

ASHOKA YOUTH VENTURE PROGRAMME

Changemaker Impact Report



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THE BACKGROUND

THE NEED FOR CHANGEMAKERS

The world has steadily been moving from valuing efficiency in repetitive jobs to seeking problem solving and innovation in all walks of life. Individuals have to identify the need for change and bring it about themselves. Those with the skills to thrive in this new world are in demand. The result is one of new inequality – with the haves and have nots defined by the yardstick of being equipped with changemaker skills. If this marginalisation should be averted, then we should equip individuals with the skills needed to thrive in a world of elasticity. With an unquenchable thirst to bring about positive impact and a

natural instinct to challenge existing structures and ways of thinking, it is the young who have to be supported.

Ashoka's theory of change is that if you help people see differently, they will do differently. Unless we tap the wealth of youth, we will not be able to devise solutions to the ever increasing crop of problems. Each young person should recognise himself or herself as a changemaker. Furthermore, the community should also recognise them as changemakers. Ashoka's Youth Venture Programme endeavours to do just that.

CALL FOR CHANGE

"If we do not change the way we teach, 30 years from now, we're going to be in trouble. We have to teach something unique that a machine can never catch up with us – values, believing, independent thinking, teamwork, care for others"

Jack Ma, founder of Alibaba Group, China's e-commerce giant, at the World Economic Forum 2018

"The one single factor that determines society's success is the percentage of changemakers within it."

Bill Drayton - Founder & CEO, Ashoka

REALISING THE VISION OF EVERYONE A CHANGEMAKER

THE ASHOKA YOUTH VENTURE PROGRAMME

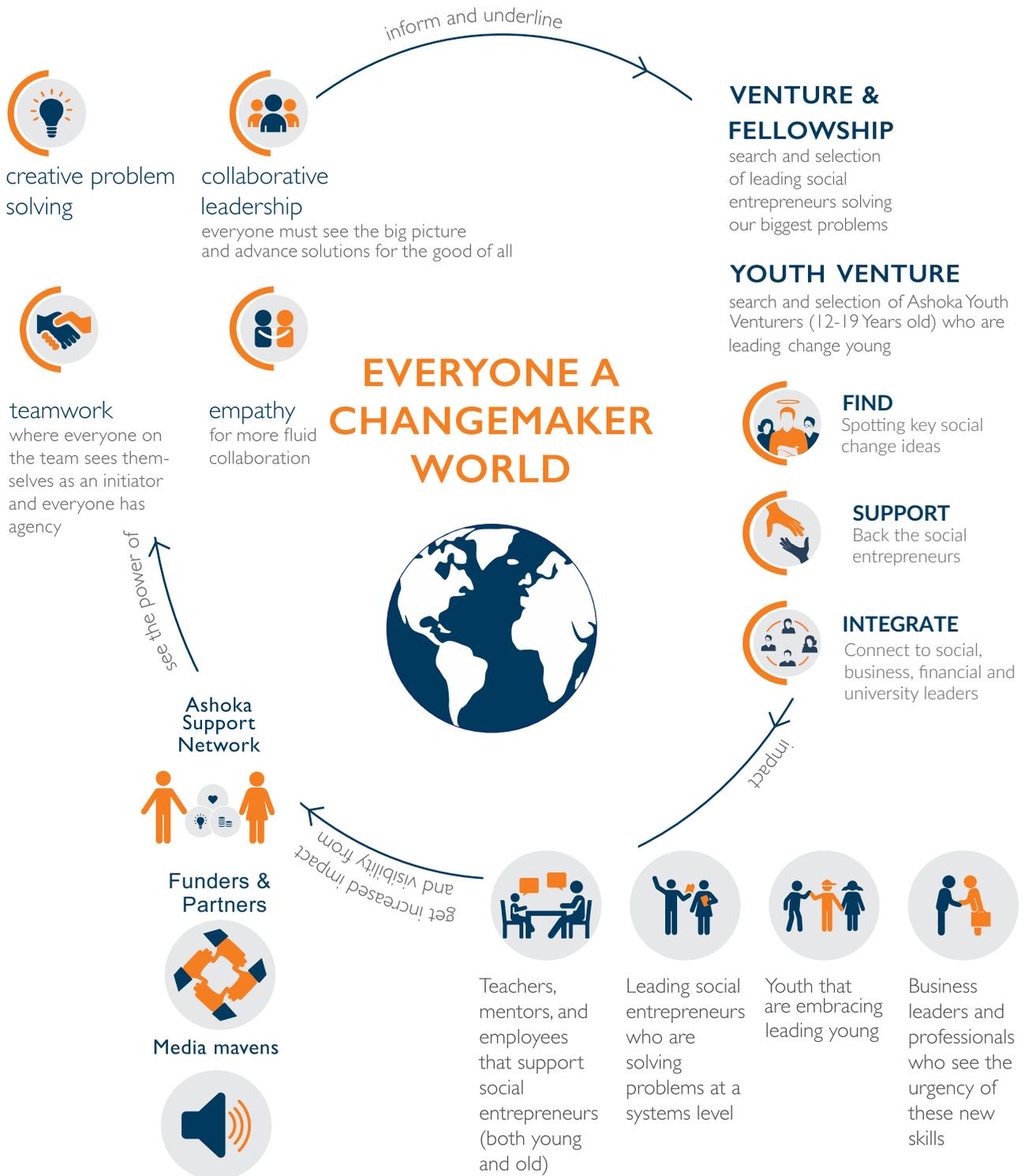


Over the last three years, the programme has nurtured changemaking in over one hundred youngsters across the length and breadth of India.

Youth Venture was developed from understanding a key insight : one of the most effective ways to engage the youth in the process of changemaking is to help them realize and understand their own power to make positive change. The Ashoka Youth Venture program is equipping young people with the skills to devise solutions to social problems they see around them. Ashoka Youth Venture inspires and supports young people in changemaking, preparing them with skills for a

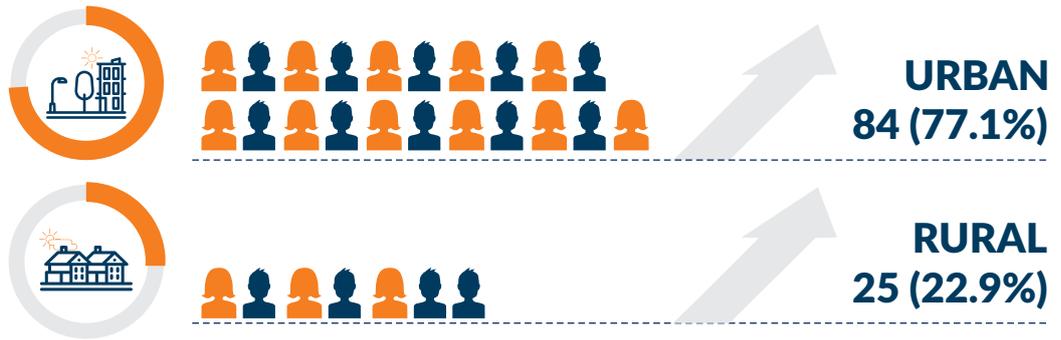
world without repetition, one that demands problem solving. Youth Venturers gain access to workshops, adult allies (noncontrolling advisors), a global network of like-minded young changemakers, and fundraising tools. Ashoka launched the Youth Venture programme in India in December 2015 with its first selection panel. Through the collective efforts of the various entities in the Ashoka ecosystem, the objective is to make every young person in India a changemaker.

ASHOKA CHANGEMAKER ECOSYSTEM

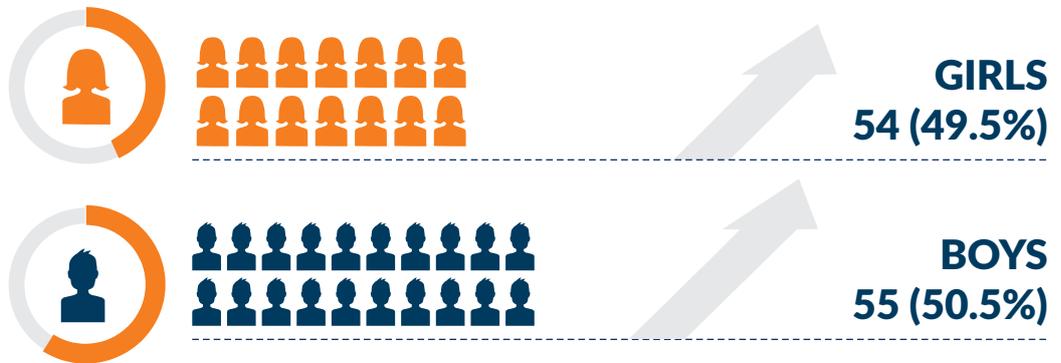


THE DIVERSITY IN THE YOUTH VENTURERS

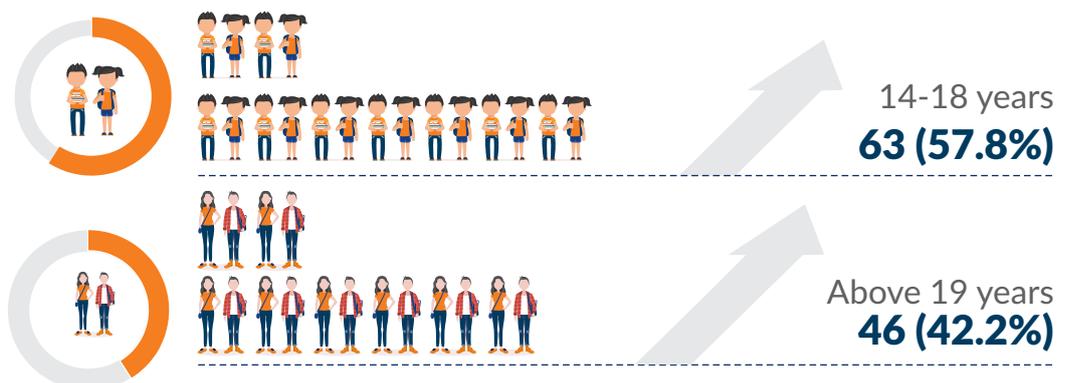
GEOGRAPHICAL SPREAD



GENDER DIVERSITY



AGEWISE SPREAD



HOW DID THESE YOUNG PEOPLE BECOME ASHOKA YOUTH VENTURERS?



STEP 1 : APPLICATION

There are multiple ways in which these talented young men and women entered the Ashoka Youth Venturer fold. An acquaintance, friend or mentor may have told them about Ashoka's online application process where nominations are invited from individuals/ organisations working with young people.

In some cases, the school in which the young person was studying, being a Changemaker school would have encouraged the individual to apply¹. Ashoka's own team also scouts for young people who have taken their first steps in changemaking and invites them to apply.



STEP 2 : SHORT LISTING

All applicants to the Youth Venture programme are screened and evaluated based on the criteria described below:

1. Youth led - age 12-20 years – individuals or teams of two. It is important that the young people should have lead/are leading all aspects of the venture - the creating, planning and execution/ decision making process.

They should have complete ownership of the venture's idea and should be able to describe it in detail and with confidence. They should believe in their own

power to impact the community. Leadership roles should be equal in the case of a two member team. Adults could support a venture but they must remain minimally involved, without a specific role and responsibility.

2. Their own idea that changed their world - should have created, led and managed their own idea of change that had a serious, positive impact in the community- Information should

1. <https://indiyouth.ashoka.org/apply-now>

A Changemaker's Journey in Ashoka's View



YV Programme is thus purposefully designed for 12- 20 years olds.



Mastering Empathy



Practise Changemaker Skills
(along with a desire to influence others to be changemakers)



Actively Influence Others to be Changemakers
(Catalysing behaviour)

be available on how many people the venture reaches. There should be a vision outlined for greater impact in the future.

3. Has a credible action plan for making the initiative sustainable -The applicants should have a clear and detailed plan to meet their long term goals. There should be a clearly defined methodology to sustain over the years.

4. Their team - Involves a strong team and co-leadership- The venture should involve youth (other than the applicants) as implementation partners. All members of the team should have ownership of the venture and different leadership roles.

5. Has the capability to influence others- Irrespective of the size or location, the venture

should have a capacity to inspire other young people and individuals. The applicants should have demonstrated influence on others or they should aspire to inspire other young people.

6. Good example of young people leading their own future- The applicant should demonstrate, through the venture done, clear ability to take action and drive change.

7. EACH (Everyone A Changemaker) Alignment- The venture, both in aspiration and practice, should be cultivating young people as changemakers; young people as active contributors rather than passive recipients. The venture makes the development and practice of leadership, teamwork, empathy, and problem solving –

changemaker skills - a priority in the implementation phase.

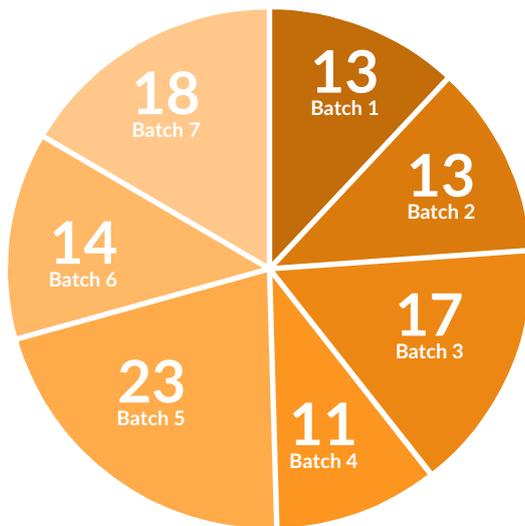
8. **Ethical Fibre-** The applicants should demonstrate trustworthiness and honesty that comforts and reassures others.

9. **Entrepreneurial Quality-** There should be demonstrated perseverance in working at a change

idea, until it becomes reality, and then interactively adjusting and improving it.

10. **Creativity-** This should be demonstrated in active seeking of new problems, creative goal setting and creative problem solving as the venture evolves in a changing environment.

ASHOKA YV PROGRAMME ENROLMENTS



THREE BATCHES
IN A YEAR



Ashoka Youth Venturers demonstrate empathy based living for the good of all by identifying a problem around them and finding a solution to fix it at a very young age. We at Ashoka believe that the success of our society depends on what proportion of teenagers become, practice and know that they are changemakers and what percentages of the stakeholders know that they have a successful or failing community depending on whether or not they are building a culture where every young person is a changemaker. Through the Youth Venture program, Ashoka aims to build a collaborative entrepreneurial society by celebrating role of young people in building an Everyone a Changemaker world."

Yashveer Singh, Director - Youth Venture, South Asia.

ASHOKA YOUTH VENTURE PROGRAMME

YV IMPACT POINTS



DETAILS OF THE YV ASHOKA WORKSHOPS

Each workshop runs over three days. The first two days are theory-based and the third day is practice-oriented.

Empathy and Leadership building

- Imparting understanding on what it means to be a leader, importance of being a leader, methods of leadership that YVs can adopt.

- Facilitating an understanding of the communities and individuals that the YVs interact and work with.

Public speaking and storytelling

- Inculcating the ability to convey the YVs key message and aspects of work.

- Training to speak on stage with sessions on how to be a story-teller and good orator.

Design thinking and problem solving

- Orienting the YV to think using a problem-solving framework; equipping them with tools to implement in sticky situations.

- Methods to cope with the stress and fatigue of working in the social sector.

Developing a team and helping the YV grow

- Methods and process of developing a team.
- Focus on growth and realising the YVs vision.

OTHER INTERVENTIONS THAT YVs BENEFIT FROM



NEED FOR IMPACT

STUDY AND METHODOLOGY

The Ashoka YV programme is in its third year of functioning in India. Taking cognisance of the need to measure and document this social project, Ashoka invited niiti consulting to be a partner and carry out an impact study.

The broad objective was laid down as measurement and evaluation of the impact of the Youth Venturer programme. This included a review of the Measurement, Learning, and Evaluation (MLE) frameworks for the YV programme in the context of the programme's objectives, design and delivery; a validation that the impact and outcomes are clearly defined; and a check that program design is appropriate to achieving these goals. In accordance with these objectives, niiti consulting did the following:

- Reviewed and recommended relevant performance indicators to measure outcomes and impact, and created appropriate methodologies for measurement.
- Carried out an audit involving data collection and analysis and documentation of the output.

EXPLORATORY INTERVIEWS

These were done with three Youth Venturers in September 2017 to understand trigger points in the young person's changemaking journey, evolution, and how the 'changemakers' viewed themselves. The aim was to get inputs from the youth venturers that will feed into the data collection tool design. In the interviews, the YVs were asked questions about their venture, their experiences with the YV program, and their changemaker skills and journeys. The exploratory interviews were designed to gather information about distinct aspects of the changemaker journey, in addition to understanding if and how YVs identify themselves as changemakers and articulate changemaker skills.

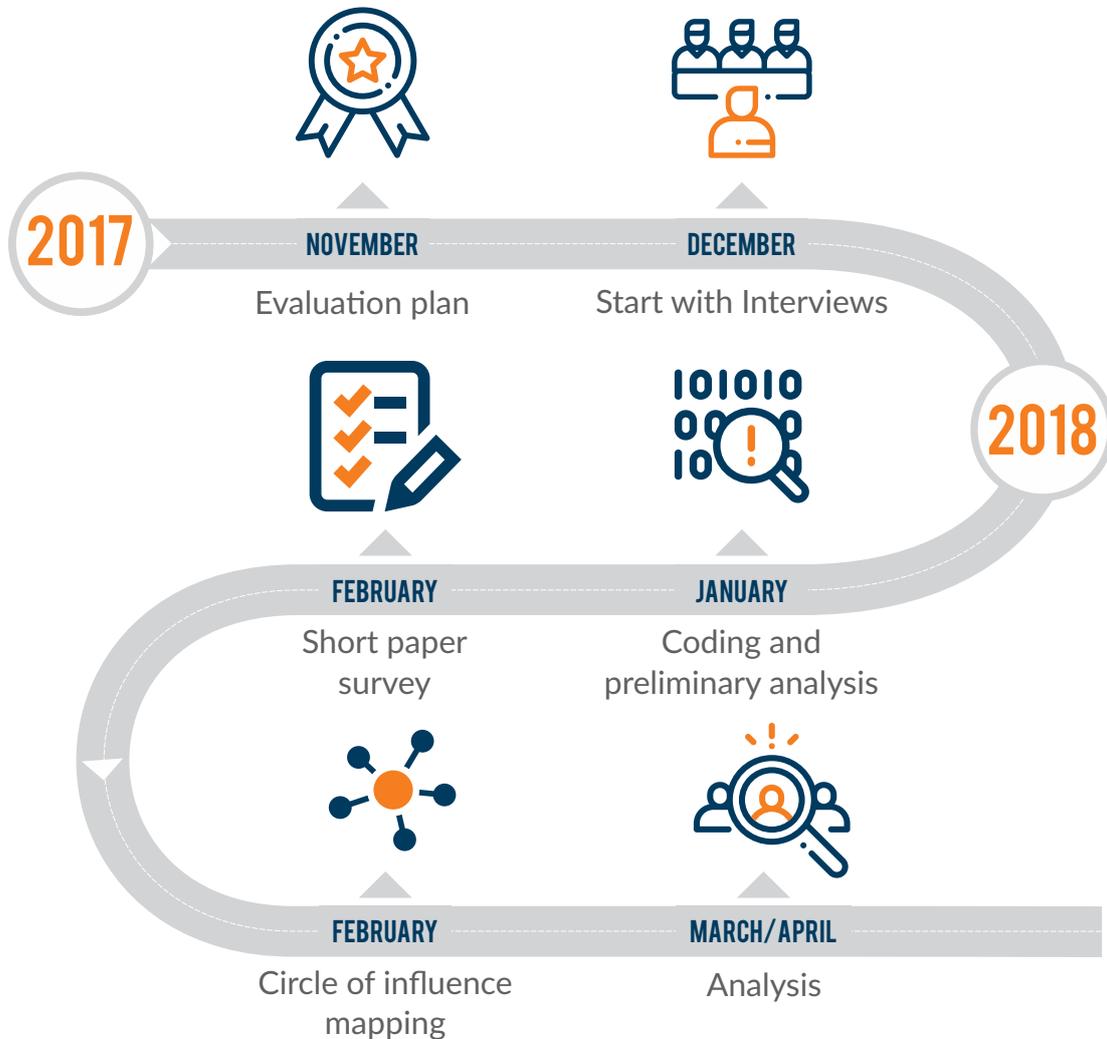
LITERATURE REVIEW

The literature review revealed that youth seeking to address a problem or social issue demonstrate the necessary characteristics of playing an important role in their communities and developing leadership qualities. However, they need guidance and hand-holding that goes beyond academic skills and knowledge. The review revealed that youth and youth ventures feel motivated when they find a “safe sanctuary” to share their goals and ideas, and where they get support through creative ideation, knowledge and life skills. It was also

found that young people who demonstrate entrepreneurial character and are provided the right support go on to being decision makers in the communities they are a part of. They also develop better inter-personal relationships with their peers and adults.

The instruments for gathering inputs from the YVs were crafted based on the findings of the exploratory interviews and the literature review. Learning questions were also the outcome of the literature review.

TIMELINE MLE FRAMEWORK



DEVELOPMENT OF A LOGIC MODEL



A logic model was developed to evaluate Ashoka's role in advancing Youth Venturers' changemaker skills and changemaker journeys. The logic model was prepared basis some background research conducted by niiti and Okapi teams as well as inputs provided by Ashoka. Responses from Youth Venturers

in some preliminary interviews were also considered as inputs and the logic model was developed through a joint workshop with participation from members of the Ashoka Youth Venturers' staff team and consultant on the project. It was further revised based on further discussions.



Logic Model: Monitoring and Evaluation Design for Ashoka Youth Venturers

INPUTS

- Funds
- Network of existing Ashoka fellows
- Knowledge + technical expertise
- Experience from other countries where this has been done

ACTIVITIES

- Young people evaluated for changemaker skills
- YVs selected
- YVs engaged by Ashoka staff, peers, Fellows + other entrepreneurs
- Stakeholders engaged directly (e.g. parents, school leaders), indirectly (e.g., mavens)

OUTPUTS

- Young people recognized as YVs by Ashoka
- YVs exposed to new ideas / approaches
- YVs engage with networks
- Stakeholders exposed to changemaker skills

OUTCOMES

- YVs recognized as role models by peers + other stakeholders
- YVs gain self-confidence + motivation
- YVs feel they are part of a community
- YVs + other stakeholders value changemaker skills as critical for success
- YVs consistently practice changemaker skills
- YVs identify as changemakers
- Stakeholders desire to develop changemakers
- Stakeholders align + develop changemakers

IMPACTS

- Every young person (age 12-20) practices changemaker skills
- Every young person identifies as a changemaker
- Most people in any given society value changemaker skills as critical for success

THE IMPACT

FINDINGS: ABOUT THE YOUTH VENTURERS

The qualitative study was carried out with a sample of 25 YVs drawn from the universe of 109 YVs across seven batches. The sample was drawn keeping in mind parameters such as a mix of both genders, ventures led by single and two individuals, different age groups, geography and accessibility.

TRIGGERS BEHIND THE YOUTH VENTURES

While changemaking is innate in every individual, the youngsters identified for the Youth Venture programme had already brought about change in their spheres of influence. It is interesting to observe that there are discernable patterns in the causative elements of the youth ventures:

- **Personal experience which had an impact**
Death of a teacher who needed blood, visit to a government-run school, neighbourhood orphan girl in distress, a pet that died
- **Family member who did inspirational work**
Grandmother in social work, parents linked to social organisations, father an Ashoka fellow
- **Event/Issue in the environment**
Violent acts against women, law passed by the government to restrict vehicle movement
- **Pressing need observed**
Farmer suicides in the village, waste strewn on the way to school, schoolmates dropping out to work in the fields

YOUTH VENTURERS' EXPERIENCES BEFORE YV

Most YVs, being non-conformists and youngsters with a different frame of mind, underwent isolation and discouragement. They also endured scepticism from adults around them.

LACK OF SENSE OF BELONGING

Most of the Youth Venturers interviewed definitely show signs of being different from other youngsters of their age. Until the Ashoka YV programme, they have felt a sense of isolation or 'being different'. There is a sense of relief and kinship at having found like-minded people driven by passion for change.

"If it had not been for Ashoka, I would not have continued my project after graduating from school. Ashoka provides you with a solid community where people really understand you. The problem is that, in the kind of work that we do a lot of people cannot relate to us; the kind of maturity it demands is high. So finding a community is really supportive."

Pritish Bhavnani, Gurgaon, founded 'A Cry for Help' (Mental Health)

NEED FOR REASSURANCE

Many youngsters report having felt discouraged, confused or demotivated before becoming part of the Youth Venture programme.

"You think solving social challenges is a big thing or it's impossible. But when you come into a room with other youth venturers, you see that they are all doing different things. Then these problems are more solvable and it feels like anyone can do if that is what they really want to."

Isana Nambiar, Bangalore, founded 'Help Ed' (Education)

"When I came to Ashoka I met people who were already doing something, they were not concerned about anything other than social issues. This gave me confidence that I should continue with my venture and that I should not give up. Before that I was still confused if I should follow the path that everyone follows."

Divyank Tripathi, Gorakhpur, founded 'Wings Umedonkopankh' (Education)

VARIANCE BETWEEN OWN GOALS AND THOSE THRUST ON THEM

Many Youth Venturers felt a disconnect between what family, teachers or others in their environment felt that they should be doing, and their own aspirations for bringing about social change.

"I always wanted to be someone who did something special and not just someone who goes to school and comes back or gets a job and 'settles down' in life. I left home because my parents wanted me to go to college. It was quite difficult to survive when I left home – I did a lot of things during that time, worked as a carpenter, at construction sites and so on. Even now in my village everyone is a topper but they all end up doing some 9-4 job and that's it. They have the same lives. They are not innovative."

Ajay Gopi, Bangalore, founded 'Terra Neeru' (Environment)

"95% of the time when I tell someone what I am doing, they say " you are not even out of college, you are just a kid why are you wasting your time. It will not help you earn more money."

Kshitija Chavan, Pune, founded 'We are Change' (Education)

YVs IMPACT FIELDS A RAINBOW OF SECTORS



THE REMARKABLY DIVERSE VENTURE TYPES



Khoon

Blood bank

Help Ed

Online resources and donation for government-run schools

Fight RED (HIV+)

Publisher of positive news

Cry for Help

For underprivileged girls

Books that Fly

Donation of books to resource poor schools

Feeding Humanity

Skill development in children at an orphanage, helping slum children fight drug abuse

Loctera

App to track school buses

Electro shoe

For girls/women to send distress signal

Fider Bridge

Travel/employment portal in North-East India

Odd even

Car pooling app

Waste management

Aquaphonics (less water dependent alternative) Green Stripes (plastic to paper bags)

Komal Hath Kalam

Eradication of child labour in villages

Wings

Teaching slum children, Education for girls

Paryavaran Samuh

Plantation drive in village

HOW ASHOKA INTERVENTION HELPED CHANGE YVs PERCEPTIONS AND VIEWS

IF YOU HELP PEOPLE SEE DIFFERENTLY, THEY WILL DO DIFFERENTLY

The Ashoka YV programme offered new perspectives on varied aspects to the YVs. They narrated anecdotes that illustrated the learning points, which were diverse in nature.

TACKLING THE CORE OF THE PROBLEM

Rather than fighting the consequence you should fight the cause. You should rather eradicate the root cause and then move on to the consequences. That is the kind of approach that I use for my venture. For example we find what was the cause of illiteracy. There was illiteracy because there was lack of resources. We try to tackle that.

Nandini T S, founded 'Fight Red' (Health)

LOOKING FROM DIFFERENT PERSPECTIVES

If I want you to agree to something and you do not see my point, I used to blame my fate earlier. YV taught me that one symbol can be seen as an 'E' from one angle. If you tilt it to the right, it appears as M. Tilt it to the left and it's a 'W'. The mirror image will look like a '3'. So if you are seeing '3' and I am seeing 'E', then I have to try to see your '3' and not just insist that it is an 'E'. I have to first understand what is going on in your mind and only then examine how you can help me in achieving my aim.

Anju Verma, Fatehbad, founded 'Komal Hath' (Education)

One thing that particularly stands out for me is - this person said "never trust your first idea". And that is something I use till now because it allows for more creative problem solving.

Through Ashoka I learnt the middle path of being excited and also planning meticulously. Rather than the extremes of being excited or not being excited at all and only planning.

In Ashoka they said "You should not look for someone who is good at something but you should look for someone who wants to be good at that". For example, I am good at physics but I am not interested in it. So if I got a job in physics I would just do it to be done with it. I am not so great in biology and Spanish but I want to be good at those. So if you gave me some work in that area, I will give it my best. I will see what I can learn on the job so that the next task I get, I will do even better.

Kshitija Chavan, Pune, founded 'We are Change' (Education)

TEAM ALIGNMENT

In a group every person has to know what is going on. No one can be left out otherwise there will be a gap in the working of the group. Everyone should know what you are planning to do.

Sriram Shankar, Puducherry, founded 'Fuel from Plastic' (Environment)

LEARNING WHAT ONE NEEDS TO DO

On the internet I look for things that I am interested in knowing. But in Ashoka we get exposed to concepts which we may not be interested in but then later it becomes interesting. For example, I may never have looked up “system change” on the internet but then I learnt about it in an Ashoka workshop and found it useful.

Pritish Bhavnani, Gurgaon, founded 'A Cry for Help' (Mental Health)

UNDERSTANDING INTERCONNECTIONS AND DYNAMICS

I learnt that one's focus should be on two or three things rather than one thing. For example, if you are working on environment you should also consider engaging women, so they also feel connected. This way, you are tackling two issues – environment and women's empowerment. We implemented this in our venture. We have now engaged women in our venture.

Himanshi, Uttarakhand, founded 'Paryavaransamuh' (Environment)

IMPORTANCE OF COMMUNICATION

One different thing that I learnt is that it is important to interact. I do not really like to interact with a lot of people. How else do you raise funds, how will they know about you and your venture. When you have a small venture then the project has no credibility but only you as an individual have some credibility. So it is important to be in constant interaction. For e.g. if a lot of school alumni know about my project then whenever I approach them they will try to help me because they believe in my credibility and because I have been interacting with them.

Pritish Bhavnani, Gurgaon, founded 'A Cry for Help' (Mental Health)

GLIMPSES OF YOUTH VENTURERS

Changemaker Anju

I FIGHT TO KEEP HARYANA CHILDREN IN SCHOOLS



I have been worried about others - as long back as I can remember. In fact, my mother tells me I was always 'rather crazy'. Neither could I close my mind to the unfairness around me nor could I solve problems without struggling immensely. I have come a long way though since those days of struggle.

How it all started

In Grade Nine, I observed that many of my friends would be scolded for not completing the assigned homework. When I asked them, they said their lives were very different from mine; they had to do household chores when they got home.

I was also saddened when I saw young children working in the fields. In the harvest season, all children would miss school for three to four months. After such a long gap, who would want to come back to school?

Male and female literacy rates in Haryana are 78.49 percent and 55.73 respectively.

Ratio of females in population in 2011 was 834, and due to various State interventions has improved to 914 in 2017.



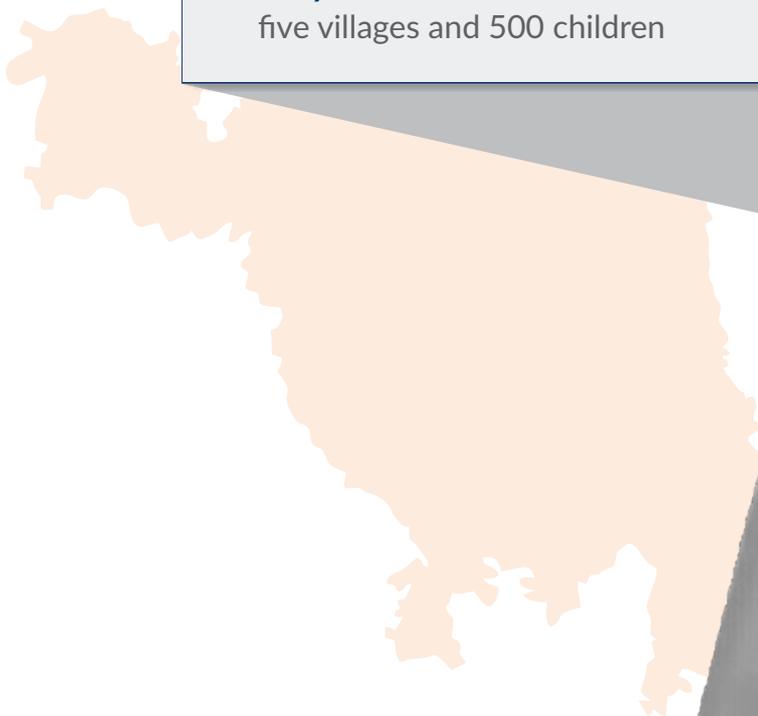
- **Anju convinces fellow schoolgirls' parents**, freeing them from household duties so they can focus on school work

- **Anju enlists local government official's support**; scores of land owners in the village take an oath that they will not employ children below 14 years of age

- **Komal Hath Kalam Project** – Anju re-enrols 70 children in school.

- Anju is selected for the **YV programme**
- **Joins Navodaya school** – expands initiative to other villages

- Anju shares her **learning at TEDEx event**
- **Haryana level team Udaan formed** – spanning five villages and 500 children



BEFORE AND AFTER

THE CHANGE IN THE CHANGEMAKER!

Saurav Sir and Sanjana Madam from Ashoka helped me immensely. We would talk on the phone frequently, about two to three times per week. It is not only the way that I talk that has changed, it is also the way I think. Earlier, I thought that it was only me who was preoccupied with social problems. It was when I joined YV that I realized that there are other people who are also working towards solving such problems.

Earlier I would hesitate to speak to others. I had trouble

understanding another individual's perspective. I would have many points to present, but did not know how to sequence the ideas. But now after the YV programme, I feel absolutely comfortable speaking with others and my outlook has expanded. My parents too have sensed this change in me. While they had placed several restrictions on my movements and phone calls, now they do not hinder my plans. There was a time when my plans were confined to my village. After YV, it is my dream to make the entire state of Haryana child free.

FINDINGS: THE LEARNING ON CHANGEMAKING SKILLS

During the Ashoka YV programme, YVs had the opportunity to reflect and internalise the changemaker skills. Youngsters have increased awareness of and sensitivity towards their ability to deploy the four changemaker skills:



CREATIVE PROBLEM SOLVING

When we were conducting classes in the slums to bridge the gap between private schools and government schools, one major problem was that of attendance. The children found the classes monotonous and they were not very interested. So we started introducing some cultural and sport activities; giving them room for creativity. We introduced professional trainers. We also provided the children with various open platforms, where they could perform in front of an audience. This boosted the children's confidence and they became regular in attending classes.

**Divyank Tripathi, Gorakhpur,
founded 'Wings Umedonkopankh'
(Education)**

There was a family from Rajasthan who had with a target that they will finish harvesting cotton in 15 days. There were mostly children in that family. We then went to them and told them that our village has a rule that children will not work in the fields and it is a legal offense. The moment we mention that it is a punishable offense they understand. Zamindar was also standing around saying that it was not

his responsibility. So I reminded the zamindar that the parents as well as the employer is considered an offender by law. And that a fine will be payable. So the Zamindar also thought about why should he waste money.

**Anju Verma, Fatehbad,
founded 'Komal Hath'
(Education)**

One problem I faced was that I had a shelter near my home and I joined college. It was getting really difficult for me to handle it. So I was forced to make a choice between my shelter and my studies but I didn't want to give up on either. So I opened the shelter in the college. I think the best thing that I have done is making my college the world's first animal friendly campus - all the animals are allowed to roam freely in collage. Students are allowed to bring their pets and all the rescued animals are allowed to travel in the college bus. What I learnt is that you just need to be creative. And believe me not everyone will be empathetic towards your cause so you need to think of new ways.

**Mohammad Zabi Khan,
Hyderabad, founded 'Place to Bark'
(Animal Rights)**

When we started our venture in Assam, we faced problems because people were not exposed to the idea of blood donation. So we had to come up with a solution to make them feel involved.

We started staging live plays in crowded locations. We would not announce the play; for example, we showed the scenario of an accident and it was done in a life-like way. Only at the end people realized what was shown was not real. But it made people realize the importance of blood donation.

Chethan Gowda, Bangalore, founded 'Khoon' (Health)



EMPATHY

We once met some children whose names had been removed from the class registers and their parents did not know about it. The children at first did not tell us why their names had been removed. But then we spoke to them and related some incidents of having troubled our own teachers when we were kids. The children then opened up and told us the reason for their names being removed. These children had not opened up to their own parents. The children confided in us quite easily.

Anju Verma, Fatehbad, founded 'Komal Hath' (Education)



COLLABORATIVE LEADERSHIP

We had a session on collaborative leadership and it was very good. It made me understand that if you give a feeling of leadership to all volunteers they work more efficiently. So that's what I did; I sat down and chalked down responsibility for each member of my organization, so that it made them feel that they all played equal parts in the organization and then there was a significant change in the way they worked.

Mohammad Zabi Khan, Hyderabad, founded 'Place to Bark' (Animal Rights)



TEAMWORK

I have had several situations where I had to collaborate with different teams - some of them were not even in this country, the interactions have been completely online. In all these cases I understood that it is really important to remain motivated and keep others motivated in the work that they are doing. All these aspects of teamwork are really important.

- Arjun S, Chennai, founded 'Locatera' (Child Safety)

THE ROLE OF THE YOUTH VENTURE PROGRAMME IN ENCOURAGING YOUTH VENTURERS TO VALUE CHANGEMAKER SKILLS

Ashoka's intervention strengthens changemaker skills that YVs already had (before coming onboard).

Understanding of changemaker skill	Application of Skill before Ashoka YV programme	Application of Skill after Ashoka YV programme
EMPATHY		
Some idea-58%	Most of the time-50%	Most of the time-64%
No idea-16%	Always-13%	Always-36%
CREATIVE PROBLEM SOLVING		
Some idea-67%	Most of the time-33%	Most of the time-64%
No idea-10%	Always-10%	Always-31%
TEAM WORK		
Some idea-67%	Most of the time-38%	Most of the time-44%
Very clear-56%	Always-31%	Always-49%
LEADERSHIP		
Some idea-54%	Most of the time-39%	Most of the time-36%
Very clear-41%	Always-26%	Always-46%

Significant movement in frequency of application of changemaker skills after the program



When I came to Ashoka I met people who were already doing something, they were not concerned about anything other than social issues. This gave me confidence that I should continue with my venture and that I should not give up. Before that I was still confused if I should follow that path everyone follows.

Divyank Tripathi, Gorakhpur, founded 'Wings Umedonkopankh' (Education)

Ashoka gave me additional perspectives – for e.g. I wanted to pursue social entrepreneurship. Ashoka gave me a perspective about how to go about it. It was like a staircase to reach the final goal.

Akshat Mittal, New Delhi, founded 'OddEven' (Environment)

YOUTH VENTURER'S INFLUENCE ON OTHERS WITH RESPECT TO CHANGEMAKER SKILLS

Teachers and friends feature high among stakeholder groups that YVs feel they influenced the most. Here are some illustrations, from the YVs perspective.



If even two people listen to you and say that okay I am going to follow you because this will make the world a better place then it really gives you that happiness.

Pooja, Bangalore, founded 'Why Waste' (Environment)

A few of our team members wanted to work in sectors other than health or social work. I supported them in starting their own venture in a different field to help other groups of people.....I have been able impart confidence in certain individuals to start their own ventures and bring change in their communities.

Chethan Gowda, Bangalore, founded 'Khoon' (Health)

One of my friends was inspired by me and opened a company called NUA which helps parents find suitable schools for admissions by providing comparisons of schools. Whenever I talk to my seniors, they always say "We are wasting our time when you at such a young age are doing all this. After my speech to a group of school principals, one of them went to his own school and spoke about me to his students. He was inspired by me and thought that I was doing something good."

Akshat Mittal, New Delhi, founded 'OddEven' (Environment)

I have this friend who after seeing me taking part in the venture, got inspired. He asked me if there is something he can do to help or something that he can start on his own. We had a discussion and after that he started a film company that focuses on social causes. His aim is to inspire other people through short films and thus help the community. He has already made a few short films and has submitted his creations for some National competitions.

Arjun S, Chennai, founded 'Locatera' (Child Safety)

Interviews were conducted with individuals cited by the Youth Venturers as those on whom they exerted influence with respect to changemaking. There is evidence that the Youth Venturers are changemakers and have the capability to influence others to be the change and be catalysts in society in whatever they do.

There is also some evidence pointing in the direction that such “**Changemakers**” start demonstrating this ability to influence early in their lives, and the encouragement and support they get during the Youth Venture programme hones this ability further.

Sawani has taught me to take anything to its logical conclusion and not get distracted by issues. I have learnt to be focussed on finding solutions instead of giving up.

Ayesha Pradhan, School friend of Sawani and volunteer at Motopaws, Sawani Khurjekar's venture

I always believed innovation and hardwork were the two most important things to bring change. But now I believe empathy is the most important skill to develop

Santosh, Arjun's father

INFLUENCE EXERTED BY YOUTH VENTURERS WITH REGARD TO SOCIAL CHANGE

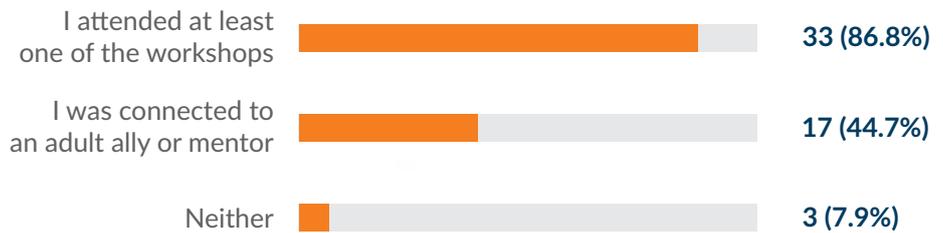


EXPERIENCE WITH THE ASHOKA PROGRAMME

All 109 YVs were invited to participate in an online survey that covered various aspects of the Ashoka YV programme. Of these, 40 YVs responded. The findings of this quantitative research are summarised in this section.

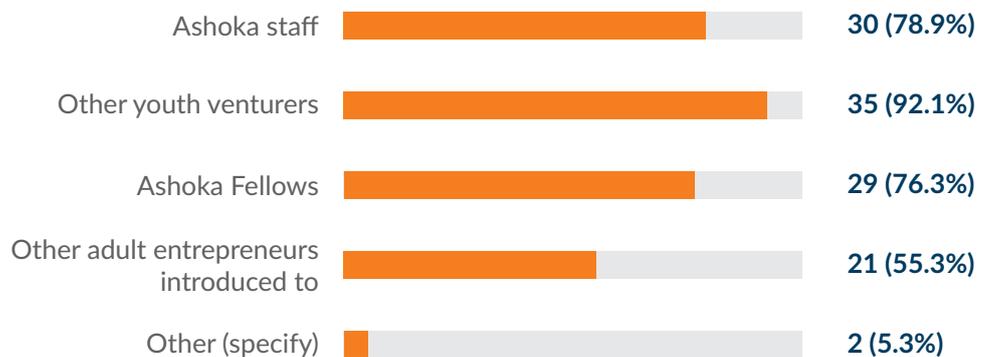
KEY PROGRAMME DELIVERABLES

Majority of the Youth venturers attended the workshop and around half of them were connected to an adult ally.



TOUCHPOINTS

Most respondents recalled interactions with other YVs followed by Ashoka staff / Ashoka mentors.



AFTER ASHOKA YOUTH VENTURE PROGRAMME

INNOVATION

Youth Venturers have developed new ideas and approaches as a result of enhanced changemaking skills and implemented these ideas and approaches too.

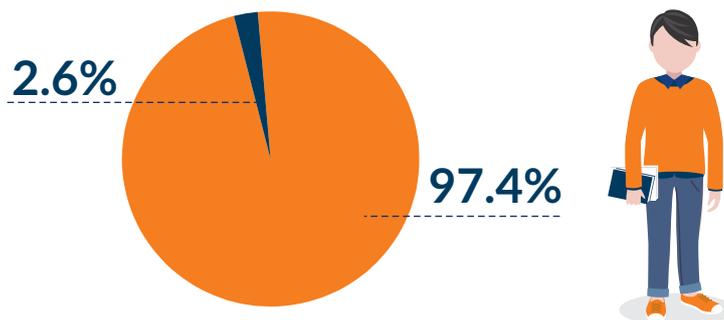
Developed ideas and approaches



Note: 92.1% have also implemented these new ideas and approaches

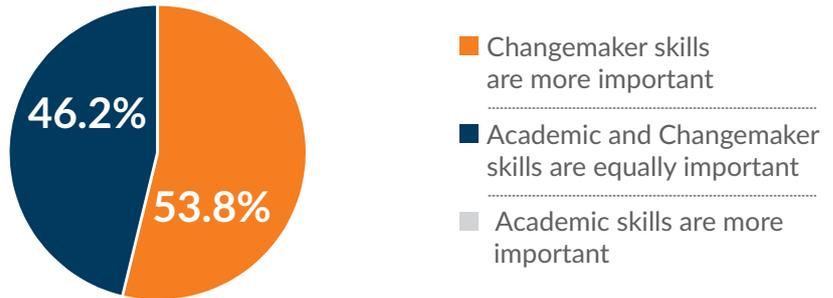
INCREASED CONFIDENCE

Almost all respondents agreed that their confidence in solving social problems has increased after joining the Ashoka programme.



ON CHANGEMAKING

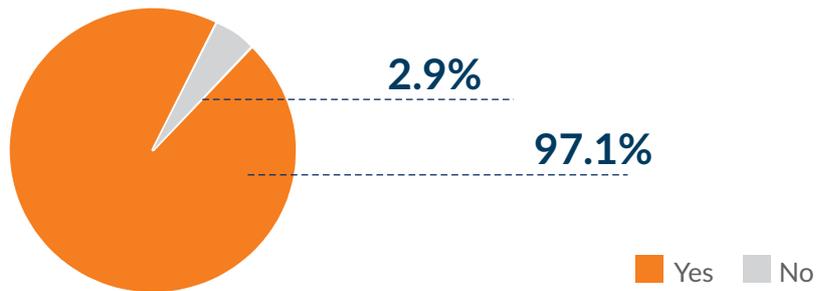
Changemaker skills for success: Around 54% of YVs stated that changemaker skills are more important than academic skills for success.



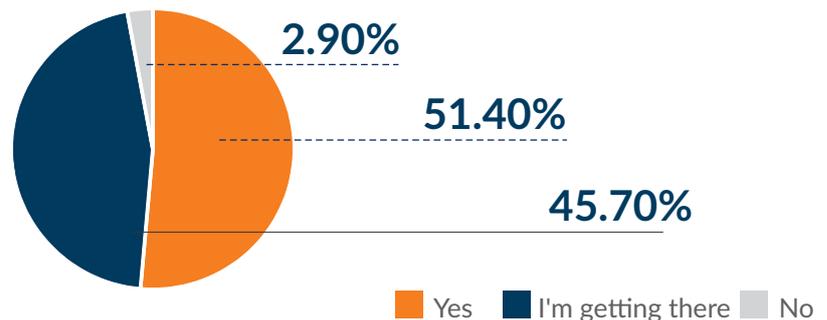
THE CHANGEMAKER JOURNEY

There seems to be an almost universal belief that it is important to be a changemaker, around half the YVs feel they are getting there.

Do you think it is important to be a changemaker?



Do you think you are a changemaker?



CONCLUSION

THE LEARNING QUESTIONS ANSWERED

Ashoka network is seen as a fountainhead of new skills which in turn lead to new ideas and approaches.

The YVs keenly appreciate the importance of being a changer or becoming one. The link between the four skills as salient characteristics of a changemaker is also widely acknowledged – and also seen by most as more important than academic skills in ensuring success.



What has been the role of the Youth Venture program in shifting the attitudes, intentions and behaviours of Youth Venturers?

- The influence is on wide range, overwhelmingly positive too.
- Ashoka figures as the most important influence followed by parents and individual motivation.
- The workshops were cited as a great learning platform. YVs have also acknowledged the inspiration and recognition that Ashoka provided along with the feeling that they now belong to a closely knit community.



What has been the role of the Youth Venture program in encouraging Youth Venturers to value changemaker skills?

- The overall impact is highly positive; YVs understand changemaking and value the four skills.
- YVs understand changemaking as changing mindsets, status quo, societal wrongs, solving problems of society.
- A few mentioned changemaking as changing self first to change surroundings or society next.
- Empathy, Teamwork and Creative problem solving are mentioned, with examples, more spontaneously than Collaborative Leadership.
- YVs have obtained a clearer understanding of what these skills mean and also how to apply them to their ventures.



Who do Youth Venturers feel they have influenced with regard to changemaker skills?

- Teachers and friends feature high among stakeholder groups that YVs feel they influenced the most.

YV PROGRAMME – STATED NEED GAPS OF YVs

The interviews with the YVs brought out some areas to consider for bringing about changes. The Ashoka intervention is focussed on honing changemaking qualities so that these can be applied in different fields and the diverse projects that the YV may take up in the future. However, some youngsters feel the need for specific guidance in their area of work.

“ I think I really need a lot more guidance regarding how I am moving forward. If it is the right way. Ashoka workshops focus on developing us as individuals – it is people over projects.

It is important to bridge this gap. Many youth venturers are really young, so some guidance for our projects is necessary. We need professional mentors for this, and these mentors should be able to associate with us for the long term.

-Pritish Bhavnani, Gurgaon,
founded 'A Cry for Help'
(Mental Health)

Some YVs are looking forward to monetary support as well.

“Something that I feel Ashoka YV can start doing in the future is

support these YV financially a bit. Because now they don't have any financial support till now. So if Ashoka can think of providing some financial assistance so that these YV can do the impact work for longer.”

-Piyush Ghosh, Bhopal, founded
'Optimist Citizen' (Media)

There are some specific suggestions about the format of the intervention.

“Ashoka can include team building and field experiences. More local events (state level/city level) would also be nice by way of meet ups or workshops.”

- Prateek Aggarwal, New Delhi,
founded 'Green Strips'
(Environment)

There is a suggestion to take the intervention to a global level.

“We should have global changemaker meet, currently we only have changemaker meet with Indian YVs. Meeting global YVs would be great as we could learn a lot from them.

Mohammad Zabi Khan,
Hyderabad, founded 'Place to
Bark' (Animal Rights)

Deeper networking opportunities were also sought.

“Sometimes I do not get appropriate connections for my venture. I do not get to meet the right person at the required time.”

- Akshat Mittal, New Delhi,
founded 'OddEven' (Environment)

“A lot of my time goes in looking for internship –Ashoka can look at helping us out in getting us internships in companies which are more suitable for me. Formalised way in Ashoka to help find internships related to our interests.

-Prateek Aggarwal, New Delhi,
founded 'Green Strips'
(Environment)

Youth Venture will integrate the learnings from this evaluation into its future programming and use the evaluation methodology to create a sustainable impact measurement framework for the future.

The Ashoka Youth Programme will continue to address the key task of nurturing changemaking in the young. Armed with this level of preparedness, these young men and women will be better equipped to tackle an era that demands innovation, agility and flexibility, rather than repetition and narrow specialisation. The new inequality in skills sets can thus be mitigated.

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