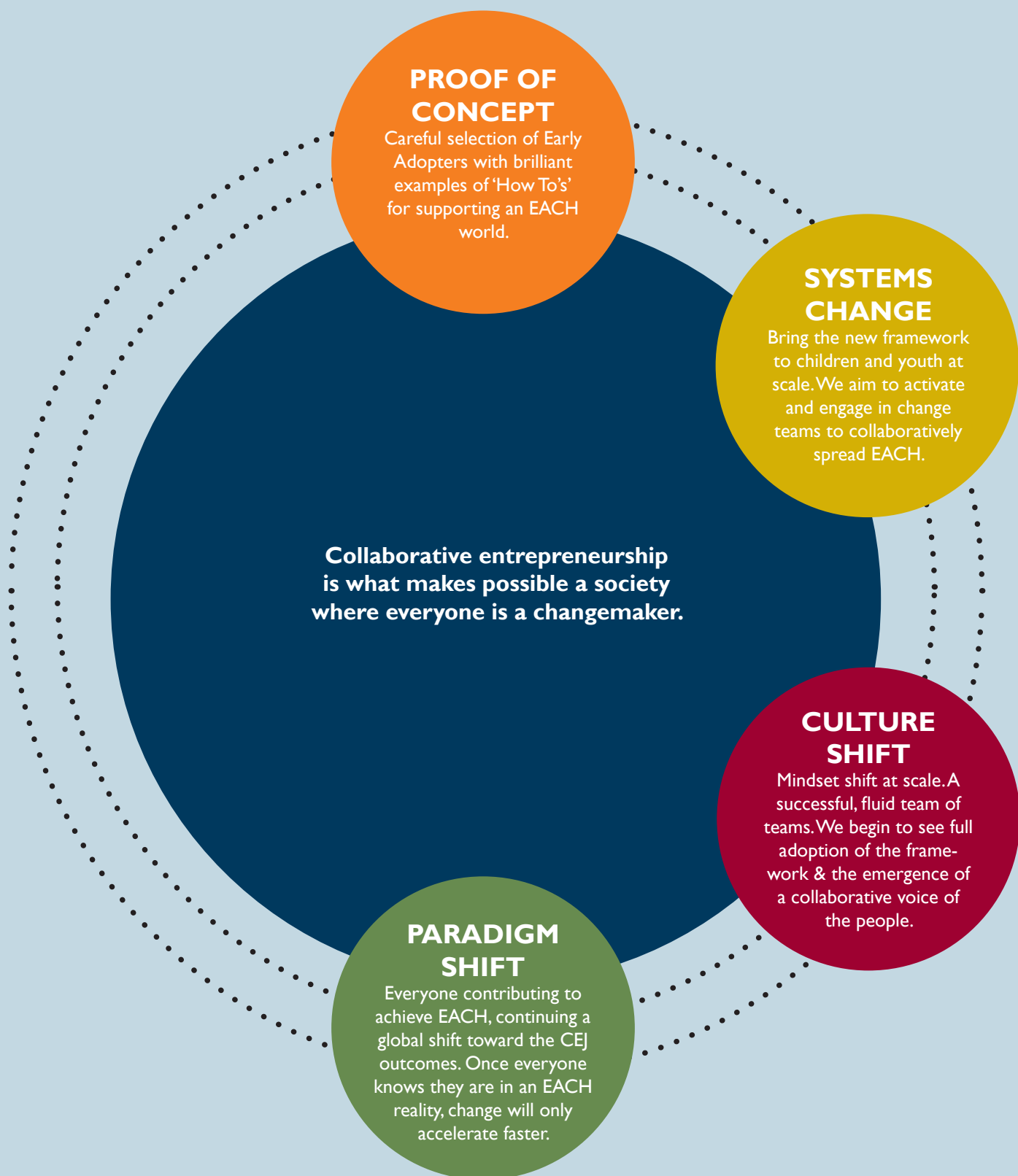
## COLLABORATIVE ENTREPRENEURSHIP

Ashoka's global framework of engagement is the [Collaborative Entrepreneurship Juijitsu \(CEJ\)](#): a strategic Team of Teams approach to collaboratively engage in our theory of change and ensure an Everyone a Changemaker world. At Ashoka India, this architecture underlines all that we do. The CEJs are the core of our work, and we have a four-stage process to guide us in a step-by-step manner.

All of Ashoka India's Programs (Venture/Fellows, Youth Venture, Health/Nutrition, Changemaker Schools) understand this theory of change; it is their road map and helps to articulate our common narrative. We work collaboratively to achieve the CEJ outcomes.

Outlined here are the four main elements of our CEJ. In each Program introduction throughout this Annual Report you will read about how they are in action.







# VENTURE & FELLOWSHIP



# INTRODUCTION TO VENTURE AND FELLOWS

This year, Ashoka India announced the Induction of 12 new social entrepreneurs to its Fellowship. Ashoka's new Fellows come from various geographies and sectors, but are united in their efforts to bring systemic change to the fields they work in.

Throughout the year, Ashoka has elected Fellows from the fields of mental health, governance, sustainability, transgender rights, women's empowerment, peace and non-violence, youth empowerment and citizen journalism. Together they have impacted over 31,553 lives.

The election of these 12 Fellows was done on the basis of their unique social innovations that aim to tackle and diminish significant development challenges, such as access to quality education, health care, environmental sustainability and empowerment of women.

## **PROOF OF CONCEPT**

The Venture process; finding the best changemakers to lead.

## **SYSTEMS CHANGE**

Give Fellows the tools to spread their network and expand their reach

## **CULTURE SHIFT**

Supporting Fellows as they spread their leadership skills and impact – setting the pace for a culture shift

## **PARADIGM SHIFT**

Fellows are activating a new form of leadership, breaking silos and empowering others to lead the way to our shared vision

# VENTURE:

## THE SEARCH FOR AND SELECTION OF NEW ASHOKA FELLOWS

Ashoka India's purpose is to help innovative social entrepreneurs make India better for everyone by tackling the country's biggest social challenges. The Venture and Fellowship team at Ashoka India handles all the Fellow selection and engagement activities for the country. The selection process generates robust discussion, sharpens ideas, and focuses tremendous energy into the citizen sector and the growing field of social entrepreneurship.

We nurture social leaders as Fellows, and enable the spread and success of their ideas in society. Ashoka provides a financial stipend, strategic advice and a global network of social entrepreneurs as a supportive ecosystem to its new Fellows.

Ashoka's new cohort of leaders is significant not only for their innovations, but for the kind of social movements they are building to make their visions the new normal.

These new Ashoka Fellows are exhibiting how every member of society can be a changemaker and make a positive transformation in their own lives, and that of others. Their journey with Ashoka started with their Annual Induction Week in Delhi between February 6th and 10th, 2017.

83%  
OF ASHOKA FELLOWS  
HAVE CHANGED  
A SYSTEM AT A  
NATIONAL LEVEL  
WITHIN TEN YEARS OF  
ELECTION

80%  
FEEL THAT BEING  
ELECTED TO THE  
ASHOKA FELLOWSHIP  
HAS BEEN CRITICAL  
TO THEIR SUCCESS

57%  
OF ASHOKA FELLOWS  
HAVE CHANGED A  
NATIONAL POLICY  
WITHIN 5 YEARS OF  
ELECTION



# HOW DO WE IDENTIFY LEADERS CHANGING SYSTEMS ?

A new idea is not only about how it creates new roles in society, but also how relevant the candidate's insights into a problem are and how they address it in an entirely novel method.

Ashoka has designed a rigorous selection process to assess and elect the world's leading social entrepreneurs to our global network. Each candidate needs to fulfil 5 selection criteria to become an Ashoka Fellow.

## NEW IDEA

Is this a new idea, solution or approach to a social problem, that will change the pattern in a field?



## CREATIVITY

Does the individual approach opportunities and obstacles creatively?



## WE DO THIS BY:

SELECTING the people with the best ideas to change society for the better.

SUPPORTING them with finance, professional services and a network of business leaders who are committed to help them build sustainable and impactful organisations.

SCALING their idea locally, nationally and globally by providing knowledge, best practices and networks.



## SOCIAL IMPACT

Is the idea likely to solve a social problem at a national or international level?



## ENTREPRENEURIAL SKILLS

Does the individual have the determination, ingenuity and realism that characterize a world-class entrepreneur?



## ETHICAL FIBRE

Is the individual trustworthy and do they have the highest ethical standards?

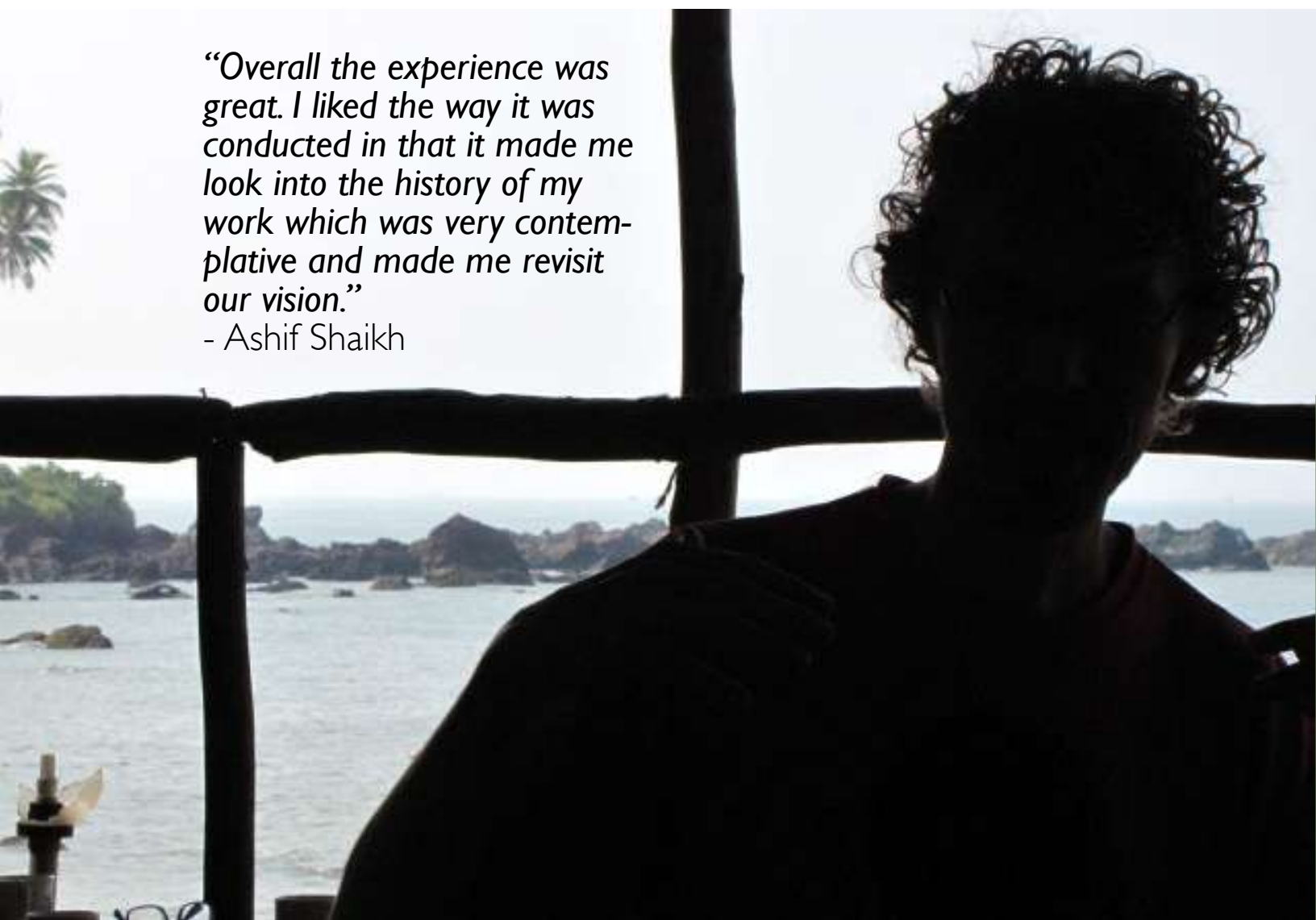
# MODERNIZING VENTURE

Every time we elect a new Fellow, our selection process plays a key role in expressing our core values in action: collegial entrepreneurship and applied empathy. Hence, we have been working to modernize our Venture work and have taken a new set of steps in this direction.

We are looking critically at our Ashoka Fellowship Process to continue to enable and empower changemakers in the most productive way.

We strive to find ways to add value to candidates in terms of information, people and resources (within our capacity) moving forward.

The venture team aims to truly understand what the candidates thought about the entire process. We want to understand if we have been able to add value to the Fellows work and to understand if they were able to articulate their work differently and more effectively as a result of their experience.



*“Overall the experience was great. I liked the way it was conducted in that it made me look into the history of my work which was very contemplative and made me revisit our vision.”*

- Ashif Shaikh

## THE STEPS WE'VE TAKEN

This year we explored the EACH aspect of candidates through reference calls and calls with the candidates. We conducted surveys at each stage of our interaction with the candidate (1st op, 2nd op, Panel, one year after Panel). We built and developed a stronger class of Nominators to enable Ashoka to get head of the new ideas curve. We had strategic conversations so that candidates can rethink their role as leaders and be introspective of their work. We helped the candidates understand the Ashoka vision of EACH.



### 72%

of the fellows believe  
Ashoka was essential to  
their development.

### 65%

of the candidates answered they will be doing something new or different because of their experience with the Ashoka Venture Process.

### 91%

of the candidates say the Venutre process helped them develop new perspectives & added value.

*“I will be driving down the leadership to juniors in my team more actively. I will also be infusing the team with many more innovation and changemaking practices.”*

— Christopher Rego



# RAMYA VENKATARAMAN

## *Centre for Teacher Accreditation - CENTA*

Ramya is driving a fundamental shift in the quality of education in India, by creating an ecosystem that values great teachers and has the capacity to create an accelerated growth path for them. In collaboration with key national and international institutions, teachers and thought leaders, she has created an independent and unique teacher certification framework that can assess teachers' skills and knowledge, which has been taken up by teachers from over 500 cities, towns and villages in India.



### THE PERSON:

After almost 10 years in McKinsey, Ramya realized that her thoughts were constantly surrounding education. She realised Teacher Training - one aspect of reaching excellence in education - wasn't really lacking supply, it was lacking demand. From there, the gears were set in motion to work on creating demand; CENTA was born. By linking CENTA certification to professional growth opportunities, she is inspiring teachers, for the first time in India, to take ownership of their own professional development. They are aligning positive change or competencies with tangible and strategic incentives - monetary, opportunities for career growth and visibility - to create the demand among teachers (not only institutions) for the certification. She believes shifting the onus of growth to teachers is to unravel exceptional teachers and drive transformational change.



#### Location:

Bengaluru, Karnataka



#### Area of Impact:

Access to Learning/Education



#### Target Population:

Teachers/Educators



## LEWITT SOMARAJAN

### *LIFE Lab*

Lewitt recognizes that despite the promise of Activity Based Learning (ABL), it has not spread to low-income schools in India, as there have been no support structures to enable teachers to re-purpose their roles as facilitators. He is bridging this critical gap with LIFE (Learning is Fun and Experiential) Lab by designing and codifying these support structures through a two-year coaching process. With easy-to-use toolkits, teachers are guided through the transition to their new roles as effective facilitators in low-income schools, nudging students to take charge of their own learning. Through his work, Lewitt is making it possible for any school to effectively apply ABL and improve learning outcomes.



#### Location:

Pune, Maharashtra



#### Area of Impact:

Access to Learning/Education



#### Target Population:

Teachers/Educators

*“LIFE Lab sees science as a launchpad to develop the exploratory attitude in educators and students. The innovation lies in creating a stage in classrooms that rekindles the natural instinct of exploration, innovation and creation in children and teachers.”*

#### THE IMPACT:

LIFE Labs has impacted 76 schools comprising 36,500 children across three States. It is supported by 10 CSR foundations. Of the schools it works with, 65 percent of the teachers have moved from the traditional teaching methods to activity-based learning, and there is about 69-percent increase in students' science scores (assessment tests conducted by BPCL), and about 44-percent average increase in students' science scores across all grades in school exams.

# SRIRAM KUCHIMANCHI

## *Smarter Dharma*

Sriram envisions a world where every consumer has the information and awareness to make socially and environmentally sustainable choices. A world with enough sustainable options to choose from, because businesses too are empowered to cater to the growing consumer demand for sustainable products and services.



### **Location:**

Bengaluru, Karnataka



### **Area of Impact:**

Environment



### **Target Population:**

Business Entrepreneurs

### **THE IDEA:**

Sriram is reshaping businesses to cater to the growing consumer demand for socially and environmentally sustainable choices. Seeing the gap between the changing citizen consciousness and existing choices, Sriram is empowering businesses to offer sustainable products and services, thus enabling individuals to make sustainable choices. This in turn allows Sriram to continuously influence and accelerate this demand, building an environmentally and social impact driven consumer goods ecosystem. For Sriram, economic growth and sustainability are interdependent. Sriram is simultaneously building and catalyzing consumer demand for the fair treatment of workers, which he believes will result in cost savings and increased profit, and higher productivity and lower attrition for the company. Smarter Dharma is assisting communities, companies, and government agencies to understand, embrace and practice sustainability.



# MEERA K

## *Citizen Matters*

Meera recognizes the power of in-depth local news and information to catalyse and accelerate local citizen movements. She started Citizen Matters, a platform that publishes local and hyper-local content, combining professional reporting with citizen stories. The growth of Citizen Matters in Bengaluru is intertwined with the power of growing neighborhood groups, resident welfare associations and citizen groups who now play an active role in re-building a vibrant and civic-minded Bengaluru.



**Location:**

Bengaluru, Karnataka



**Area of Impact:**

Civic Engagement



**Target Population:**

Communities



### **THE IDEA:**

Meera believes that every community should have the right to define what development is, for their neighbourhood, and not have to abide by the dominant development paradigm. She sees herself as the catalyst for whatever development communities define for themselves by providing them with critical information on how to get there. For this reason Citizen Matters is distinctly agenda-less, and practices a 'demand-driven' journalism model. Citizens can provide leads on the Citizen Matters website, and request the journalists in their network to do a story on it. For example, if a park in a neighbourhood is being destroyed to build an apartment block there, one or a group of citizens from that neighbourhood can add a lead on the CM website asking if the building construction is legal, and what can they do to stop it in order to preserve the park. Citizen Matters is credited with catalyzing the citizen movement around lake conservation, waste segregation and organic gardening.

# AKKAI PADMASHALI

## Ondede

Akkai believes that minority communities, like LGBTQI, have so far been isolated from voicing their opinion on mainstream issues of social and political importance. Akkai is thus building a cadre of empowered leaders within minority groups like the transgender community, to bridge the gap between them and the mainstream, creating a platform where the collective voices of minorities can flow through these leaders, and ensure that every individual, regardless of caste, sexual orientation or gender, is able to participate with equal right in matters of national importance.



### Location:

Bengaluru, Karnataka



### Area of Impact:

Human rights



### Target Population:

Minority groups

### THE IDEA:

Akkai believes that in order for minority groups such as the LGBTQI community to be made inclusive, more members of these groups have to be given the capacity, skills and validation to effectively voice their perspectives and emerge as leaders. Akkai uses her leverage as a thought leader amongst the sexual minority community in India to first gain traction for the larger movement. By taking on Judicial Cases and using advocacy through the media, policy makers and other relevant stakeholders, Akkai is able to put a spotlight on minority groups. She finds and works with these stakeholders to then create an environment where wider acceptance and sensitization occurs. Moving forward, Akkai plans to use the self-perpetuating cycle of community leaders to expand dialogues and discussions into other states of India. She sees a decentralized cycle of convergent consultations happening through creating traction among stakeholders whilst developing leaders within minority groups.

# ASHIF SHAIKH

## *Jansahas*

Ashif is building a national movement to abolish the unconstitutional caste hierarchy in India, with community leaders from the lowest and most marginalized Dalit caste as the central leaders of the movement, supported by institutions like lawyer networks, community based organizations and cultural groups, and the constitutional law.



**Location:**

Dewas, Madhya Pradesh



**Area of Impact:**

Human Rights



**Target Population:**

Women

### THE IDEA:

Ashif believes that victims of caste discrimination are going to be most effective in fighting against it, because of the power of their first person narrative, the courage and resilience they have built due to generations of marginalisation, and the inherent empathy which they feel with other victims from their community which brings the community together in a strong, unbreakable movement. Ashif is enabling victims to lead the change, taking them through an internal journey of victimhood to leadership and building four pillars of support around them to facilitate this journey. After liberating 150,000 manual scavengers from 200 districts across 18 states in India from the dehumanizing profession, Ashif realized that Dalits challenging the upper caste status quo had resulted in a backlash from the upper caste per-

petrators, and increased violence against Dalits. In order to make the justice system responsive to the Dalit community, Ashif started building the first pillar of support - a lawyers network that enabled Dalit victims to represent themselves in the legal system. The second pillar to support Dalit leaders in their fight for equality are laws that protect their rights. The third pillar of support Ashif built was cultural groups spreading the message of equality. Ashif is currently starting to build the fourth pillar of alternate livelihood, through a new for-profit company, Dignity and Design (D&D), which will provide a range of alternate livelihood opportunities to Dalits who are leaving demeaning professions like manual scavenging and bonded labour.

# PARAMITA BANERJEE

## *Diksha*

Paramita believes communities living in red light areas in India continue to experience the highest rate of violence and abuse, not just because of external perceptions, but also because of internalized sights of disempowerment. By putting the local youth in charge of change, Paramita has completely stopped forced intergenerational prostitution and pimping in one of Kolkata's major Red Light Areas.



### **Location:**

Kolkata, West Bengal



### **Area of Impact:**

Civic Engagement, Human Rights, Learning/Education



### **Target Population:**

Children



### **THE PERSON:**

Paramita strongly believes that empowering young change-makers in communities, to define the change needed in the community and engineer it themselves, is the most effective means to sustainable social impact. Her own theory of change is not about making everyone in society equal, but providing equal opportunity to everyone to excel in the talents they possess, and enable them to exercise the leadership skills she believes every person has within themselves. Paramita was volunteering in several existing organizations working in Kolkata's Red Light Areas, when she realized that issues of gender and sexuality need to be addressed specifically and urgently with adolescents in Red Light Areas, since they live in a sexually overcharged situation, face social discrimination because of their mothers'

engagement in the sex trade, and their exposure to forms of masculinity and femininity is guided by the most stereotypical of patriarchal norms. Combined with her belief in the need to create space for individual development and integrating that with community needs, this focus on issues of gender-sexuality became her fulcrum to start Diksha in three red light areas of Kolkata. She is spreading community-owned and led initiatives to break down the pervasive social development model that keeps reinforcing the victim/savior model. In Paramita's own words, she is not a brand-builder; she is just a mid-wife who facilitates the birth of new leaders. These leaders then build their own brands.



## Paramita Banerjee Wants Us to Start Listening to Young People

### On a personal level, what is your vision for the world?

My vision is one where adults and children can have dialogue, where children are heard and taken seriously. Where anyone can dream big, take risks, have a lot of impact on the world. I hope we can go through a process of renewed empathy — we need to start listening to young people.

### What do you think it means to be a Changemaker?

I believe in “everyone a changemaker,” that everyone can lead something. A Changemaker has to be a risk taker, someone who experiments and has the ability to look at failures as a learning. Changemakers need to be willing to learn. Not learning is stagnating.

Changemaking is a continuous process because social systems change is a huge thing. At Diksha, we learn to believe in ourselves by creating change from within, and then we pass on that knowledge to others.

### Besides young people, who do you think you’ve inspired most with Diksha?

My vision has shifted to a much larger scale, now I’m working through governments and schools to create impact. We work with the government through Child Protection Committees, which is an opportunity to take adults through a process where they learn to listen to children. We are institutionalizing this approach in capacity building.

We are also working with other NGOs working with children, doing trainings so they can spread this model. The training manual will be issued by a different stakeholder, and I’m fine with that. It’s not important for Diksha to be known; it’s important for our approach to scale.

### What have been the biggest benefits of the Ashoka Fellowship for your work?

Changemaker journeys are often very lonely. One of the biggest sources of support from Ashoka is being the “unlonely planet,” where I can connect with people who have equally lonely journeys. Ashoka has reconfirmed my self-belief in moments of absolute self-doubt. It’s a huge strength and support in those moments.

Ashoka has also connected me with an interesting network where I can constantly learn from other Changemakers on similar journeys, and people from other walks of life. Ashoka opens up connections and it’s up to you to use it. A McKinsey advisor I met through the Ashoka network is becoming a member of the Diksha Board.

### Is there anything else we should know?

I’m a behind-the-scenes person – I don’t like being a star. I’m not trying to make Diksha very known, but there is a need for that as well. For an organization to reach its approach to different corners of the world, it needs to be known. Ashoka has helped me amplify my voice.



# SAURAV GHOSH

## *SwaNigamit*

Saurav Ghosh is bridging the critical human and financial resources gap needed to transform Panchayats (village governance bodies) into self-corporatised units (Swa Nigamit) that can sustain continuous village development. Saurav is building this strong cadre of 'Panchayat Development Entrepreneurs' and creating a role for both the Panchayat and the local youth communities to contribute to the progress of their villages.



Location:  
New Delhi



Area of Impact:  
Civic engagement



Target Population:  
Rural & youth



*"Knowledge is abundant, knowledge is free. Knowledge is around you. You have to be a listener to understand what's actually going on."*

### THE IDEA:

Saurav's idea of SwaNigamit Panchayat is to simply unlock the value creation process at Panchayat level and create financial resources for its administrative needs to better address local needs. A myopic vision due to lack of information, ignorance and interest has kept the Panchayats from realizing their true potential. There is less than 40% utilisation of funds under Government's various schemes. "Everything is written but implementation is nobody's baby. The idea of building up a SwaNigamit Panchayat is to unlock the hidden entrepreneur in the Panchayat and

assist the body to develop its own revenue through which it can take care of staffing and administrative needs. For one Sarpanch/Mukhiya cannot be executive officer, finance officer, technology officer and administrative officer," explains Saurav. The creation of SwaNigamit Panchayats help remedy lack of meaningful employment at community level. This lowers rate of distress migration and creation of urban slums and stress on urban infrastructure. The challenge before Saurav now is to scale up this work to cover all 2,38,000 Panchayats in India.

# ANUP AKKIHAL

## *Logistimo*

Anup Akkihal is combining adaptive technology and a human network built on trust and collaboration to tackle the inefficiencies of last-mile supply chain and ensure accessibility of “essential goods” or “social goods,” like vaccines, agricultural produce and energy products, to the most remote areas in developing countries.



*“Through the Ashoka process, I realized there are so many amazing people in the world who are aligned with the future I want to see.”*



**Location:**

Bengaluru, Karnataka



**Area of Impact:**

Economic Development



**Target Population:**

Rural populations

### **THE PERSON:**

In 1974, Anup was born in West Virginia, USA, into an immigrant family originally from North Karnataka. Annual vacations to India sensitized Anup at a young age to the difficult realities of the country. Anup excelled in his studies, but dropped out of high school, and luckily attended college at The Johns Hopkins University at the age of 16. Anup spent most of his career building supply chain technology and developing strategies across a spectrum of industries – including automotive, military and healthcare. Anup moved to India in 2010 to co-found Logistimo to pioneer novel value networks in frontier markets. Alongside collaborators, he works to assure rural access to essential products and strengthen market linkages for village producers across emerging markets.

# WILLIAM MUIR

## *Equal Community Foundation*

Recognising adolescent boys and men as critical stakeholders in fight against gender discrimination, Will is changing the way the community perceives gender by working on the mind-set, and attitude of adolescent boys towards women, and then enabling them to become agents of change. Acting as role models in their communities, the young boys positively influence the thoughts of the other children in the wider community who have only seen male behavior exemplified through the roles of a perpetrator or a bystander in the acts of violence and discrimination against women. Will is creating an alternative space for men to occupy in the movement for gender parity.



### Location:

Pune, Maharashtra



### Area of Impact:

Civic Engagement



### Target Population:

Communities

### THE APPROACH:

Will's approach covers three broad aspects – developing and documenting an effective model to engage men (alongside women) to fight gender violence, ensuring transformative changes in the mindsets of men, and creating effective public advocacy campaigns to get other CSOs and funders to start actively adopting this approach. Will's focus is to engineer a system that can measure and ensure sustained transformative change in gender attitudes of men. He uses a three-pronged approach toward this objective. The first focuses on persistent engagement – the boys enroll in the AfE program and are taken through a 2-year module: Graduate Program (4 months), Alumni Program (4 months) and Leadership Program (1 year, monthly engagement). The second lays emphasis on providing comprehensive mentoring around gender bias to fully understand what it means to fundamentally question a gender norm (for example, from the perception that women are responsible for managing domestic chores or that encouraging men to “help” women with chores stimulates real change, to boys and men sharing responsibility for domestic chores). The third concentrates on developing a monitoring and evaluation (M&E) framework that helps capture the change in the attitudes of men.



# CHRISTOPHER REGO

## *Sunbird Trust*

Christopher Rego recognizes that conflict and violence has impeded growth in India's North-east. By building a platform for peace, trust and collaborative development projects, Chris is bringing together diverse stakeholders, like the local communities and tribal populations, to build infrastructure for the betterment of the children in the region. A collective will to improve is diminishing distrust and longstanding hostilities, facilitating harmony and progress.



**Location:**  
Imphal, Manipur



**Area of Impact:**  
Access to Education



**Target Population:**  
Rural Youth

### **THE PERSON:**

In 2003–2006 when Christopher was posted with the Assam Rifles in Mizoram he witnessed the lack of financial or physical access to education for underprivileged children in remote areas. With his wife Myrna he decided to sponsor youngsters through their own means, a growing movement as many friends joined. In 2012, Christopher was posted on delegation to the Border Roads Organisation, Imphal. By interacting with people across communities in Manipur, it became obvious that lack of education and employment perpetuated the cycle of poverty and left youth vulnerable to radicalisation. It also marred in-

ter-community relations, further feeding the cycle of violence. With his impending retirement, he wanted to expand his work to educate and empower marginalised youth. He introduced a Sponsor a Child scheme and started the construction of hostels. Sunbird Trust runs a basic Nutrition Scheme of An Egg a Day especially for the impoverished children. Among the beneficiaries are 55 HIV affected children in Churachandpur district. Sunbird plans to sponsor 10,000 under privileged children across Manipur by 2025 and establish a series of hostels in the remotest areas of the state.





## AJIT SINGH

### *Anant Learning and Development Pvt. Ltd.*

To increase the quality of the skilled youth workforce in India, Ajit believes that it's imperative to introduce transparency and robust monitoring and evaluation systems into the currently existing employment linked skill development programmes. Through Anant, Ajit is building an ecosystem that integrates transparency and accountability measures along the entire skills development value chain, and creates a multi-stakeholder buy-in for this new and ethical paradigm in skill development and equal economic opportunity.



**Location:**  
New Delhi



**Area of Impact:**  
Access to Employment



**Target Population:**  
Youth Workforce

*“To achieve your aim, to achieve your vision, to achieve what you've set out to, you need to be flexible.”*

#### **THE IDEA:**

When most other organizations are merely engaged in providing skill training services to young job seekers, Ajit recognizes that this was not leading to higher employment. The quality of training was not good enough to ensure them employment. Where they were employed, an expectation mismatch between the employer and employee, and an unfriendly job environment, were resulting in the

youth dropping out of job before completing their first 3 months. Ajit is developing robust systems along the entire skill development value chain by conducting assessments of the candidates undergoing skill development courses, tracking and getting feedback from candidates who have been trained, and ensuring that candidates find suitable placement post-training.

The 2016 Ashoka Fellows met with the President of India, Shri Pranab Mukherjee on February 11, 2017.

Speaking on the occasion, the President said that India is a diverse country - this diversity is a strength and needs to be celebrated. It is evident in the group of Ashoka Fellows creating system change across diverse sectors. He said that it was striking that the Social Innovators not only solved problems through innovation, but inspired others to be changemakers themselves.



*“It’s the combination: big idea with a good entrepreneur: there’s nothing more powerful.”*

- Bill Drayton. CEO and Founder of Ashoka



# FELLOWS RETREATS & WEBINARS

Retreats are an opportunity for Fellows to come together, have a space to step back and draw from the strength and wisdom within the Ashoka community. Our Fellows are driving big shifts in the field and have deep insights as leaders – it is important they have time to reflect and learn from others in diverse sectors. Fellowship Retreats allow for insights to crystallize and collective wisdom on “shifting the social field” to be co-created.

Retreats energize and bring mindfulness. Fellows learn from other Fellows - from individual experiences rather than from mentors or advisors. This allows patterns to emerge and be questioned. Fellows answer questions such as, “What could be the next ‘true move’ to unlock new possibilities?” The multiple-day time frame allows trust to develop and a sense of community to form.

**77%**

of the fellows shared  
that the retreat  
helped them reframe  
themselves or their  
work

**76.5%**

of the fellows said the  
retreats helped them  
become aware & em-  
pathize with others in  
the ecosystem

**74.5%**

of the fellows said  
that the retreat  
helped them clearly  
know their next ‘true  
move’





## WORKING WITH GOVERNMENT

How do you manage to build trust in the government as a partner?



## WEBINARS: HELPING FELLOWS GAIN CLARITY TO THEIR VISION



## HOW TO BUILD A NATIONAL MOVEMENT

How do we create safe, constructive spaces for people to come together and build movements where everyone feels ownership of the platform?



## CREATING LEADERS WITHIN ORGANISATIONS

How do you enable home-grown leaders from communities to take up more leadership within your team?

## REFRAMING JOURNEY – GOA

The Journey included 19 participants and focused on mindfulness, leveraging body movement to step back from patterns that might be restrictive. Fellows learned that personal wellbeing is essential for productive changemaking.

## MARARI FELLOWSHIP RETREAT - KERALA

The Retreat had 22 participants and was designed to be more experiential, embodied and engaging. Fellows learned that the body, more than the mind and analytics, can help people see themselves and the world differently.

## COLLECTIVE LEADERSHIP – RAJASTHAN

The Retreat had 7 participants, with an emphasis on Collective Leadership and Equality. Fellows discussed the importance of setting up institutions which propagate our values, and go beyond fixing surface-level issues.



# HEALTH & NUTRITION

# INTRODUCTION TO HEALTH AND NUTRITION

Ashoka's insight is that nutritious feeding during the 1000-day window (period from conception of child until two years of age) is crucial, it is also important to target children in their pre-adolescent and early adolescent years. These years offer a key window for shaping their lifetime habits and can promote healthy eating behaviors for later life, particularly when young girls become mothers.

For example, Ashoka's survey shows that 39% of mothers in rural Karnataka's Chamara Nagar district rely on their own knowledge regarding child-feeding practices.

In addition, in India, 27% of women aged 20 to 24 are married before the age of 18 - targeting them before they become mothers is critical for optimal nutritional impact in the long term.

Our idea is to tap into the knowledge of Ashoka Fellows and their networks to design, develop and deploy replicable techniques for creating and reinforcing nutrition-seeking behaviors among rural women. With the Health and Nutrition Initiative we want to drive replication leveraging Ashoka Fellows and other social entrepreneurs more broadly.

## PROOF OF CONCEPT

Develop a national conversation with influential co-leaders about the new strategic landscape for nutrition.

## SYSTEMS CHANGE

Give students the opportunity to be changemakers to improve nutrition

## CULTURE SHIFT

Our indicators showing an improvement in nutritional status and children leading change in their schools and communities.

## PARADIGM CHANGE

Nourishing Schools shifts the paradigm in nutrition by putting children in charge and engaging communities.



# FOCUS ON SCHOOLS

## NOURISHING SCHOOLS

Undernourishment is detrimental to the growth of people. Nourishing Schools is shifting the paradigm in health. It is creating young changemakers who can take charge of their nutrition, and that of their communities. Nourishing Schools' innovative toolkit is being adopted by many organizations working on tackling undernutrition.

Our work with schools can be done in tandem with efforts to reinforce nutrition-seeking behaviors amongst rural women. The use of behavioral science remains limited to a few individuals and programs and is yet to be deployed for an increasing consumption of nutritious food in rural India.

We target children ages 9 to 14 years because this is the age of future community leaders in their formative years. We want to enable them to be changemakers in their community.







Given the wide variety of factors that are linked to under nutrition, schools are seen as a strategic platform to target this age group and to build multi-sectoral collaborations to improve nourishment and vitality. Some reasons why schools can be leveraged as a hub to improve the nutrition of children and communities are:

Research has shown that children who are well nourished are more attentive, have higher attendance rates and get better grades. These results will help schools to retain and attract students, incentivizing them to prioritize nutrition.

Schools are an influential part of communities. They are oriented towards inculcating habits and life skills leading to behavioral change. The Nourishing Schools initiative is combining the insights and expertise from Ashoka, Ashoka Fellows and other stakeholders in the field to design a scalable and holistic package of interventions.

The Nourishing Schools initiative will leverage schools as a hub to improve the nutrition of families and communities.

The initiative improves nutrition by focusing on various dimensions such as improving the quality of midday meals, communicating nutrition messages through the curriculum and school design and increasing access to clean water. The objective is to create a holistic package of interventions that can be implemented across schools. These interventions will also build the changemaking abilities of children and develop their ability to improve their own nutrition and the nutrition of their communities.



nourishing  
schools





The following components have been developed over the past year:

#### DATA FOR NUTRITION

A tablet that is used to conduct a baseline survey in the school regarding nutrition, hand washing, sanitation, diseases, academics and school attributes.

#### CURRICULUM FOR NUTRITION

Working with Ashoka Fellow Sunanda Mane and nutrition expert Sunetra Roday, we created a manual for teachers to integrate nutrition into their curriculum developed by Lend-A-Hand India.

#### DESIGN FOR NUTRITION

We've partnered with Ashoka Fellow Kabir Vajpeyi and the Srishti School of Art Design and Technology to apply design to communicate nutrition messages, such as games that make nutritious foods more appealing and a do-it-yourself soap kit to ensure better hygiene.

#### MIDDAY MEAL FOR NUTRITION

We've partnered with the Government of Karnataka and Akshaya Patra Foundation to develop a training module for midday meal cooks who work in school kitchens. This focuses on improving the food safety, hygiene, and the nutritional value of midday meals.

#### CONTENT FOR NUTRITION

To develop content for nutrition, we invited 5 illustrators and 1 writer from various countries. They interacted with Ashoka fellows and visited rural and urban schools to develop a comic book for children which communicates messages about nutrition.

#### COMMUNITY FOR NUTRITION

This component aims to improve nutrition in the community through a crop guide to promote cultivation of nutritious food, documentation of nutritious recipes and traditional remedies for various diseases.

# OUR 10-STEP APPROACH TO ROLLING OUT OUR PROGRAMME

1. Schools register interest in nutrition and are selected in consultation with local partners and government officials
2. Schools conduct baseline survey of children from 4th to 9th grade
3. Schools get results from the survey and share them with teachers, children and parents
4. Schools receive Nourishing Schools toolkit
5. Schools use the toolkit through teachers as a part of various subjects in the schools
6. Local partners monitor the school's progress on a monthly basis and guide them on using toolkit
7. Schools conduct mid-line survey after 12 months
8. Schools share ideas from children, teachers and the community for improving the toolkit
9. Schools that pass our criteria get recognised as Nourishing Schools
10. Schools receive upgrades on the toolkit every year







## OUR IMPACT

We have reached **25,536** school children between 9-14 years.

## PRESENT COVERAGE

**20** schools in Maharashtra, impacting over **5,846\*** children

**41** schools in Assam impacting **7,363\*** children

**20** schools in Haryana impacting **4,624** children

**32** schools in Rajasthan impacting **7,503** children

**1** school in Puducherry impacting **200** children

We've been invited by the Government of Rajasthan to cover over 1400 schools in the state and we are in discussions with the Secretary of Education on rolling out Nourishing Schools in the Wayanad district of Kerala. We have supported school teachers in leading their own initiatives around canteens, diet counseling for parents, and collection of recipes from communities.

\*Data contains estimates.

# CHANGEMAKER SCHOOLS



Over the past year we have seen immense opportunity for us to come together as a collective to re-imagine learning in a way that will prepare children to be successful in today's world. There is incredible opportunity in forming working groups that will focus on developing Curriculum, Teacher Training modules and Assessment to improve the quality of education in India.

We want to come together as a collective - leveraging our complementary strengths and networks - to transform that quality of education in India. [We aim to prepare children to be successful in a fast changing world.](#)

# INTRODUCTION TO CHANGEMAKER SCHOOLS

The new paradigm for growing up and education is: Every child must master cognitive empathy, and every teen must be practicing changemaking (empathy, teamwork, new leadership, changemaking).

Ashoka Changemaker Schools aims to fill the gap between universal access to education and real, productive learning. Where the past few decades have shown remarkable progress in getting our children to schools, we also have to equip them to reach their full potential at school.

Ashoka Fellows and Changemaker Schools are taking this on in powerful and unique ways. They are leading innovative solutions that positively change how children learn (through play, peer-learning, arts, etc.) and what they learn (citizenship, changemaker skills, financial literacy, etc.). They often work with teachers, government officers and children to enable them to play a larger role in the change process.

We run on the understanding that all children should have access to a learning system which is contextual, self-paced and dynamic. An education system which has different approaches, enables connectivity and nurtures basic values.

## PROOF OF CONCEPT

Support Changemaker Schools internal change teams, the teams that are teaching children to master empathy and co-lead in systems change.

## SYSTEMS CHANGE

Co-create with schools to help society see an Everyone a Changemaker world

## CULTURE SHIFT

Constantly exemplifying Children Mastering Empathy and Youth as Changemakers, spreading the impact to communities

## PARADIGM SHIFT

All children have access to a dynamic learning system which enables connectivity, empathy and teamwork, new leadership and change-making

## WHAT IS ESSENTIAL TO CREATE AN ECOSYSTEM THAT NURTURES CHANGEMAKERS:







***“Education should enable every child to have critical thinking, creativity, changemaking skills - to empathetically and ethically engage with self and society.”***

- Ashoka Changemaker Schools, *Creating A National Movement For Education*,  
Mumbai - January 24-25, 2017



# CHANGEMAKER SCHOOL PROFILES

## EVERYONE A CHANGEMAKER ALIGNMENT.

Changemaker Schools are vision-oriented, and focused on the “who” rather than the “what”. They are developing children as active contributors rather than passive recipients. They have high standards of excellence for students, teachers, and staff alike. They are also making the development of empathy a priority in their curricula, culture, and systems.

## INNOVATION.

Changemaker Schools have demonstrated their ability and willingness to develop and test new ideas, rather than just following established norms. The leadership fosters a culture of innovation in the school.

## INFLUENCE.

Changemaker Schools have the authority, reputation, and relevance needed to influence others in the education sector. There is no singular measure of influence, but Changemaker Schools – whether state, free, independent, large, small, urban, rural, low income, or affluent – all have clear aspiration and either the demonstrated capacity or obvious potential to get others to follow their lead.



## THE AVASARA ACADEMY

PUNE, INDIA

GIRLS SECONDARY (HIGH-SCHOOL, MULTI-LEVEL)

The school was set up with the idea to change perceptions around girl's education in India and empower girls of promise to lead lives of distinction and impact. Avasara academy is focusing developing girls as leaders who find their vision young; equipping them with the courage, fortitude, and skills to make change.

*"We see the journey as our girls go from a tragedy of small expectations for themselves, to the point at which they start to own hope. Every one of our girls deserves to know hope and to have a life full of opportunities. That is our dream for them"*

*— Roopa, Founder of Avasara Academy*

## DIGANTAR VIDYALAYA

JAIPUR, RAJASTHAN

MULTI-LEVEL

Digantar's success takes on a new relevance with the school's rootedness in the community it is situated in – the peri-urban limits of Jaipur, Rajasthan. The school's core vision emerged from the significant social inequity in the region. Digantar takes in children from these very communities, teaches them to question the existing norms, and recognize their own potential for action and their capacity to influence each other as well as the community at large.

## HEADSTART LEARNING CENTER INTL.

CHENNAI, TAMIL NADU

MULTI-LEVEL

Founded by Sudha Mahesh almost 20 years ago, the culture of HLC International is to teach empathy through valuing inclusiveness of children with special needs. The focus is not on segregation of children with special needs – the school consciously integrates them with the mainstream through curricular and extra-curricular means. From the very beginning, its activity based approach has made it possible for all kinds of children to start looking at the world from new and different perspectives.

## KC THACKERAY VIDYA NIKETAN

PUNE, MAHARASHTRA  
GRADE 1-10

K.C. Thackeray Vidya Niketan is a rare kind of government school. Located in the heart of Pune, the school is meant for children from low-income communities. K. C. Thackeray Vidya Niketan's belief in children begins with seeing them as citizens today. Focusing on authentic learning experiences, character development and meaningful community partnerships, Vidya Niketan aims to transform society by addressing root causes of inequity and injustice.

## JINGLE BELLS SCHOOL

FAIZABAD, UTTAR PRADESH  
NURSERY-GRADE 5; TEACHER TRAINING

Jingle Bells Primary is located on the outskirts of Faizabad, Uttar Pradesh in an area which has yet to develop its educational landscape. Jingle Bells School is pioneering Changemaker Education for the first time in Faizabad and has established themselves as leaders in this field. They have successfully crafted a curriculum and culture which can be molded to multiple contexts as they continuously seek to learn and grow from the world around them.

## MOTIDAU ANUPAM PRIMARY SCHOOL

MEHSANA, GUJARAT  
PRE-SCHOOL-8

Anupam Primary School is a government school located in the village of Motidau, about 9 kilometers from the nearest city. According to the Census data, Mehsana has the worst child sex ratios in urban centers in India. Anupam is the first government school that fits Ashoka's criteria; they are aligned with the vision of Everyone A Changemaker. The school has shown how to be innovative under the constraints of the government's hierarchical structure and created an environment for all their children to be Changemakers.





## PARDADA PARDADI EDUCATIONAL SOCIETY

BULANDSHAHER, UTTAR PRADESH  
MULTI-LEVEL, GIRLS

PPES is a one-of-a-kind school model that is providing access to high-quality education for girls in a notoriously backward community. The school is located in Bulandshaher, a town known for high levels of organized crime and for having one of the worst female literacy rates in India (national average 53.7%, Bulandshaher 41%). Admission to the school comes with access to employment opportunities for other female members of the girls' family, access to skill training, access to subsidized medical care, and support for girls to pursue higher education. The schools aims to open a pathway not only for the girls in the school, but also for all the other girls in the community.

## MUNI INTERNATIONAL SCHOOL

DELHI  
MULTI-LEVEL

Muni International, a budget private school in West Delhi, is demonstrating a system by which every child reaches their full potential – by taking on shared responsibility over learning, school improvement and community action. Through the Eklavya System, children practice their own learning by teaching each other, thereby building an 'everyone can' sensibility towards themselves, and their worlds.

## PRAKRIYA GREEN SCHOOL OF WISDOM

BENGALURU, KARNATAKA  
MULTI-LEVEL

The Prakriya Green Wisdom School's focus is two part: humanizing education through experiential learning with a deep concern for understanding the inner nature of every child in a process they label as "holistic learning" and learning from nature as a means to promote sustainable living. Prakriya's unique approach to holistic learning encourages each individual to reflect on their own experiences and to empathize with the experiences of others. Prakriya defines itself as a middle path school which meets the rigorous standards of the Indian Education system while incorporating child-centric and alternate educational methodologies.





## RIVERSIDE SCHOOL

AHMEDABAD, GUJARAT

MULTI-LEVEL

Walking into Riverside is like walking into a world of possibility. Founded by Ashoka Fellow, Kiran Sethi, on any given day children are assigned different kinds of opportunities to take charge. Starting from designing their own learning spaces, to programs like aProCH (a Protagonist in Every Child), where the children go out, experience and shape the city of Ahmedabad as future city planners, Changemaking drives the ethos of the school.

## RN PODAR SCHOOL

MUMBAI, MAHARASHTRA

MULTI-LEVEL

Over the last two decades, RN Podar School has been constantly pushing the boundaries on excellence in education. The journey of the school has evolved from focusing on academic excellence to that of preparing their students socially, emotionally and intellectually for the outside world. Constantly and creatively innovating, and using technology to work with stakeholders across the board, RN Podar is committed to now leading this shift in mainstream education.

## SRI KUMARAN CHILDREN'S HOME

BENGALURU, KARNATAKA

HIGH SCHOOL, MULTI-LEVEL

In a country like India where the educational system pushes children to be part of the never ending rat race, Sri Kumarans Children's home comes as a fresh breath of air that is trying to change that stereotype from within the system. Sri Kumarans Children's home is a school in the South of Bengaluru with about 2600 students that mostly come from middle class families. This school is creating an environment of Changemaking by putting their students in charge of their communities. About 60% of their students have self-initiated projects and a large percent of these projects are social projects.

## THE BRILLIANT STARS SCHOOL

UDAIPUR, TRIPURA

MULTI-LEVEL

Brilliant Stars School (BSS) is a Bahai inspired school with a belief that education is an ultimate way for societal progress. The school is secular and strongly believes in equality with equal number of girls and boys in the school. BSS started with the vision to transform the education system by making education embedded in the social realities. Through a strong Service Learning Programme children engage with societal issues both inside and outside school and in the process do not just imbibe moral values, independent thinking, knowledge sharing and skills of working in group, but also experience Changemaking early on in their life.

## THE GATEWAY SCHOOL OF MUMBAI

MUMBAI, MAHARASHTRA

MULTI-LEVEL

The Gateway school is working to change perceptions around children with special needs and aims to see their kids come out of school as productive members of society. They are already working with a number of schools in India by sharing their special needs education and different researched and tested pedagogies. The aim is to disseminate their evidence-based instructional approaches, methods and tools, to parents, educators and clinicians, all over India.

## THE HERITAGE SCHOOL

GURGAON, DELHI  
MULTI-LEVEL

The Heritage School envisions a learning community where each is free to be and grow towards the realisation of his/her highest human potential through a harmonious integration of spirit, heart, mind and body. The Heritage dharma revolves around 6 core values - authenticity, excellence, respect, inclusion, attentiveness and freedom. This manifests in a community where each individual feels valued and at ease with who they are, while constantly trying to “find” themselves and evolve.

## VIDYASHRAM: THE SOUTHPOINT

VARANASI, UTTAR PRADESH  
K-12

Vidyasharam The Southpoint is situated in the city of Varanasi, which is also considered the spiritual capital of India. Against this backdrop of a cultural, industrial yet conservative city, the school stands out as a possible epicenter through which change can ripple outwards. The school consciously integrates ‘differences’ of all kinds - middle class affluent and EWS, local and foreigner, Hindu and Muslim. It also strongly believes in breaking restrictive practices of education institutions, which according to them perpetuate repetition instead of bringing about change.

## TVS ACADEMY

HOSUR, TAMIL NADU  
K-12

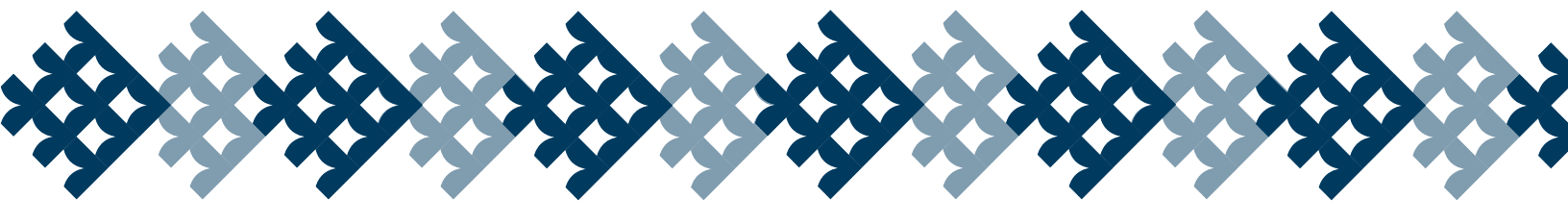
TVS Academy, a 25-year-old school in the heart of industrial Hosur, has been placing empathic action at the core of their practice. Steeped in innovation, the Academy emphasizes ‘possibility,’ allowing students, teachers and parents to think critically about the world and use their skills to become active agents of change. The school has insisted that 50% of the class be female, allowing it to create female role-models for the community. Within curriculum and culture, the focus is strongly on demonstrating a new future – not just for the students in the school, but for the community at large.

## UDAY COMMUNITY SCHOOL

JAGANPURA, SAWAI MADHOPUR  
MULTI-LEVEL

The Uday school has taken up the task of engaging with the communities resettled (because of Project Tiger) from the Ranthambore forest through the vehicle of education. The school provides holistic education to the children - education that is focused not just on the academics, but lays equal emphasis on sports, music, and art. Children are not only experiencing the skills of Changemaking in school but are also given an opportunity to apply them by way of real-time social projects in their villages.





# TRANSFORMING EDUCATION

## CATALYZING A MOVEMENT

After selecting 18 Changemaker Schools that were each creating new models for creative and transformational education, Ashoka realized that education leaders should come together to catalyze a movement to create a demand as well as build capacity for empathy and changemaking in schools. In January 2017, Ashoka hosted the first-ever national conference to encourage children to grow up with skills like empathy and changemaking. We invited Ashoka Fellows, Changemaker schools and other partners to be a part of this meeting in Mumbai. Collectively, the 25 leaders impacted 200,000 schools across India.

Over two days of workshops and brainstorming, participants discussed the different opportunities and levers for systems-level change. They concluded that it is essential to partner with governments to give teachers role models and best practices for teaching skills like empathy.

## > CREATING SYSTEMS-LEVEL CHANGE >

Shailendra Sharma, Advisor at the Delhi Government Department of Education, shares Ashoka's vision for a world in which every young child masters empathy and identifies as a Changemaker. In February Ashoka proposed a partnership with Delhi's Mentor Teachers Program, which is a network of 200 teachers in government schools who each mentor 5-6 schools in innovative teaching methods. Ashoka would coordinate site visits to Changemaker Schools and Fellows working in education to expose Mentors to creative ways to teach empathy and changemaking into the classroom. The visits could serve as a pilot for Ashoka's future work with State government Departments of Education.



# “WE CAN DO THIS”

## Partnering with the Delhi Government to Transform Education

### INSPIRING MENTORS TO TEACH EMPATHY AND CHANGEMAKING

In July 2017, 88 Mentors travelled to 7 sites in Maharashtra, Karnataka, Rajasthan, and Gujarat to learn creative teaching techniques and best practices from Ashoka Changemaker Schools and Fellow organizations. The Mentors participated in classroom observations, met with teachers, Principals and parents, and interacted with students.

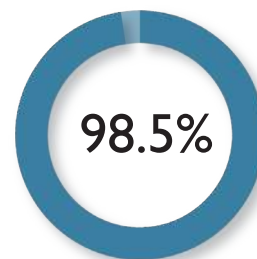
“The visit has enormously helped,” said one Mentor teacher. “The way students were involved and engaged, how to involve students in the construction of knowledge, give feedback, everything was excellent. It’s helped us at all levels and it’s very relevant. It has helped our training technique.” In a post-survey, Mentors stated that their confidence and motivation to teach empathy and creative problem solving had increased as a result of the visits. 96.5% of Mentors felt the visit had helped them learn new teaching strategies, and 100% reported that they felt prepared to transfer this new knowledge to their mentee teachers.

*“Teaching isn’t a job, it’s a way of life. From the visits I saw that they were able to connect that way with their students. Even parents, they were so satisfied with the school. In one of my schools a special room has been dedicated to science activities, just like the school I visited.” – Suja (Gujarat)*

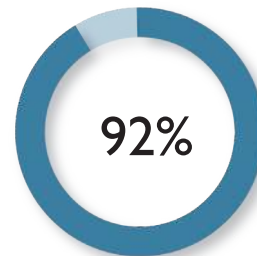


### NEXT STEPS

Based on teacher’s feedback that the visits inspired them to include more empathy-driven activities in their Mentee Teacher trainings, Ashoka is exploring ways to use this experience as a model for partnering with other states’ Ministries of Education. The Changemaker Schools team is proposing to begin working with the Delhi State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET) to develop tools and resources that teachers can use to easily implement empathy and problem-solving activities in their classrooms.



Learned new ideas and teaching strategies (n=85)



Changed their thinking around the importance of empathy (n=13)



# THE CHANGEMAKER GROWTH CARD

As the rate and complexity of change escalates, it is essential to equip the youth with skills to be able to respond to new problems that arise. **The Changemaker Growth Card** offers indicators for school institutions to assess whether their students are developing the four essential skills of Changemaking – empathy, leadership, teamwork, and creative problem-solving. It is a 32-question survey that can be completed in approximately 15 minutes on a computer/tablet by students from grades 6 to 12. It has been developed by Ashoka with the help of experts in the fields of education, psychometric assessment, and evaluation.

**Why is it useful?** By using this survey, the schools will be able to measure Changemaker skills and get powerful information on where their youth lie against them. The data will help them discover their strengths and get insight into tangible indicators and principles to focus on in the future.

This year 11 schools were part of the pilot for Changemaker Growth Card. The primary partners were: The Riverside School, Evaldesign, and Kognify. In total, over 2500 students were administered the pilot version of the Growth Card across 6 states. **Students from Changemaker schools scored higher on average across all skill types.**





START  
EMPATHY

## ACHIEVEMENTS & LOOKING FORWARD

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In India the Changemaker Schools Program was launched towards the end of 2014 and in almost two years we have a network of 18 Changemaker Schools in India. These schools have demonstrated changemaking in their environments and all of them have impacted their communities in some form.

After the selection process, it became evident to us that a strong, well-networked community of Changemaker Schools will not only benefit from each other, but together we could spread the message of changemaking to influence the whole ecosystem. Thus, after the selection of the Changemaker Schools, the obvious next step was to work towards building a strong independent community, which led us to the first [Changemaker School Summit 2016](#).

We also created the [Changemaker Growth Card](#), with the help of experts in the fields of education, psychometric assessment, and evaluation. We are continuing to analyse, improve and expand the Growth Cards in the coming year.

# YOUTH VENTURE

We see a world in which every young person *knows* they are a changemaker. Ashoka's Youth Venture is cultivating and equipping an ecosystem that supports youth to be changemakers. Youth are powerfully and confidently solving the issues they uniquely face through activating pathways of Empathy, Sophisticated Teamwork, and Collaborative Leadership as they embark upon their journey to become changemakers.





# INTRODUCTION TO CHANGEMAKER SCHOOLS

Change has become rapid and exponential and children and youth need to grow up differently to learn how to be successful in this extremely challenging environment. As fellows have shown us, children must have the ability to master empathy and the skills to become changemakers (by putting youth in charge) if they are to actively contribute to the positive change we need in the world, and ultimately reorganize global societies to successfully lead and govern amidst constant change. It is urgent that a new framework be adopted so that children can grow up differently.

Ashoka's Youth Venture has helped thousands of young people (12-20 years old) to have their own dreams, build teams, and change their world (school, community). Having this experience is almost always life changing: One knows that one has the most valued set of skills in an everything-changing world; one is a changemaker.

The following pages highlight our elected Youth Venturers from April 2016 to March 2017.

## **PROOF OF CONCEPT**

Put youth in charge so that they begin to practice and ultimately know they are Changemakers.

## **SYSTEMS CHANGE**

Show rather than tell how young people that they are putting changemaking into action

## **CULTURE SHIFT**

Youth are leading the way, catalyzing a movement where young people know they are leaders

## **PARADIGM SHIFT**

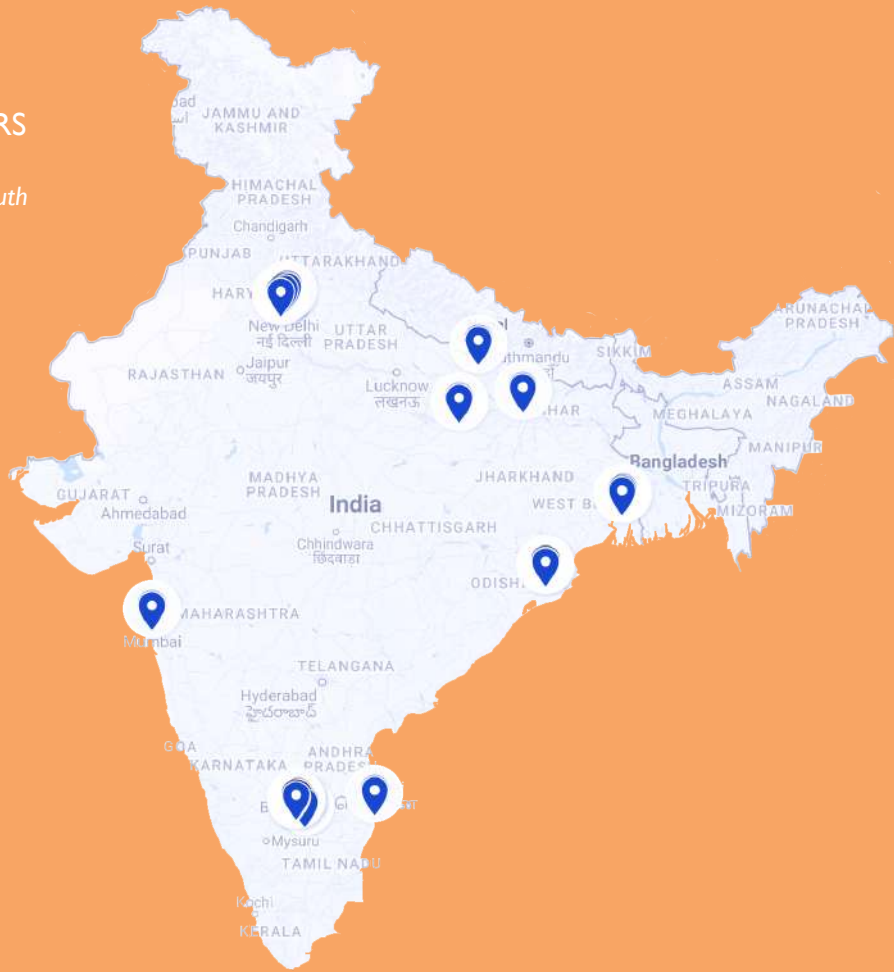
Every child masters empathy and every teen knows he or she is a changemaker – young people are the drivers of social change

## YOUNG CHANGEMAKERS AROUND INDIA

*Where the 2016-17 batches of Youth  
Venturers are making an impact*

The new Youth Venturers  
solve pressing issues in:

Education  
Economic Development  
Civic engagement  
Information/Media  
Environment  
Mental Health  
Gender Equality  
Health  
Culture  
Child protection  
Contraception  
Technology  
Female Empowerment



The world has dramatically changed and we are now at a turning point: the rate of change is exponentially going up and the rate of repetition is exponentially going down. The world needs more changemakers in order to be successful in this new world of constant change and to be prepared to innovate and work in collaborative teams in the jobs of the future that don't yet exist today.

Through Ashoka's same Theory of Change that introduced and then tipped the world toward Social Entrepreneurship, Youth Venture is now implementing a new framework for shifting mindsets around how young people grow up and the skills they need in preparation for a life of success in today's new rapidly changing world. Together, we will build an ecosystem that equips and supports youth in order to *know* they are changemakers. The future of the world will be safely in the hands of a steady stream of Changemakers, growing up solving complex problems, for the good of all.

No. ON ROLL:  
No. PRESENT:  
No. ABSENT:

DATE:  
DAY:





# THE YOUTH VENTURE COMMUNITY

Through their initiatives Youth Venturers are role models in their communities, proving that it is possible to be actively engaged and to lead YOUNG. Beyond their immediate surroundings, they also convey their message of change by participating in large outreach events in India.

Ashoka Youth Venture is a national amplification platform to spread ideas and get support from experienced mentors. Every year we have trainings, workshops, and national gatherings with high-level inspirational speakers.

In the following pages you will find the profiles of the 30 Youth Venturers we elected in India between April 2016 and March 2017. They join a community that is now over 100 strong of inspiring young people making a change in our world.





# THE YOUTH VENTURE VISION

Adults today who started something in their teens are four times as likely to be C-level leaders and five times as likely to be founders. This will become exponentially more so as the world tips fully into is “everyone a changemaker” future.

In India, kids are generally not taught change-maker skills such as empathy, leadership, collaboration and creativity in schools or other parts of their ecosystem, resulting in a lack of social concern and awareness. Several organisations and initiatives address different parts of the youth social entrepreneurship ecosystem to remedy this. What is missing, however, is a clear strategy and execution plan that holistically addresses the entire ecosystem at once. Ashoka Youth Venture aims at leveraging these initiatives, and works with all related stakeholders to create lasting framework changes in this ecosystem.

The old systems of hierarchies and silos, repetition and rote memorization are the norm

throughout the world and proving to be detrimental in preparing youth for careers, or even the mere capability to deal with constant and exponential change in a constructive way. As nations collectively raise a new generation of leaders, the responsibility is on the world to safeguard our future by cultivating an ecosystem of support that enables a changemaker generation, adept at navigating and problem-solving the deepening complexity of issues they already face on a daily basis.

As future leaders, governors, entrepreneurs, parents and global citizens, they need a new roadmap for success and a framework that guides them to be empathic, collaborative leaders, understanding the significance of sophisticated teamwork in order to problem solve. Youth must learn to create solutions that are not for the good of themselves or even the good of a few, but for the good of all.



## PROFILES OF YOUTH VENTURERS ELECTED THIS YEAR

**PRITISH BHAVNANI****GURGAON, HARYANA**

A Cry for Help aims to connect distressed teens with young adults who have suffered from similar problems of bullying, self-loathing, peer pressure and stress. Pritish hopes that through his initiative he can create a safe and stress-free environment for teenagers by empowering teens through a cycle of mutual sharing and help. He is reducing instances of cyber bullying by making social media a platform for positive reinforcement and sharing.

**AJAY GOPI****BENGALURU, KARNATAKA**

Hands on Agriculture engages the large percentage of unemployed or forcefully employed youth to meet the demand for fresh, local produce. Ajay and his team created an affordable, accessible and low-energy agricultural practice in which plants grow using the same water as fish.

**GARVITA GULHATI AND POOJA STANAWADE****BENGALURU, KARNATAKA**

Why Waste conducts awareness campaigns for the public and helps restaurants identify the ways they can save water resources. Garvita and Pooja's venture discourages restaurant customers from leaving behind extra water in glasses and suggests daily practices that can help save these resources. They have designed numerous educational materials to raise widespread public awareness and has partnerships with local NGOs that collect and decompose waste.

**AANYA CHADHA AND ROHAN HIRANANDANI**

DOR The Connect aims to involve rural communities in development projects to help them take ownership and experience change firsthand. By conducting various activities for and with these rural communities, the venture aims to help people realize the importance of small changes in their daily lives to engender widespread change.



### KALYANI SARASWATI

Kalyani's initiative, Educate & Empower (E2), provides education to slum children by creating partnerships between them and students from private schools in the area. Student volunteers teach their skills to children from the slum areas who then bring these skills back to their communities. The goal of E2 is to create collaborations between students from private schools and children from slum areas as well as encourage children to teach others in their community.

### KUSHAL KUMAR

#### BENGALURU, KARNATAKA

By hacking old electric mosquito bats, Kushal has developed a safety tool that is easy to learn, quick to use and affordable for women and girls in villages. Hacktaser can be charged at home and works like a real taser.

### SANDEED FAROOQ AND SAKSHI AGARWAL

#### DELHI

Flawless Flaws aims to raise awareness of the issue of acid violence, sensitize society to the plight of acid violence survivors and restore their dignity. The venture raises funds to support the surgical treatment of survivors through presentations and street plays. These educational performances provide audiences information about the statistics, laws and case studies regarding acid violence as well as how to react when an attack takes place.

### AKSHAT MITTAL

#### DELHI

Oddeven.com is an online portal that offers an easy way to carpool. The website matches commuters based on time of travel and destination. ChangemyIndia.org is an initiative that brings changemakers closer to real world problems and helps them create innovative solutions to these issues.





### **HRIDEY SAHGAL**

#### **BENGALURU, KARNATAKA**

TISB Swimathon's goal is to help intellectually disabled athletes become more accepted and respected in society. Hridey developed the TISB Swimathon as an annual event to raise money for the Special Olympics Bharat and provide better training to special athletes. The event is also an important way to raise awareness and sensitize students to the experiences of the intellectually challenged.

### **TANAY GANDHI**

#### **MUMBAI**

Poster to Shelter (P2P) distributes used posters to help pavement dwellers survive the monsoon rains in Mumbai. The initiative collects used banners from outdoor advertising agencies, companies, political parties and filmmakers and distributes them as roofs. They also recycle smaller posters to make utility products. The venture aims to raise general awareness of the need for temporary shelter during monsoon seasons until pavement dwellers are permanently rehabilitated through government programs.



## YV BATCH 3

### CHANDANA SATISH AND SAKSHI CHANDAK

#### BENGALURU, KARNATAKA

Chandana and Sakshi launched STRIVE Hour in order to raise awareness about climate issues and motivate individuals to save energy. STRIVE Hour is an hour-long period in which individuals and organizations are encouraged to switch off their power to conserve energy. Chandana and Sakshi raise awareness about STRIVE Hour such as street plays, newspaper collection drives and notebook donations.

### MADHAV MOHAN

#### GURGAON, HARYANA

The Trash Project uses pink polka-dot bags to capture waste in an effort to make trash pick-up exciting and attractive to community members. Madhav hopes that by changing the way people look at trash, they will not litter and take proper action with their waste.

### DHARAMANANDA BHOI

#### BHUBANESWAR, ODISHA

Dharamananda's venture, UNNATI, addresses the disinterest and apathy that exists among rural youth when it comes to participating in sports and game. By fostering a supportive community and building partnerships with local youth clubs, UNNATI is raising awareness about the importance of sports and games in the rural communities of Odisha. UNNATI also works to improve the skills of empathy, problem solving and leadership as a part of holistic youth development.





**SANA SAWHNEY AND AYUSHI GUPTA**

**DELHI**

School Kit works to incorporate a 'Green Curriculum' into India's education system by conducting highly interactive, practical and productive workshops focused on environmental concepts. After these workshops, the initiative distributes 'School Kits' with donated stationary materials to students of underprivileged schools to encourage them to continue studying further.

**RAGHAV MADHUKAR**

**BENGALURU, KARNATAKA**

Raghav built City Idols as an initiative working with youth to research, record and publicize the contributions of local heroes. Remembering the contributions of many such individuals is essential to reminding youth that they can play a positive role in shaping society.

**PRATEEK AGARWAL AND SUBHAM AGARWALA**

**DELHI AND KOLKATA, WEST BENGAL**

Green Strips promotes the use of paper over plastic bags by providing local vendors with newspaper bags. To subsidize the additional cost of using paper, local businesses pay a small fee to advertise on the bags. These bags are made by underprivileged women in need of employment. Adsure thus simultaneously reduces plastic waste, provides accessible advertisements for small local businesses and creates employment opportunities for underprivileged women.

**SHANTI MURMU**

**BHUBANESWAR, ODISHA**

Shanti recognized the many difficulties young girls in India face including lack of access to education, forced early marriage, misconceptions of menstruation leading to infections and over consumption of liquor. Her venture, Parivartan, works with a core advocacy team comprised of Anganwadi workers (AWW-health care centres established in villages), ASHA workers (Accredited Social Health Activist) and young girls to spread awareness of and solutions to these issues.

**ASHWINI NARAYANAM AND PRIYA RADHAKRISHNAN**

**BENGALURU, KARNATAKA**

Jazba provides a platform for youth to cultivate their interest in creative fields. The initiative conducts youth competitions centering around various art forms. The funds raised at these events are then donated to philanthropic organizations in the name of the winner. In this manner, Jazba integrates the competitive and charitable spirit in youth and encourages them to participate and create awareness for the causes to which they donate.



### **NANDITHA ASHOK KUMAR**

#### **HOSUR, TAMIL NADU**

Green Cover Proliferation raises and exchanges saplings by collecting seeds and cuttings. These saplings are given as birthday gifts to students and visitors to Nanditha's school. The initiative also provides the community with saplings that are then distributed on various occasions. The initiative aims to improve tree cover to act as a carbon sink, improve the micro climate of Hosur, prevent soil erosion, create a home for arboreal beings, promote awareness among young generations and increase the water table.

### **NISHANT PANICKER AND ANIRUDDHA VORUGANTI**

#### **BENGALURU, KARNATAKA**

Towards A Green Education, or TAGE, addresses the issue of inequality within academic institutions. TAGE developed a 'school-pairs' model in which a 'donor' school adopts a 'recipient' school and establishes a relationship between their students. TAGE organizes annual field-trips from the donor school to the recipient school in order to give the donor school firsthand knowledge of the resources the recipient school is lacking.

### **ISANA NAMBIAR**

#### **BENGALURU, KARNATAKA**

In order to address the issue of underfunded schools, Isana's initiative, HelpEd, leverages the Internet and social media platforms to connect prospective individual donors with government schools in need of financial support. HelpEd creates a low-cost, easily accessible channel to those who wish to extend a "digital interface" between government schools and prospective donors. HelpEd also facilitates funds from CSR grants of corporations and local NGOs as well as private individuals.

### **ARJUN S.**

#### **CHENNAI, TAMIL NADU**

School transportation management systems are inflexible and expensive. LateraLogics is a tracking application that locates and tracks school buses in real time in order to plan drop off or pick up timings of a child. Arjun has put up the source code of the app for free online to help other ventures and organizations create similar programs.



### AADITYA KAPIL

#### DELHI

SENSEi India is an initiative which aims to reduce the emotional, mental and physical stress that is faced by many students today. SENSEi combines peer to peer learning with meditative activities to help youth express their emotions in a tranquil form. By promoting a relaxed mindset, SENSEi helps youth to be more productive and achieve their goals while promoting positive mental health practices.

### PRITI SAHA

#### KOLKATA, WEST BENGAL

Jeeneey ki Asha: Hope for Life works to inform children about their rights and entitlements, collectivize older children for joint action against situations of violence and encourages mothers and grandmothers to support the children in their efforts to end violence. The main aim of the initiative is to empower young people to challenge, resist and prevent situations of violence. The second aim is to generate support against violence among mothers and grandmothers.

### SIRHAAN SETH

#### GURGAON (NCR), HARYANA

SMS Contraceptive provides a platform that eradicates the shame and embarrassment of purchasing contraceptives. Individuals can order sexual wellness products via Snapchat, Whatsapp, call or text 24/7 and SMS Contraceptive will deliver them within 30 minutes. The initiative also donates 2 condoms to lower income groups for every 5 condoms sold. Sirhaan's goal is to eliminate the stigma surrounding sexual awareness and contraceptives and make them more accessible to people in his community.

### CHETHAN M GOWDA

#### BENGALURU, KARNATAKA

Chethan launched DreamTeam with a wide range of projects aimed at the development of India. DreamTeam registers complaints about the poor conditions in nearby villages with the MLA and reaches out to relevant NGOs for assistance when necessary. His second venture, Khoon, is an app that makes it easier for individuals to register as blood donors and allows blood banks to make donation requests. By bringing these two groups together, Chethan ensures that people have access to the blood donations they need.

**AMIT BHARTI**

**VARANASI, UP**

Having recognized that current farming methods are largely unsustainable, Amit started Organic Gardening to teach rural farmers about organic farming methods. Soil degradation, loss of biodiversity and climate change have necessitated that rural farmers find new ways of increasing their crop yields. Organic Gardening teaches people how to grow a garden anywhere inside or outside their houses and using new and innovative means of growing food.

**VIBHA NARENDRA**

**BENGALURU, KARNATAKA**

Most schools that serve the needs of underprivileged children in India do not have many books due to a lack of funding. Books that Fly is a nonprofit initiative that allows people to donate children's books to schools for underprivileged children. The initiative encourages people to donate their used books and give them to school libraries where they can reach many more children.

**DIVYANK TIWARI**

**GORAKHPUR, UP**

Wings: Umeedon Ko Pankh addresses the issues faced by slum children such as improper sanitation, drug addiction, child safety and child health. The initiative organizes classes by college student volunteers with the objective of providing quality education that supplements the standard curriculum. They also conduct awareness campaigns, counseling sessions, feeding campaigns for child beggars and education campaigns targeted toward girls at high risk of early marriage.

**RAVI KUMAR AND ANSHU KUMARI**

**PATNA, BIHAR**

RK Crystal is a 70-hour supplementary course to teach students from various fields practical technology skills to make them more employable and to help them start their own businesses more easily. They also provide free website and other technical assistance to entrepreneurs who are just starting out. The aim is to make technology accessible and affordable for the masses.





# YOUNG CHANGEMAKER DAYS

Young Changemaker Days aims to initiate an ecosystem building process that values and supports young people to be changemakers and advance towards a world where every young person can apply the skills of empathy, new leadership, teamwork and creativity to solve complex social problems.

Young Changemaker Days trigger ideas in young people which can lead to social enterprises and inspire passionate students and young people by providing a learning platform through specific intervention programmes, at the same time inviting social entrepreneurs who will share their real life experiences and challenges in social enterprises.

This year we hosted numerous Young Changemaker Days. In Faridabad, the day at Eicher School had the participation of 26 schools and over 500 students, Ashoka Fellows and Ashoka Youth Venturers. We also held a Teen

Framechange Day in Mangalore that drew more than 150 students. The day highlighted how leading student changemakers could be game-changers by creatively and collaboratively solving social problems through empathy based entrepreneurial solutions.

In June 2016, Ashoka and Kalinga Institute of Social Sciences (KISS) launched Odisha's first-ever Young Changemaker Day in Bengaluru. It was an open forum for sharing ideas and experiences - to help young people learn, execute and materialise their ideas for changing the world. The larger goal is to set up a Centre of Excellence in Social Entrepreneurship at the KISS for young students and youths of Odisha.

*"We will be working with other educational institutes, schools, universities, Government, and other stakeholders to start and spread this movement." - Dr Achyuta Samanta, KISS & KIIT Founder*





## COFFEE AND CONVERSATIONS ON SOCIAL ENTREPRENEURSHIP

MASH project Coffee and Conversations:  
Delhi - 17th -20th April 2017 across 8 Delhi Universities

The MASH Project and Ashoka India jointly organised a series of events called 'Coffee and Conversations on Social Entrepreneurship'. The focus of these events was on embracing the beauty of social entrepreneurship, to generate awareness about the social sector and to create a platform where experienced social entrepreneurs can have a one-on-one interaction with interested students.

The conversations centered on deep learning: understanding your unique gap and designing a venture around the critical demands of the community that you are working with. The participants also discussed how ownership and dignity are interlinked. The idea that 'small is beautiful, big is essential' was highlighted, implying that changemakers essentially work to change the systems rather than being content with addressing issues at the micro level.

# YOUTH CONCLAVE

## FEBRUARY 2017, PUDUCHERRY

The Youth Conclave jointly organized by Ashoka Innovators for the Public and the Sri Aurobindo Society took place from February 3<sup>rd</sup> - 4<sup>th</sup> in Puducherry, Tamil Nadu. It brought together 24 Ashoka Youth Venturers, thought leaders from different sectors, teachers from the Changemaker Schools, and parents of some of the Youth Venturers. The purpose of the event was to share insights on the importance of, and the approaches to, nurturing Changemaker Skills in youth. The idea was to arrive at an action plan with concrete proposals by involving all stakeholders: students, schools, parents, policy makers, businesses and social enterprises.

The Youth Venturers believe in doing rather than talking. The community is constantly engaged. The Youth Conclave event hosted on a quarterly basis attracts eminent speakers and thought leaders to share insights on their life and work. The recent event in Puducherry welcomed Kiran Bedi (Hon. Lt. Governor of Puducherry), where she shared her journey with the Youth Venturers. Changemaking is an inherently collaborative and inclusive process - the Conclave was a hands-on experience of community building.







One of the Youth Venturers, Aanchal Gupta (above), gave the audience a glimpse of her work in creative writing through a short workshop. Through an easily accessible mix of meditation and creative thinking, she enabled the participants to develop the first steps of creating their own positive story. The aim was to understand more deeply the challenges faced by children in becoming changemakers in order for all stakeholders to work with them in overcoming these.



youth  
venture®

# FRAMEWORK CHANGE WORKSHOPS

Social entrepreneurship relies to a great degree on a trial and error approach, and on the right mindset. It requires a rebellious stance, curiosity, and one has to be comfortable going out into the field to test the product or service to see if it is working as expected, and iterate on this process until it does. Mindset shift is key to success in this regard: viewing other players in the same space not as competitors but always as collaborators, and viewing lows with perspective, as lessons.

Framework Change Workshops allow Fellows to engage in a longer-term intensive engagement, allowing every Fellow to question how they are creating more roles for their partners, communities and employees to lead change, and setting Everyone as a Changemaker (EACH) as the foundation of their organizations. The Workshops also approach “Needs assessment for Fellows”, helping them to see the new strategic landscape (how is the world changing?) to question and revamp some existing practices of leadership and organizational structure. From articulating systemic problems, vision and theory of change, pathways to scale emerge and Fellows’ understand the role in enacting systems change.

100%

of the Fellows shared  
that the sessions helped  
them see something new

96%

could see how the rapid-  
ly changing environment  
has significant implica-  
tions on how they lead &  
organize

77%

could see that their core  
role as a leader was to  
create more leaders







# HALF-TIME CONVERSATIONS

## ENABLING DIALOGUE AND ENGAGING PARTNERS

During a game, Half-time is space to huddle, to share, to strategize and encourage before we go out there to play. **Half-time Conversations are Ashoka's attempt to create spaces to unlock beliefs, share our insights and re-look at our role in the fast-changing complex world.** This is a preparatory conversation before we move on to “play in the new game”.

Question for the Conversation: “Are we playing by Old rules in the New Game?” Historically, we're at a moment in time where things are colliding head on socially, politically and economically. We need to have urgent and important nationwide conversations on the new ways of dealing with these complexities and which skills we should prioritize to be able to prepare ourselves, and more importantly our young citizens.

Objectives from Half-time Conversations include finding the pulse of the influential leaders and gauging their thinking around the changing environment

and the new skills for young people to learn and practice. The conversations collect critical insights on what skills people value in their work and their lives. It is an opportunity for Ashoka to go out and listen deeply to the larger audience we intend to influence, taking the conversation on changemaking skills and Ashoka's theory of change (EACH) beyond educators and social entrepreneurs. Half-time Conversations find potential co-leads who can work with Ashoka in pushing forward the paradigms of every child practicing empathy and every young person self-identifying as changemaker.

We design sessions in a way that people can tap into them from different dimensions, whether that be intellectual, emotional or creative. We make sure young people are a key part of this. We ensure there are diverse stakeholders in each conversation: social entrepreneurs, business leaders, media leaders, educators, parents, policy makers and young people from different backgrounds.



# CHANGEMAKER DINNERS

## BUILDING OUR COMMUNITY

Changemaker Dinners are attended by multiple people from across the city in which they are held, including representatives from Changemaker Schools, Ashoka Fellows and other key stakeholders. Diverse points are discussed and each Dinner has its own focal point.

Ashoka Changemaker Dinners are therefore a space for inspiration. There is not a set agenda or proposed outcome to the dinners; sometimes a personal theme will help spark conversations. The concept of Ashoka Changemaker Dinners evolved from the insight that people collaborate in a deep and true sense when they connect at personal levels through shared experiences and values.

We invite people from a variety of sectors – story-tellers, agriculturalists, environmental lawyers, peace and conflict resolution specialists, psychologists, Ashoka Fellows, product engineers, documentary film makers, health workers, zoologists - to come together over dinner. This year we held Changemaker dinners in Bhubaneswar, Pune, Bengaluru, Chennai, Guragaon, Maharashtra, Delhi, Mumbai, and Guwahati. We also held Young Changemaker Dinners in Odisha, Jaipur and Delhi.

*“It was a pleasure to meet you all motivated and committed folks in Mumbai. I look forward to connecting with each of you! Must say, the sweaty and crazy stay had been worth it and much more! :)”*

- Sriram Kuchimanchi, Ashoka Fellow and Founder/CEO of Smarter Dharma



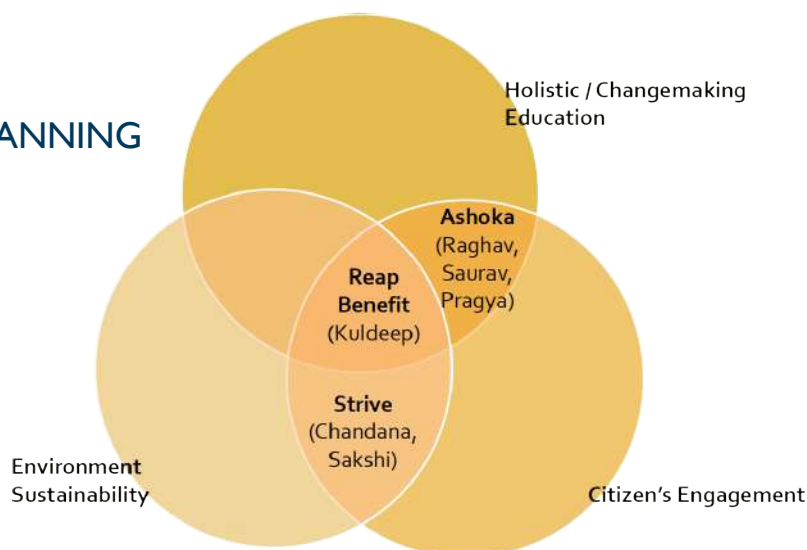


# CHANGEMAKER CITIES

## CREATING DEMAND FOR CHANGEMAKING SKILLS AT CITY LEVEL`

The Changemaker City Chapter envisions itself to be a small be-spoke network of like-minded leaders who believe “to fundamentally solve problems we need more problem solvers”. They are willing to create a demand for changemaking by influencing those who directly interact and shape the upcoming generation. We believe, that one of the critical success factors to achieving favourable and meaningful outcomes from the City Chapter is to ingrain the aforementioned Paradigms in its DNA.

### TEAM PLANNING



# ACHIEVING AN EACH WORLD

## EVERY CHILD PRACTICING EMPATHY

Empathy is foundational to the ability to resolve conflict, collaborate in teams, align interests, listen effectively, and make decisions where there are no rules or precedents, to solve problems and drive change. In the past, people could turn to rules and hierarchies for guidance, but the world is changing too fast now. Hierarchies are being replaced by teams organizing fluidly based on need. Rules conflict and change, or they don't exist at all, and information flow is rapid and ambiguous. As the rate of change increases, every person needs to learn new skills in order to thrive. Therefore, applied empathy becomes an essential skill for participating fully in a changing society. This gives rise to an urgent need for a movement to highlight the critical role of empathy, and the most effective strategy is to include empathy in education.

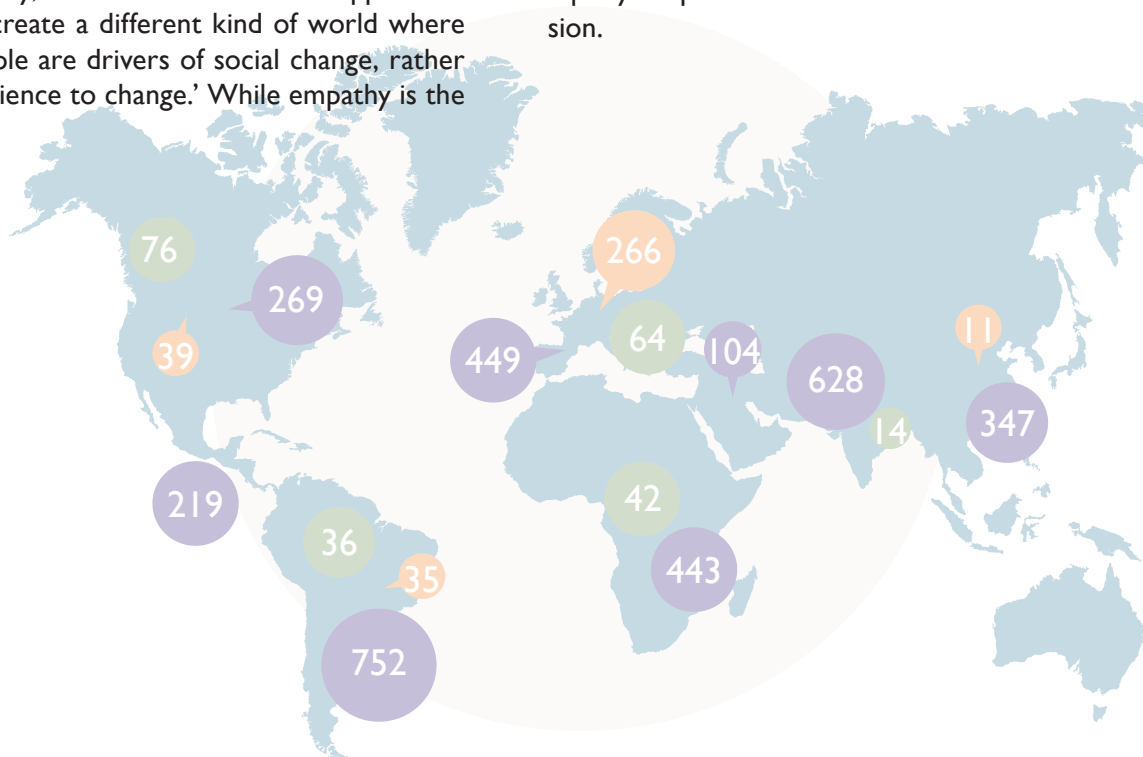
## EVERY YOUNG PERSON SELF-IDENTIFYING AS A CHANGEMAKER

There are more than one billion young people in the world today. While this extraordinary number represents the largest youth demographic in human history, behind this number are opportunities to co-create a different kind of world where 'young people are drivers of social change, rather than an audience to change.' While empathy is the

foundation stone, empathy alone does not lead to problem solving. Once a young person starts understanding problems, next steps towards changemaking include designing possible solutions (creativity), translating their solutions in action (leadership) and working with others (teamwork) to make their solutions grow. Just like any other skills applied empathy, creativity, leadership and teamwork can be learnt and improved with practise. To achieve this, we need to build systems that shape how young people lead and make impact. Systems like how parents raise their children, how teachers and schools engage students, who are the role models for young people, what are college selection criterions and how companies hire talent and support local communities.

## ORGANIZING AS FLUID TEAM OF TEAMS

In this fast changing and complex world solutions rooted in linear or hierarchical methods of organizing or scaling through repetition do not work. Solving problems at the systemic level needs contribution from all those who hold different pieces of that complex social system (breaking silos) and leading in a way that allows working with many equally empowered leaders towards a shared vision.







# CRITICAL PATHS MOVING US FORWARD

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To move us towards an Everyone a Changemaker world, we know we need to become increasingly specific about the changes that are required for young people and in the wider ecosystem.

We recognise that the education system in India is dynamic, that many changes will be required to tip this system to embrace our vision. There is no single change that will trigger all the other necessary changes.

However, there are certain distinctive critical paths that will be significantly influential (and perhaps even prerequisites) to achieving widespread systemic change.

The following critical paths are offered here as starting points for deepening research, for intensifying debate, and ultimately for continuing the CEJs in action that you have seen throughout this document.

We need to amplify the voice of young people, parents and teachers. We will critically refocus university admissions, policies and practices and change the way employers hire staff. Our Fellows are setting the pace for being the best leaders in the world. In line, Ashoka Changemaker Schools must continue leading change on the way students, teachers and schools are assessed and the way we judge teachers, school leaders and education systems.

Our most critical path is to always remember where we are headed- to an everyone a changemaker world.



# FUTURE STRATEGY

## SEE DIFFERENTLY TO DO DIFFERENTLY

Throughout the past year, our programs, one-day events, state-wide events, workshops and selection panels have engaged prominent leaders in the business and social sectors. In doing so, Ashoka has developed a strong pipeline of supporters that it will continue to engage in the coming months.

As a long-term goal, Ashoka India will continue to work on building “change teams”, or partnerships with institutions, organizations and individuals who can spread changemaking values themselves, resulting in a domino effect across networks of Indian youth. These “change teams” exist outside of Ashoka and will ultimately create a widespread mindset shift (especially regarding the role of youth) in solving society’s most pressing problems.

*The everything-changing and therefore ‘everyone a changemaker’ world is a far better place.*



# OUR MEDIA FOOTPRINT IN 2016-2017

## ASHOKA'S PRESENCE

Youth action, changemaking, skills, and leadership are themes that dominate the messages we're putting out.

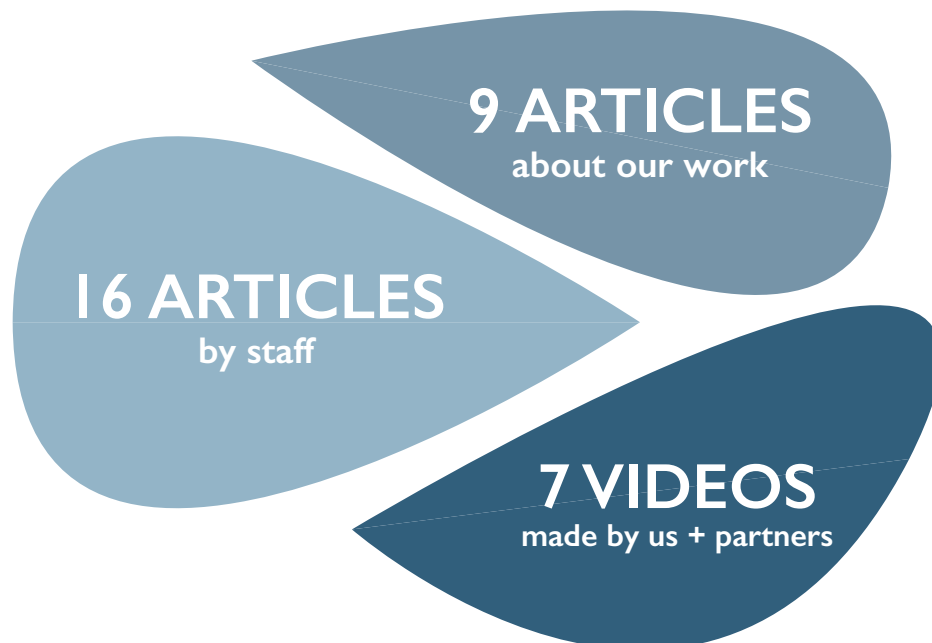
Articles by Staff focused on Youth Venturer profiles, Fellows as EACH leaders, and the future of skills. Articles about us by publishers focused on event coverage of Changemaker Days, Youth Venture panels, engagement with universities and tie-ups with Transforming Childhood Youth Years (TCYY) partners. Multi-media content focused on a combination of DL and TCYY messages.

## GOING FORWARD

To create conditions in which young people can become changemakers, we need to find and engage pioneering media and wholesale partners as well as change leaders from universities, youth organisations, policy units and other influencers in India.

In order to amplify the work of our changemakers and build a multi-national movement that showcases a new norm in education, we need to generate and distribute content that is both captivating and convincing. We want to continue to build on our substantial experience in sourcing powerful stories from across our network.

To help trigger communities to realise their leadership potential and change mindsets across the wider ecosystem, we need to provide training in storytelling, negotiating, systems thinking and behavior change.





# OUR AMAZING TEAM

## ASHOKA INDIA

VISHNU SWAMINATHAN, South Asia Representative, Leadership Group Member

SUNISH JAUHARI, India Leader, Director, Operations

ASHWIN NAIK, Resident Fellow, Leadership Group Member

SASHIKUMAR VELATH, Leadership Group Member

SUPRIYA SANKARAN, Director, Venture and Fellowship

TRINA TALUKDAR, Venture Manager, Venture and Fellowship

OLINA BANERJI, Senior Intrapreneur, Venture and Fellowship

YASHVEER SINGH, Director, Youth Venture

RAGHAV KHEMKA, Senior Interpreneur, Youth Venture

SHEVIKA MISHRA, Senior Intrapreneur, Changemaker Schools

ARCHANA SINHA, Director, Health and Nutrition Initiative

PRAGYA MISHRA, Senior Intrapreneur, Strategic Resources

ROHAN SUSEELAN, UI/UX Designer, Integrated Technology Initiative

JAYALAKSHMI JAYANTH, Senior Institution Builder, ITI

RAJESH KUMAR, Project Coordinator, Transforming Childhood and Youth Years

NAGENDRA CHANDRASHEKAR, Accounts Manager

NIKITHA VARSHA, Assistant Accounts Manager

GANESH S P, Administrative Assistant





# THANK YOU TO OUR PARTNERS





# PARTNER WITH US

Ashoka is constantly building collaborative partnerships with leading global organizations, companies and foundations to provide its partners with an opportunity to engage with the citizen sector.

## TO SOURCE..... social innovations

Identifying fresh and new approaches to key challenges, already part of the Ashoka network and/or waiting to be discovered. By selecting a critical mass of social entrepreneurs, you can have a unique perspective on new models and innovations that can revolutionize a sector.

## TO MAP ..... and analyze trends and needs

Conducting research to map innovation opportunities and trends, and the barriers against the identified topics of interest; sharing insights and encouraging dialogue across sectors.

## TO AMPLIFY ..... social impact of Changemakers

Preparing mature social entrepreneurs with proven models to scale their impact by expanding or replicating their model, through tailored support via the Ashoka network & expertise.

## TO ENGAGE ..... collaborators to develop talents

Developing talents and mastering changemaking skills, which are increasingly necessary. Breaking the silos between social and business to encourage a culture of entrepreneurship within the organization.

## TO CO-CREATE ..... with social entrepreneurs

Accelerating co-creation between the organization and social entrepreneurs, bringing unique and complementary expertise on joint initiatives beyond the boundaries of individual organizations; building innovative business models that address societal challenges at scale.



# CONSOLIDATED STATEMENT OF FINANCIAL POSITION

Year end: March 31<sup>st</sup>, 2017

	2017 (INR)	2016 (INR)
ASSETS		
Cash & Cash Equivalents	26,798,373.37	3,512,649.44
Loans & Advances	928,436.83	1,121,220.50
Fixed Assets	1,228,815.01	1,319,634.00
<b>TOTAL Assets</b>	<b>28,955,625.21</b>	<b>5,953,503.94</b>
LIABILITIES		
Expenses Payable	932,731.00	844,391.00
Net Assets - Restricted	28,022,894.21	5,109,112.94
<b>TOTAL Liabilities</b>	<b>28,955,625.21</b>	<b>5,953,503.94</b>

# Consolidated Statement of Activities & Changes in Net Assets

Year end: March 31<sup>st</sup>, 2017

	2017 (INR)	2016 (INR)
<b>RECEIPTS AND GAINS</b>		
Remittances	93,683,368.65	69,985,077.03
Local Contribution	2,064,345.00	765,000.00
FD Income - Interest	1,171,190.00	231,807.00
Miscellaneous Receipts	-	6,000.00
Excess of Expenses over Receipts	-	5,569,314.46
<b>TOTAL Receipts</b>	<b>96,918,903.65</b>	<b>76,557,198.49</b>
<b>EXPENSES</b>		
Fellowship & Stipend	21,738,173.00	18,777,450.00
Programme Expenses	67,895,822.83	56,481,271.42
Bank Charges	8,239.58	8,354.07
Audit fee	23,600.00	23,000.00
Depreciation	355,668.00	617,123.00
Grant Paid	650,000.00	650,000.00
Office Expenses	1,870.00	-
Interest On TDS	40.00	-
Excess of Receipts over Expenses	6,245,490.24	-
<b>TOTAL Expenses</b>	<b>96,918,903.65</b>	<b>76,557,198.49</b>





# ENGAGE

## WE ALWAYS WELCOME NEW CONNECTIONS AND PARTNERSHIPS

- Become an ASN member
- Become a strategic partner
- Nominate a Fellow or Youth Venturer
- Become a donor

PLEASE REACH OUT TO [INDIA@ASHOKA.ORG](mailto:INDIA@ASHOKA.ORG)

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[FACEBOOK.COM/ASHOKAINDIA](https://www.facebook.com/ASHOKAINDIA)

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