# Impact Assessment Report

**Mphasis Ltd** | Ashoka: Innovators for the Public

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# 1 Executive Summary

Changemaking is becoming increasingly important in today's India, where there are many social and environmental challenges that require innovative solutions. From poverty and inequality to climate change and health disparities, there is a pressing need for individuals who are willing to challenge the status quo and drive meaningful change. This is where young changemakers come in - they are a powerful force for creating impact and driving positive change in their communities. To support such young changemakers and spread the concept of changemaking amongst the youth of the country, Mphasis partnered with Ashoka: Innovators for the Public (henceforth, Ashoka) to launch the Ashoka Young Changemakers (AYC) program, a unique program designed to provide holistic personal and professional support to changemakers. They also launched other initiatives in partnership with state government education departments and other NGOs to motivate school goers to become changemakers. Ashoka Young Changemakers program is an unique CSR program that amalgams their vision of 1) Creating opportunities for the disadvantaged with emphasis on persons with disabilities and 2) Technology driven community development. Young Changemakers are honed to drive a solution of the challenges that they identify.

A grant size of INR 2.5 crores was disbursed for the entire project duration (FY 2019-2021). The intervention indirectly addresses all SDGs of the UN SDGs, Agenda 2030 as the changemakers being supported are working across all thematic areas. Nationally, it targets activity (ii) of Schedule VII of the Companies Act, 2013.

The objective of the assessment was to illustrate the ripple effect that the program has created by having Young Changemakers. A qualitative approach was deployed to analyze immediate and peripheral areas of impact emerging out of the program. In addition to Young Changemakers, the team gathered insights from Rural Changemakers (RCs), government school teachers and Piramal fellows (stakeholders involved in establishing changemaker labs in the schools of Jhunjhunu, Rajasthan).

The 37 young changemakers that we interacted with have addressed/driven the solution for environment, education, healthcare, WASH, Skill development and livelihoods, de-addiction of children, women empowerment and youth leadership.

The YCs emphasized their use of the Ashoka network to expand their initiatives, taking advantage of the diverse geographic locations of the YCs to tap into each other's expertise in their respective states and facilitate expansion efforts. They have been highly appreciative of the emotional support provided to them through the Ashoka mentors and as a result of being a part of a closely knit changemaker community. The rural changemakers (RCs) of the Gram Swarajya program run by Connecting Dreams Foundation (CDF), a partner NGO of Ashoka, lauded Ashoka or enabling them to effect change in their respective villages. As part of their collaboration with Nagaland State Education Department, the Deputy Commissioner (DC) of Kohima have appreciated the efforts of Ashoka in trying to motivate students to become changemakers. The Deputy Commissioner expressed that having a changemaker mindset inculcated in young students can be a very powerful tool to bring multidimensional and multifold impact in the country.

The YCs have been able to incorporate an empathetic lens to all their projects after becoming a part of AYC. They have also undergone a shift in their perspective, realizing that effective individual change does not necessarily require large-

scale impact, but rather a deep impact on even a small number of individuals. As evidence of this, some of the YCs have temporarily halted their initiatives to focus on expanding their knowledge base, with the goal of making a greater impact in the future. The program has enabled YCs to participate in co-leading activities such as 'Changemaker Days' organized by Ashoka in schools and the Udyami Utsav (a virtual social entrepreneurship festival). The YCs participated as speakers in the Changemaker days to motivate other school students to become changemakers with their impact story.

While the program has been successful in offering support to budding changemakers and motivating others to become changemakers, the Give identifies the need to improve selection process for AYC program by incorporating alternate selection channels that can identify potential changemakers who might not have enough exposure to express themselves well in an application form. Ashoka can also consider conducting common meetups for YCs and RCs so that they can all interact and learn from each other about their journeys. In addition to that, a higher number of in-person meetups for the YCs can be facilitated as the YCs have clearly expressed the need for the same. City wise meetups will prove cost-effective for Ashoka to have such frequent in-person meetups.

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# 2 Introduction

The Ashoka Young Changemakers (AYC) Program is an initiative run by Ashoka Innovators for the Public that aims to identify, support and empower young individuals in the age group of 12-20 who are driving social change in their communities. This program recognizes that young people have the power to create meaningful change and provides them with the resources and networks needed to enhance their impact.

In a country as large and diverse as India, creating real impact requires a multiplier effect - the ability to leverage the efforts of a few individuals to reach and benefit a much larger population. The Ashoka Young Changemakers Program recognizes this and seeks to multiply their impact through a range of strategies.

One way that Ashoka Innovators for the Public multiplies impact is through the AYC program. This program provides young changemakers with a range of resources and support, including access to funding, mentoring, and networks of like-minded individuals. By supporting these individuals with personal and professional development, the program enables them to drive sustainable impact through their individual initiatives. The Ashoka Young Changemakers also participate in co-leading movements which create a ripple effect, with the work of each young changemaker inspiring others to become a changemaker and create a wider impact across communities.

Partnerships are another key factor in creating the multiplier effect in impact through the AYC Program. Ashoka Innovators for the Public recognizes that collaboration and partnership are critical to creating sustainable change and multiplying the impact of young changemakers. Through partnerships with a range of organizations, including NGOs like Connecting Dreams Foundation (CDF) and governments education departments (Nagaland and Telangana), the program is able to leverage the expertise, resources, and networks of each partner to inspire other young people and educators to get involved in creating positive change.

As part of the assessment, the Give team conducted virtual interactions with the following stakeholder groups: Young Changemakers, Rural Changemakers, indirect beneficiaries (individuals impacted by the initiatives of YCs), government school teachers and Gandhi fellows, CDF program team and the Ashoka program team. Give also sought a testimonial about Ashoka's program from the Deputy Commissioner of Kohima, Nagaland, with whom Ashoka had a partnership.

# 3 Objectives and Scope of Study

The study aims to understand the implementation pathway of the project and the multiple channels through which it creates impact- through Young Changemakers, Co-leading initiatives and Partnerships. The impact assessment study tries to map the program implementation against the proposed plan and draws focus on how the intervention has supported the primary stakeholders in their journey of changemaking.

## 3.1 Objectives of the Study

The major objectives of the study are as follows:

- **Assess the relevance and efficiency of the intervention** in  ensuring that stakeholder challenges are addressed by the project and to review the implementation pathways - assessing process and activities

- **Understand the effectiveness of the intervention**: How each activity has led to creating the desired outcomes

- **Understand the major success factors and challenges** in the intervention

- **Find the areas of improvement** across all the factors from program design to implementation

- **Provide an assessment framework** to be able to capture impacts in a manner that is effective recommendation

## 3.2 Limitations of the Study

This program creates impact across multiple layers. The first layer consists of the primary stakeholders- young changemakers and partners, the second layer consists of beneficiaries impacted through the initiatives of the primary stakeholders and so on.
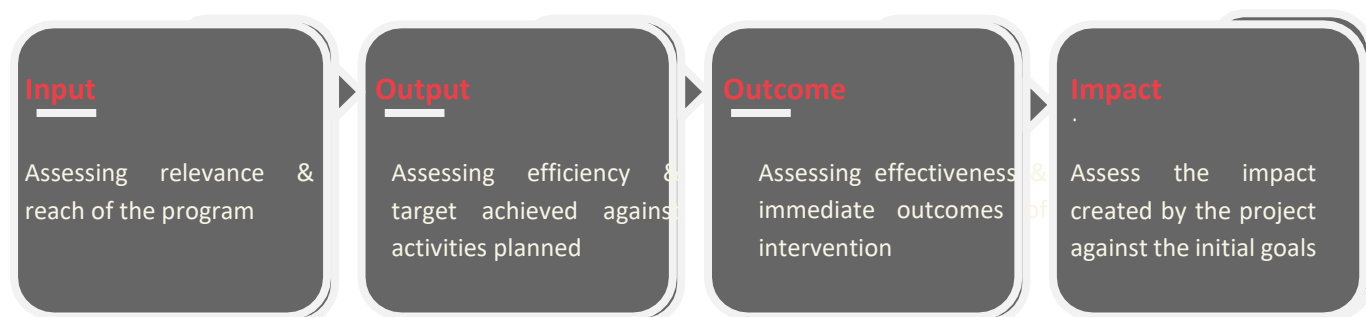
This study is restricted to assessing the first layer of impact created and, on some level, the second layer. Therefore, there is a possibility that the real impact being created might be much broader in scope than what is captured in this report.

# 4 Assessment Framework

To create an overall framework for the impact assessment, following activities were undertaken. We began by establishing the scope of the assessment in terms of type of stakeholders to be engaged and topics to be discussed with them. Based on this and the understanding of the project activities, we developed stakeholder-wise semi-structured questionnaires to ascertain factors including rationale for supporting the program, the implementation process, challenges encountered and stakeholder feedback about the efficacy of the program. The findings and recommendations arising out of this process are mentioned in the subsequent sections of the report.

## 4.1    Theory of Change

The THEORY OF CHANGE FRAMEWORK (ToC) for the given program is illustrated below:

| Input | Output | Outcome | Impact |
|---|---|---|---|
| Assessing relevance & reach of the program | Assessing efficiency & target achieved against activities planned | Assessing effectiveness & immediate outcomes of intervention | Assess the impact created by the project against the initial goals |

| Theory of Change (ToC) | | | | |
|---|---|---|---|---|
| **Need** | **Input** | **Output** | **Outcome** | **Impact** |
| Create change agents that can address and drive societal developmental needs. support the youth of India in their individual changemaking journeys and inspire others to become a changemaker | **Ashoka Young Changemakers (AYC) Program**<br><br>• Selection and onboarding of YCs in the program<br>• Supporting YCs in their co-leading journeys<br>• Facilitating YCs to perform better through personalized guidance and mentorship | • No. of YCs selected<br>• No. and type of co-leading activities conducted<br>• Personal and professional development of YCs | • A wide variety of social issues addressed by young changemakers<br>• School and college going students motivated to start their own changemaking journeys<br>• Government teachers equipped with the skills to train their students in becoming changemakers<br>• Youth from rural/hard to reach areas addressing local developmental issues | • Multiple changemakers driving societal and developmental solutions across a multitude of social causes. |
| | **Partnership with Connecting Dreams Foundation (CDF) and government education departments**<br><br>• Knowledge support to partners<br>• Financial support to partners | • Enabling partners/Leveraging partners to independently spread the concept of changemaking in hard to reach areas | | |

## 4.2 Logical Framework Model

A LOGICAL FRAMEWORK MODEL is created against the identified ToC to reflect the identifiable indicators, means of verification, and assumptions, as given below:

| Log Frame Analysis (LFA) | | | | |
|---|---|---|---|---|
| | **Project Summary** | **Indicators** | **Means of Verification** | **Assumptions** |
| **Impact** ↓ | • Multiple changemakers driving large scale impact across a multitude of thematic areas | • Thematic areas addressed<br>• Cumulative no. of beneficiaries reached<br>• Intervention geography<br>• % of changemakers institutionalizing their initiative | • FGD with Changemakers<br>• KIIs with NGO program team and partner organizations<br>• KII with indirect beneficiaries | N/A |
| **Outcomes** ↓ | • A wide variety of social issues addressed by young changemakers<br>• School and college going students motivated to start their own changemaking journeys<br>• Government teachers equipped with the skills to train their students in becoming changemakers<br>• Youth from rural/hard to reach areas working on local developmental issues | • Breadth of social issues addressed by the changemakers<br>• No. of students becoming a changemaker after being motivated<br>• No. of government teachers trained | • FGD with Changemakers<br>• KIIs with NGO program team and partner organizations<br>• KII with government teachers and Piramal fellows | • Availability of necessary resources for changemakers to create impact |
| **Output** ↓ | • No. of YCs selected<br>• No. and type of co-leading activities conducted<br>• No. of RCs selected<br>• Personal and professional development of YCs<br>• Enabling partners/ Leveraging partners to spread the concept of changemaking in hard-to-reach areas | • Gender split of YCs<br>• No. of mentorship sessions/ workshops held for changemakers<br>• Gender split of RCs<br>• Types of development opportunities provided to changemakers | • FGD with Changemakers<br>• KIIs with NGO program team and partner organizations | • Willingness of partners to spread the concept of changemaking in hard to reach areas |

| Input | | | | |
|---|---|---|---|---|
| ↓ | • Selection and onboarding of YCs in the program<br><br>• Supporting YCs in their co-leading journeys<br><br>• Facilitating YCs to perform better through personalized guidance and mentorship<br><br>• Knowledge support to partners (CDF and government partners)<br><br>• Financial support to partners (CDF and government partners) | • Parameters considered for selection of changemakers<br><br>• Co-leading activities conducted<br><br>• Type of mentorship and guidance sessions conducted for changemakers<br><br>• No. of partnerships done | • FGD with Changemakers<br>• KIIs with NGO program team and partner organizations | • Availability of young individuals with the potential to become changemakers |

## 4.3 Three Point Assessment Framework

Based on the TOC and the LFA created, we examined the relevance of services, the preparedness of the program activities, qualitative and quantitative assessments, efficiency, and effectiveness of delivery of services as well as any innovations that may have been implemented on the ground.

The impact assessment findings are further anchored around **Give's Three-point Assessment Framework** as illustrated here.
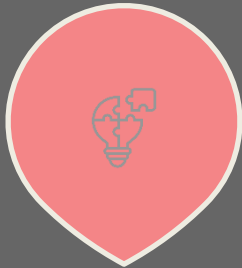


**Program Design**
- Relevance of the intervention
- Preparedness for the intervention
- Qualitative assessments
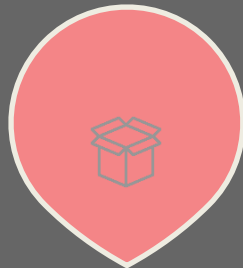
**Program Delivery**
- Efficiency of program implementation
- Effectiveness of program implementation

**Impact & Sustainability**
- Depth of impact
- Sustainability of impact

### Program Design

We studied program design through program strategies, inputs and resources, assumptions, outreach mechanisms, and much more. We consider if the program design attends to specific needs of the stakeholders, program locations, social categories, site, and situation, among other development needs. Give's Impact Assessment approach for program design is based on Assessment criteria like Relevance and Preparedness using methodologies such as assessment of baseline

### Program Delivery

Give assesses the Program Delivery to understand the success of the program delivery mechanism in attaining the overall objectives such as cost effectiveness, resource efficiency, equity in service delivery, best practices and challenges, perception about the services among the relevant stakeholders, among other actors.

### Impact

The program's impact potential was assessed to ascertain whether a change or the desired outcome can be attributed to the program intervention. Give uses criteria such as scale of Impact and impact sustainability to understand the impact potential of the projects.

# 5 Methodology Adopted

We initiated the impact assessment study by identifying the key stakeholders for the project. These stakeholders were ratified in consensus with the implementing partner. The data collection methods used in this study included semi-structured interviews which were designed to elicit rich and detailed accounts of participants' experiences and perspectives. The interviews were conducted remotely.

The data obtained from the interviews was analyzed using thematic analysis, a flexible and iterative approach that involves identifying patterns and themes within the data. The process of analysis involved multiple stages of coding and theme development, which allowed for a deep exploration of the data and the emergence of new insights.

## 5.1 Data Collection
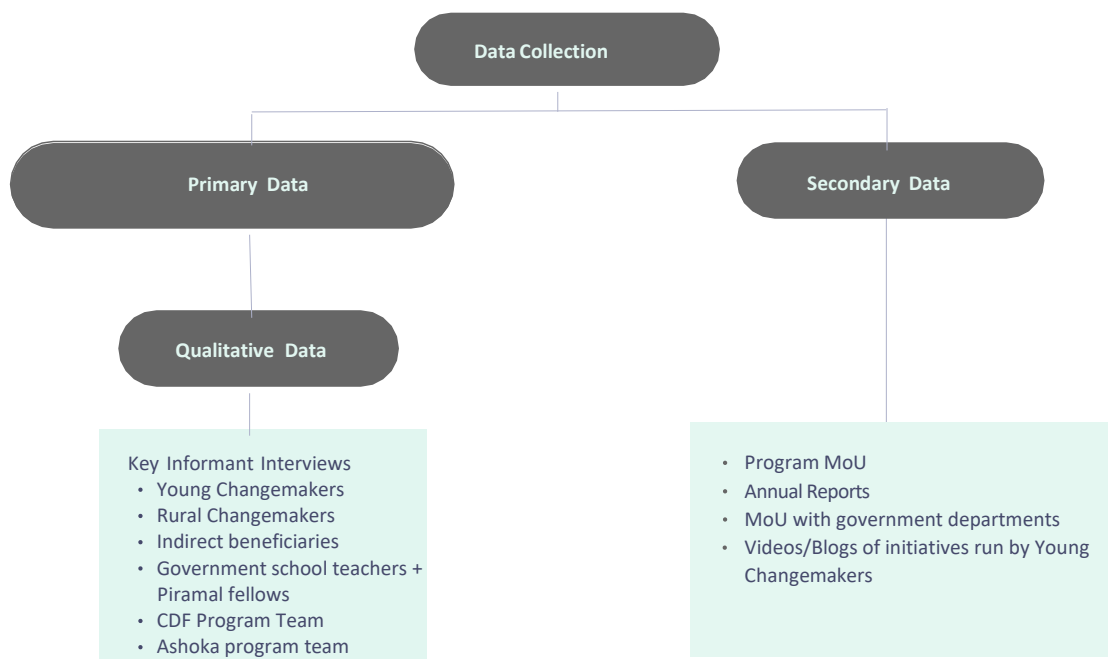


**Primary Data**: Primary data is the key to collecting first-hand information as evidence from the beneficiaries and stakeholders on the interventions. It allows us to understand the benefits delivered, its effectiveness and key challenges to assess the impact created by the program and arrive at recommendations that enhance it.

**Secondary Data**: For secondary data collection, the MoU, and annual reports, MoU with partners and media publications were referred. These documents gave high level insights about the projects including the inception and implementation phase along with the processes followed.

## 5.2 Sampling Strategy

The Give team carried out interactions with various stakeholder groups involved in the project through Focus Group Discussions (FGDs) and in-depth Key Informant Interviews (KIIs). FGDs were conducted with young and rural changemakers, as well as government teachers and Piramal fellows in Jhunjhunu. KIIs were conducted with the Ashoka program team, indirect beneficiaries and representative stakeholders from Ashoka's organizational partners.

**Sampling Plan for Changemakers**: We stratified the sample by gender and thematic area of initiatives being led by the changemakers.

The table below displays the sample sizes achieved for each stakeholder group during the survey interviews conducted over a period of 7 days, from 18th March to 24th March 2023:

| Stakeholder Group | No. of Interviews (Achieved) | Mode of interview |
|---|---|---|
| Young Changemakers (YCs) | 16 | Virtual |
| Rural Changemakers (RCs) | 7 | Virtual |
| Indirect Beneficiaries (Beneficiaries of initiatives led by YCs) | 4 | Virtual |
| Government teachers and Piramal fellows (Jhunjhunu, Rajasthan) | 6 | Virtual |
| Ashoka Program team | 2 | Virtual |
| CDF Program team | 2 | Virtual |
| **Total** | **37** | |

# 6 Analysis & Findings

A mix of thematic analysis and content analysis (for qualitative data to interpret and analyze unstructured textual content into manageable data) were involved to analyze and interpret the data collected. The findings for the program are organized as per the three-point assessment framework described earlier.

## Basic Profile of the Changemakers

The Give team found that the majority of Youth Changemakers (YCs) hailed from Tier I and Tier II cities of India and were pursuing their undergraduate degrees, with the exception of two individuals who were full time working professionals. Most of the YCs operated their initiatives or non-governmental organizations (NGOs) on a part-time basis, while two out of the 16 YCs reported being full-time social entrepreneurs who pursued their education through distance learning.

The Rural Changemakers (RCs), on the other hand, were discovered to originate from highly rural areas such as Champaran (Bihar), Malegaon (Maharashtra), Lalitpur (Uttar Pradesh), and villages of Kashmir. Most of the RCs were college students, while one was a 9th-grade school student.
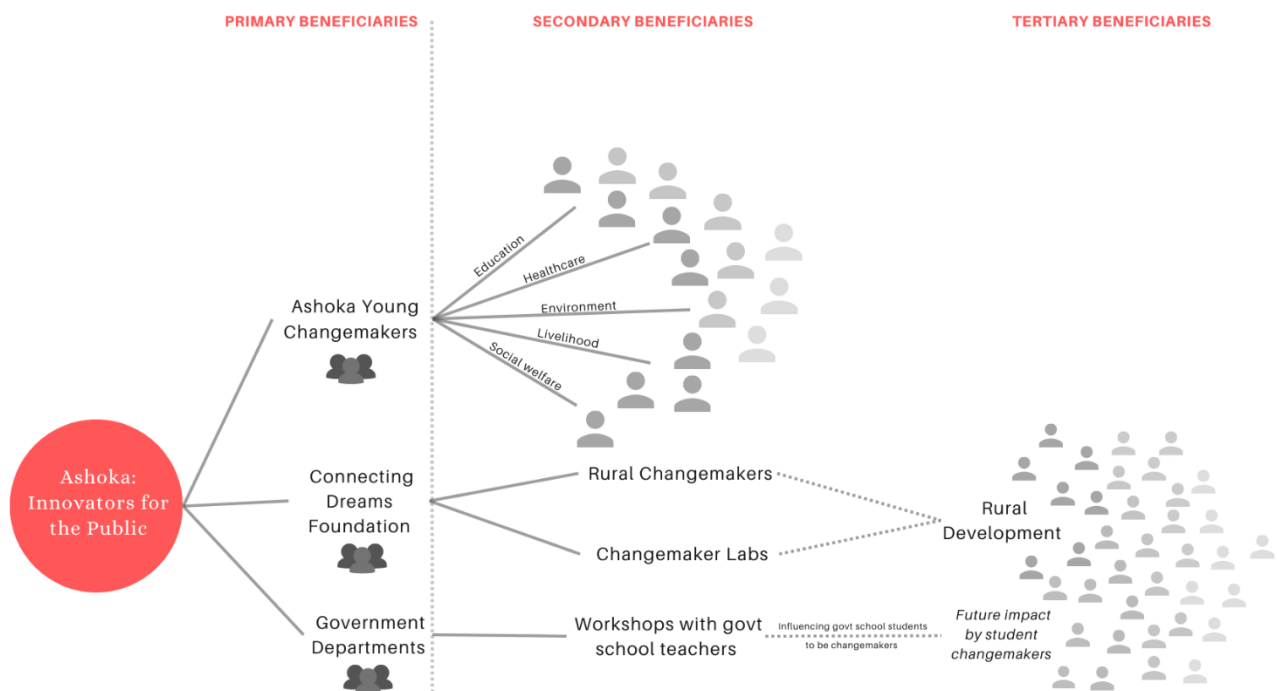
## 1. Program Design



*Figure 1: Program is designed to enhance impact through a multiplier effect*

Interactions with changemakers brought to the fore the journey of changemaking. The journey of a changemaker can often be a lonely one, particularly for those starting out at a young age. Society places a great emphasis on academic success,

leaving little time or support for those who seek to make a difference. As a result, changemakers often struggle with motivation and encounter numerous obstacles on their path to impact. Ashoka offers a solution to many of these challenges through this innovative program, which provides personalized mentorship and support to budding changemakers.

Ashoka's commitment to their "Everyone a Changemaker" philosophy is reflected in their approach, which consists of two key components. The first is their flagship Ashoka Young Changemakers (AYC) program, which carefully selects a group of young changemakers between the ages of 12 and 20 and offers them tailored support to help them realize their social initiatives. The second component involves partnerships with other organizations, such as the state education department of Nagaland and Connecting Dreams Foundation (a nonprofit), to expand the reach of Ashoka's mission.

Connecting Dreams Foundation (CDF), with the help of Ashoka, has developed a program aimed at empowering rural youth to effect change in their own communities. Through their "3C: create, collect, change" model, rural changemakers are trained to identify grassroots issues and equipped with team-building skills to rally other village youth to join their efforts.

In addition to their focus on youth, Connecting Dreams Foundation (CDF) has also developed a training of teachers (ToT) model to promote changemaking among educators. Through their Changemaker Labs program, they have partnered with Piramal Foundation fellows and the Rajasthan government to train government school teachers in all aspects of changemaking. These teachers are then encouraged to share this ethos with their students and create a ripple effect of changemaking in their own villages. Ashoka has also conducted similar workshops for government school teachers in Kohima and Telangana as part of their partnerships with their respective education departments.

Word of mouth, particularly recommendations from other Ashoka fellows and YCs, emerged as a primary means of disseminating information about the AYC program amongst prospective Young Changemakers. The CDF uses multiple channels to reach potential candidates for the Rural Changemakers program. They key channels are as follows:
- The organization leverages its network of NGOs across India to circulate application forms amongst them.
- Word of mouth is used to reach candidates, as existing changemakers are encouraged to share information about the program with their networks.
- Ashoka's network is leveraged to promote the program.
- Online publishing and advertisements are utilized to attract potential candidates.
- The CDF uses its connections with organizations like NABARD to network and reach potential candidates.

Through these channels, the CDF receives ~200 applications for every cohort.

The study reveals that the Ashoka Young Changemakers (AYC) program stands out among social entrepreneurship initiatives in terms of its unique scope and the diversity of the causes it supports. The program provides assistance to changemakers working across a broad range of thematic areas, setting it apart from similar programs that operate within more narrowly defined fields. The FGDs with YCs indicate that the diversity of cohorts is a highly valued aspect of the program.

The Give team found that the AYC selection panel employs a rigorous screening process that emphasizes on demonstrated impact when selecting candidates for the AYC program. The Rural Changemakers Program selection criteria is also designed to capture important aspects of a candidate's engagement and passion for the problem they are trying to solve. The criteria include: how engaged the person is for the problem, how passionate they are, how much time they can spend, their future plans, empathy, leadership, team building capacity, key motivation for applying, past achievements, sense of commitment and giving back spirit.

Rural Changemakers were found to engage in their own projects following their enrollment in the Changemakers program and employ data-informed selection processes to identify and prioritize pressing social issues in their communities.

## 2. Program Delivery

The Give team found that Ashoka has been successful in achieving all its predetermined targets. The achievement against each KPI is listed in the table below:

| Project KPIs | Target | Achievement | Give's Observations |
|---|---|---|---|
| **Number of YCs elected** | **50** | **72; 42 AYCs, 30 RCs** | **Give interacted with 23 changemakers; 16 YCs and 7 RCs** |
| **Diversity of the YC community** | ▪ **>50% female**<br>▪ **60% or more are from rural or urban low-income to middle income backgrounds.**<br>▪ **25% or more institutionalize their ideas** | ▪ **~60% female**<br>▪ **55% (~10 YCs; all 30 RCs) from rural/ urban low-income to middle income backgrounds**<br>▪ **35% institutionalized their ideas** | ▪ **52% female**<br>▪ **52% from rural/urban low-income to middle income backgrounds**<br>▪ **9% has registered their organizations** |
| **No. of individuals reached through Lead Young Campaign** | **Reach 200k people** | **Reached over 3 million (across all channels: physical + social media outreach)** | |
| **Continuing partnership with existing Big Rock panners like Telangana state government** | **Existing partnership: Conduct Workshops for new cohorts of Telangana State Innovation Council Fellows** | **1 day webinar on 'Everyone is a changemaker' conducted with principals of TSWREIS** | |
| **Establishing new partnerships at the State/National level** | **Establish 2 new partnerships to amplify impact** | **Department of School Education, Nagaland, Connecting Dreams Foundation (Rajasthan State** | |

Youth Changemakers (YCs) and Rural Changemakers (RCs) were actively engaged in a diverse range of issues, with the predominant sectors being Environment, Education, and Healthcare. The YCs and RCs were found to be implementing projects aimed at managing temple waste, promoting climate education, upcycling newspapers, imparting digital education, advocating for organ donation, addressing mental health concerns, and promoting skill development and livelihood, as well as Water, Sanitation, and Hygiene (WASH). Furthermore, there were some sector agnostic projects which included rehabilitating addicted children, empowering women, instilling youth leadership, and publishing an e-magazine promoting changemaker culture.
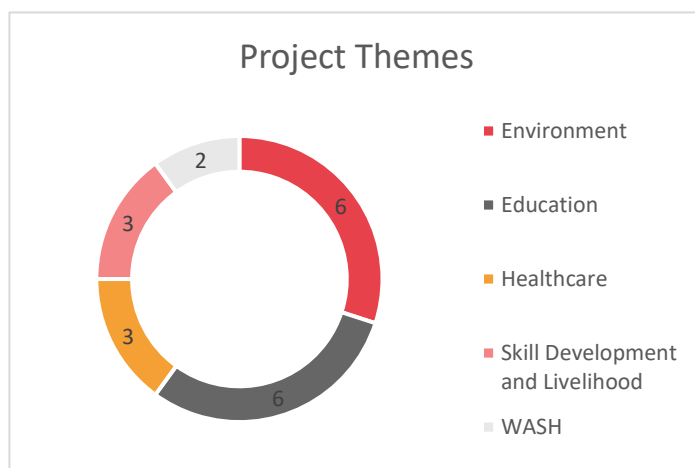


*Figure 2: Distribution of project thematic areas*

The mentorship and guidance provided to the YCs was reported to be a combination of formal and informal sessions. The formal activities included a virtual monthly huddle and an annual in-person retreat for all cohorts of YCs to promote peer learning, connection building, and skill enhancement through various workshops. The Ashoka program team followed a consultative process with the YCs to assess the need for specific workshops. In addition to workshops and guest talks, the Ashoka mentors were reported to be available for one-on-one sessions around the clock, providing support for personal and professional needs. It is noteworthy that the program duration for the YCs was not limited, and once inducted, the YCs continued to receive guidance until they reached 20 years of age. This is because changemaking is a long process requiring long term continual support.
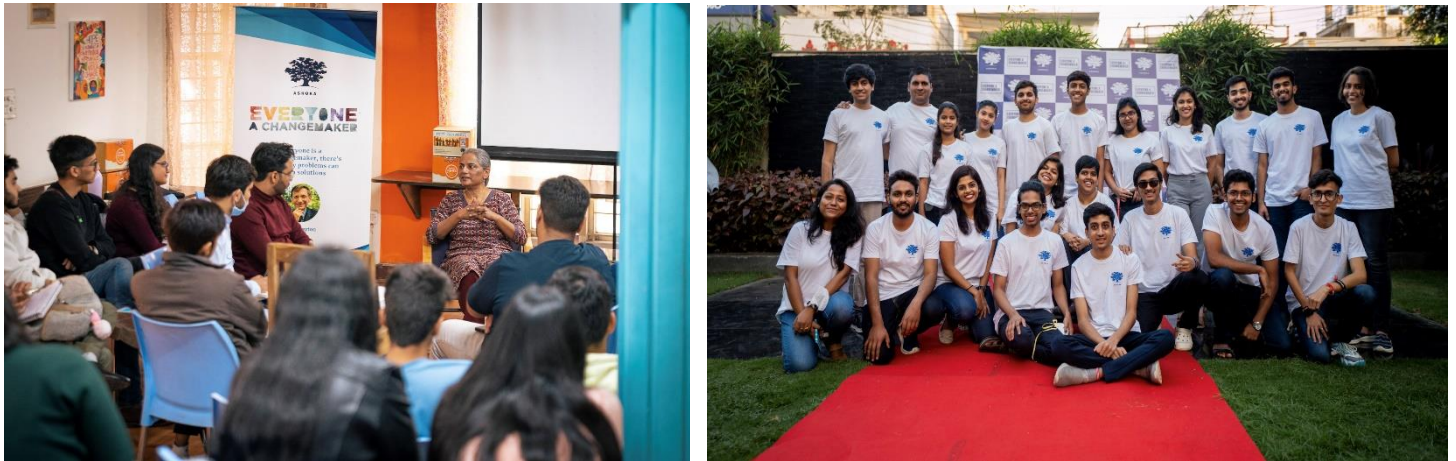


Figure 3: A physical bootcamp for Young Changemakers

The activities for the RCs, on the other hand, were more formal in nature, with each cohort having an active duration of 6 months. The reason was attributed was the need for a more structured learning session as these changemakers came from a rural upbringing. During this period, weekly training sessions of 1.5 hours per week were conducted, focused on imparting skills and knowledge on how to be a changemaker, team building for driving change, specifics of conducting village surveys to identify problems and solution building processes. Practical assignments like mapping the village with available resources and conducting surveys were also given as part of the training. In addition to weekly classes, one-on-one weekly consultancy calls were also held to ensure that no doubts remained unresolved.

The team-based approach adopted by all the changemakers in their projects is envisaged to be highly effective in ensuring the continuity of projects, even if the changemaker (founder) has to disengage from the project for any reason. It was observed that some YCs (2 out of 16 interviewed) were based outside of India due to their studies. However, they reported smooth project operations in India due to the highly reliable team structure. The RCs, leveraging the team building skills as part of their training, mobilized village youth to become more involved in village development work and reported having a team strength of 10-25 currently.

The AYC program was found to be particularly beneficial for young changemakers due to the connections and networking opportunities that it provides. In addition to individual projects, the YCs collaborate with one another to organize co-leading events, launch short-term disaster relief projects, and seek support while expanding to other regions. The YCs



Figure 4: A YC (extreme left) recognising a school student for her changemaking idea during a changemaker day event

highlighted that the cohort members have developed a strong sense of camaraderie which makes them feel part of a community and helps them to stay motivated during challenging times. The Ashoka program team also reported placing a high priority on the mental well-being of YCs to enable them to perform their best.



*Figure 5: Newspaper clippings featuring changemaker days conducted in various schools by Ashoka*

**Case Study 1: Co-leading Activity: Udyami Utsav**

The Young Changemakers collaborated to organize a virtual event focused on social entrepreneurship and innovation called the Udyami Utsav during the lockdown period. The Utsav brought together all stakeholders belonging to the social entrepreneurship ecosystem, including innovators, entrepreneurs, and incubators. The event witnessed **participation from over 80,000 individuals and featured 30 guest speakers.** It ultimately resulted in the **successful incubation of 150 entrepreneurs** and facilitated connections with other organizations that can help to enhance their work.

The Udyami Utsav served as a crucial platform for promoting and fostering innovation and entrepreneurship in a socially responsible and sustainable manner. The event's significance is evident from the scale of its impact on the social entrepreneurship ecosystem. The Young Changemakers are to be commended for their successful execution of the Udyami Utsav, which has contributed significantly to the development and growth of the social entrepreneurship landscape.

While Ashoka or CDF does not provide direct funding for individual projects, they offer support to the changemakers to obtain funding through various channels. YCs reported receiving funds for their organization's projects from sources such as CSR funding (for registered organizations), government funding, organizational funding from institutions such as the World Bank, crowdfunding through platforms such as Milaap, funding from their educational institutions, and raising seed funds through Ashoka's connections. The RCs noted that their projects are not capital-intensive and are structured in a self-sustaining model that reduces the need for any funding.

The Changemaker Labs initiative by CDF was found to have a significant impact on the school children's development. The initiative, which focuses on enabling students of standards 6 to 8 to design permanent solutions to local issues, involves training Gandhi fellows who then train school teachers and students. The Gandhi fellows reported conducting a 3-day boot camp with 2-3 teachers from each government school, to train them of all aspects of changemaking.

 The government teachers and the Gandhi fellows from Jhunjhunu reported that the program had been successful in

boosting the confidence of the children, enabling them to become active participants in training and take the lead in motivating other students and community members to become changemakers. Overall, the program has facilitated a collaborative process to identify and solve local issues, empowering the children to take a more active role in their communities. Some of the issues being solved by the students include electricity problem, plastic waste management and addiction issues in children.

| Stakeholder | Parameter | Average Rating (1: Very Poor, 2: Poor, 3: Satisfactory, 4: Good, 5: Excellent) |
|---|---|---|
| Young Changemakers | Quality of support provided to you by Ashoka | 5 |
| Rural Changemakers | Quality of support provided to you by CDF | 5 |

## 3. Impact & Sustainability

### Case Study of Energinee Innovations

Energinee Innovations, led by Akash Singh (Young Changemaker since 2019), started working with jail inmates to create idols out of temple waste (ashes). Sanjay, one of the inmates, was falsely accused of child marriage and rape and had lost all hope and motivation. Akash recognized his potential and interest in creative work and taught him how to make idols. Sanjay eventually became a leader, inspiring and motivating other inmates to join the initiative.

Energinee Innovations' initiative has positively impacted the lives of incarcerated individuals, providing them a platform to learn new skills and rebuild their lives. They have collaborate with 1500 families for making idols, providing them a source of livelihood.

Sanjay, who was a part of Energinee's initiative, eventually got bailed and declared not guilty. He went on to work for Energinee Innovations before starting his own mobile repairing shop contributing to the growth of the local economy. From being an jail inmate to being an entrepreneur, Sanjay has found a strong foothold that supports him and others in the society.
It is indeed difficult to imagine Sanjay's life without Energinee Innovation's intervention. Ashoka Young Changemakers drive multiple societal developmental solutions that empowers lives of million people.

More on Sanjay's story can be found here: https://www.givfunds.org/post/innovating-change-the-energinee-story-part-5
'Ashes to Idols' is a short documentary film capturing the work and impact of Energinee Innovations. The documentary can be watched here: https://www.youtube.com/watch?v=XGQ3sa0dP08

Ashoka has been instrumental in shifting their perspective on changemaking. Prior to joining Ashoka, many YCs were solely focused on reaching a large number of people and making an impact, but now they understand that creating deep impact through small acts is just as important. This has led to some YCs pausing their initiatives and taking steps to improve their knowledge base so that they can then create better impact. Ashoka has also helped the YCs approach their initiatives with empathy, and has given their initiatives more credibility through its brand image which has allowed them to be taken seriously by various stakeholders despite their young age.

The YCs also found working on their social initiatives to be refreshing and didn't face challenges in devoting time to their projects. For those YCs who had less time to devote to their initiative, they found other ways to continue making a difference in line with their current circumstances, indicating that Ashoka has successfully instilled a changemaker mindset among the YCs.

Overall, Give feels that Ashoka and their partners offer a beacon of hope for young Indian changemakers facing isolation and lack of support. By nurturing the next generation of changemakers and promoting a culture of impact, they are helping to create a better world for all.

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**Case Study 3: Impact**

Shruti Kokare, a 9th-grade student and resident of Pundiri village, Maharashtra, observed that her village lacked access to safe drinking water. The available free water contained a high amount of iodine, and the residents could not afford filtered water due to its exorbitant cost. With the support of CDF, she rallied a team of six village youths and approached the village panchayat to advocate for their right to access free, safe drinking water.

As a result of their efforts, the village panchayat facilitated the provision of filtered water at no cost to all residents of Pundiri village. Moreover, they influenced neighbouring villages to lower the price of filtered water. The price was reduced from INR 20 for 10 litres to INR 10 for 20 litres, benefiting the entire community.

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*"Ashoka has played a huge transformative role in my journey. The in-person induction as well as the retreats have proved very helpful as in the changemaking journey, things may get lonely and a bit difficult. These in-person retreats are a great help. It is invigorating to be surrounded by fellow young changemakers. The zeal and the energy that each and every young person that sits beside you brings is amazing. You get to know such inspiring stories, causes, and drives and when you realize that you are also a part of this, you feel that what you are doing must also be meaningful and that's why you must take it forward. When physical classes in college started, it was very difficult for me to continue with my initiative but after the in-person meeting, I was almost re-motivated to continue the work, almost with the same amount of motivation that I had during online classes."* **– Young Changemaker, Joined in 2022**

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*"Ashoka helped me realize the importance of young people building their changemaking ability through launching their initiative. There is nothing more powerful than a young person spotting a problem and solving it. We invited Ashoka to organize a Changemaker Ambassador program for our government school- teachers so that more and more children in government schools can learn about the importance of being Changemakers at a young age. I hope we can also have more activities in near future to inspire different stakeholders in the government education system as it would be very useful for the children we work with on a daily basis."* **– Deputy Commissioner, Kohima, Nagaland**

*"BYCR did a lot of college level mobilization and a lot of outreach activities through colleges, impacting 1000s. They hold themselves a lot more accountable than many big organizations and their quality of work is also at par or even better than that of established players in this field."* **– SPOC from a Young Changemaker's partner organization**

# 7 Financial Verification

This section analyses the financial utilization achieved for the program in comparison with the approved budget as provisioned under various expense categories. The deviations in the financial utilization are also mapped as part of this process.

| Project Financials and Utilization (FY 2019-21) | |
|---|---|
| **Particulars** | **Total (In INR)** |
| Budget approved as per MOU | 2,52,73,000 |
| Utilisation as per UC | 2,38,26,494 |
| **Difference** | **14,46,506 (Underutilization)** |

## Approved Budget

- The total budget approved for the agreement period was INR 2,52,73,000 as per the MoU. The utilization reported as per the UC is INR 2,38,26,494.
- An underutilization of INR 14,46,506 has been found against the total budget available for the entire project duration. A summary of the analysis of expenses is presented in the table below.

| Analysis as per Audited UC | | September 2019 - March 2021 | | |
|---|---|---|---|---|
| **Sr. No.** | **Budget Line Items** | **Budgeted amount as per UC** | **Utilised amount as per UC** | **Difference** |
| 1 | **Program Cost** | | | |
| | Search | 2,10,000 | 1,40,576 | 69,424 |
| | Selection Panel | 16,80,000 | 14,25,449 | 2,54,551 |
| | Inductions Bootcamps & Workshops | 50,40,000 | 48,35,871 | 2,04,129 |
| | Lead Young Campaign | 32,00,000 | 27,88,274 | 4,11,726 |
| | Round the year Engagement & Partnership | 16,00,000 | 4,94,554 | 11,05,446 |
| | State/National Partnership | 20,00,000 | 9,35,934 | 10,64,066 |
| | | | | - |
| 2 | **Personal Cost** | | | |
| | Sr. Change Leader | 18,90,000 | 30,54,819 | -11,64,819 |
| | Sr. Entrepreneur | 14,70,000 | 14,70,000 | - |
| | Temporary Consultant | 12,00,000 | 16,39,073 | -4,39,073 |
| | Intern-2 | 9,60,000 | 9,80,179 | -20,179.00 |
| | Communication Coordinator | 7,56,000 | 7,56,000 | - |
| | Country Leader-25% | 15,75,000 | 21,34,834 | -5,59,834 |
| | Partnership Leader-25% | 8,82,000 | 10,21,960 | -1,39,960 |
| | | | | |
| 3 | **Other Cost** | | | |

| | | | | |
|---|---|---|---|---|
| | Admin | 20,00,000 | 20,00,000 | - |
| | Travel | 6,30,000 | 1,48,971 | 4,81,029 |
| | Ashoka India comms | 1,80,000 | - | 1,80,000 |
| | | | | |
| | **Grand Total** | **2,52,73,000** | **2,38,26,494** | **14,46,506** |

**Deviations Observed from Budget Estimation for FY 2019-21**

- An overall underutilization of INR 14.46 lakhs is observed against the total project budget. The deviations can be attributed to the disruptions in the original project execution method and cancellations in physical events due to the COVID-19 pandemic. **The unutilized amount from FY 2019-21 was reported to be fully utilized by the implementing partner in the first quarter of FY 2021-22 as part of programmatic expenses.**

# 8 SWOT Analysis

A SWOT analysis is carried out to understand the program's strengths, weaknesses, opportunities, and threats. It was conducted from the responses received from the program team and other implementation-level stakeholders, at the same time considering the beneficiary feedback.

| Strengths | Weakness |
|---|---|
| <ul><li>The program's design has succeeded in amplifying the impact generated at the primary level across all subsequent levels.</li><li>Networking within and outside the cohort facilitates growth and offers emotional assistance to the young changemakers.</li><li>Embarking on changemaking at a young age poses unique challenges, such as beneficiaries not taking initiatives seriously due to the changemakers' age. Ashoka's brand association adds credibility to their initiatives, making it easier to create an impact.</li><li>The program has extended its reach to rural regions, empowering rural changemakers to effect change.</li></ul> | <ul><li>It can be challenging to measure the success of this program because it focuses on supporting changemakers who are working on complex social issues. Success, in this case, is not easily quantifiable, and it may take significant time to see the impact of the program.</li></ul> |
| **Opportunities** | **Threats** |
| <ul><li>The YCs expressed interest in collaborating with changemakers from rural areas. Since CDF already works with RCs, common bootcamps/ retreats can be organized for both, to facilitate interaction between RCs and YCs.</li></ul> | No perceived threats |

# 9 Conclusion and Recommendations

The study found that young changemakers often face a lonesome journey with little support and motivation, making Ashoka's programs an apt solution to these challenges. The Ashoka Young Changemakers (AYC) program offers tailored support to these young changemakers of ages 12 to 20 years, while the Rural Changemakers program trained rural youth to identify grassroots issues and effect change in their own communities. Both, Ashoka and CDF, run training programs to promote changemaking among educators, encouraging them to share this ethos with their students. These programs were also found to be successful in spreading the value of changemaking amongst the local youth, with the government teachers of Jhunjhunu, Rajasthan reporting that their students have already started working on crucial village level problems. This indicates that Ashoka has been successful in creating a ripple effect of impact through its innovative program design.

The young and rural changemakers were found to be actively engaged in a diverse range of issues, with the predominant sectors being Environment, Education, and Healthcare. Overall, the study highlights the importance of personalized mentorship, tailored support, and continued engagement in promoting social entrepreneurship and changemaking among youth and educators in India.

## Recommendations

The following recommendations have stemmed from on-ground observations and interactions with the beneficiaries/stakeholders:

| Challenges/ Observations | Recommendations |
|---|---|
| Several Indian youth are performing admirable work on the ground, but they may not excel at articulating their thoughts and aspirations. This might restrict their entry to programs such as the AYC. | Ashoka can collaborate with their network of NGOs to invite nominations for such candidates. The first round of screening that happens on the basis of application form submitted can be skipped for such nominated individuals and extra interview rounds can be included to assess their true potential. |
| The YCs attributes more value to in-person meetups than virtual huddles because interaction with other changemakers gives them a fresh boost of motivation which they often require. Most YCs feel that there should be more in-person meetups. | Ashoka can establish city specific young changemaker groups. These groups can have more frequent in-person meetups in their respective cities. This can be a cost-effective way to increase frequency of in-person meetups. |
| The changemaker labs only train students of standards 6th - 8th for becoming changemakers. (As reported by government teachers of Jhunjhunu, Rajasthan) | CDF should expand the scope of the program for all students as the local teachers feel that students from senior school can also make excellent changemakers |

# 10 Annexure - I

**Media Links Pertaining to Initiatives by Young Changemakers**

**Ashoka had created 'Lead Young Videos' to capture the work and impact of the initiatives led by Young Changemakers. The lead young video links of the Young Changemakers interviewed are listed below:**

a) Wasudev: https://www.youtube.com/watch?v=m5y7j9792Yg

b) Aniket Gupta: https://youtube.com/watch?v=9pT15TxAU5w

c) Sanskruti: https://www.youtube.com/watch?v=BnAp_JgaPF8

d) Upasana Kannan: https://www.youtube.com/watch?v=7fhqjEoLOIY

e) Akash Singh: https://www.youtube.com/watch?v=3_I9o16u74I

f) Dwishojoyee Banerjee: https://www.youtube.com/watch?v=nD5lWv29wmQ

g) Naisargik Lenka: https://www.youtube.com/watch?v=uPdahHZQ8z8

h) Priyaswara: https://www.youtube.com/watch?v=bxpXmzOtwYc

i) Radhika Joshi: https://www.youtube.com/watch?v=j-sB7LMCx2s

j) Mudit Pathak: https://www.youtube.com/watch?v=kpVtiCQk5g0

k) Bhagyashree: https://www.youtube.com/watch?v=jVAcaZY43Tc

l) Aditi Gera: https://www.youtube.com/watch?v=i5l7ph1emow&t=30s

m) Akarsh Shroff: https://www.youtube.com/watch?v=wz68Khk2-SY

n) Shubhadeep Purkayastha: https://www.youtube.com/watch?v=sBEWrTPObEc

o) Kavya Gupta: https://www.youtube.com/watch?v=E5AzbQab-Bg

p) Anagha Rajesh: https://www.youtube.com/watch?v=XRijyxyY8Iw

## 11 Annexure - II

**Stakeholder Questionnaires**

**Stakeholder Group: Young Changemakers/ Rural Changemakers**

**Basic Profile**

1. Name
2. Current profession
3. Educational background
4. Name of the project/ initiative
5. Primary cause area (Education/Mental Health/ Skill Development etc)
6. Primary Beneficiaries of the project
7. In which areas is the project operational?

**Program Design: Relevance and Preparedness**

8. When did you join Changemakers program?
9. Why did you choose to apply for the Ashoka YC program?
10. What does the program prepare you for? How is it structured?
11. Please describe your project, the areas of concern/ challenges it addresses, how it addresses them, beneficiary identification and tracking mechanism, outreach mechanism, government partnerships etc. *(Discussion)*
12. What motivated you to take up this project?
13. When was the project launched? (*Note if it is before or after joining Ashoka as a YC*)
14. How prevalent is the issue in India?
15. Which other organizations are working in the same space?
16. Do they also operate in the same geography?
17. If yes, how is your project different when compared to them?

18. How are they different compared to other similar organizations?
19. What support did Ashoka provide you with? *(Discussion on mentorship- any fixed mentors?, trainings, etc)*
20. How were the mentorship/training sessions with Ashoka members structured? *(frequency, mode (online/offline), duration etc)*
21. How long was/is your association with Ashoka for?
22. Who funds your project? *(anyone other than Ashoka?)*
23. How much time could you invest on your project per week/month considering that you also have academic commitments?

**Program Delivery: Efficiency and Effectiveness**

24.     What aspect of program has struck well with you?

25.     What was the motive behind the project you developed as part of the program?

26.     How has your project evolved over the course of your association with Ashoka? *(expansion to more geographies, greater beneficiary reach in existing geographies, introduction of more activities/expansion of scope etc)*

27.     What was Ashoka's strategic contribution to this? (*explain in detail*)

28.     What is your current team structure? How many of them have you met through the Ashoka network? *(no. of members, their background, are they associated with Ashoka?, their functions, any full time workers)*

29.     Does Ashoka mentors/team visit the field for help with implementation work? If yes, how often?

30.     How many beneficiaries have you reached through this initiative?  (mention yearly reach)

31.     What percentage of the impacted population would that constitute in the intervention region(s)?

32.     How do you mobilize other youngsters to join you in your movement? What actions have you taken in this regard?

33.     How many individuals have joined you in your changemaking journey? (as volunteers, short-term contributors, long term team members etc)

34.     What challenges have you faced in your journey as a social entrepreneur? How has Ashoka helped you in overcoming these challenges?

**Impact and Sustainability**

35.     What has been your project's impact on the primary beneficiaries?

36.     How do you monitor the impact of your project?

37.     What are your plans towards upscalingthe impact of your initiative?

38.     Does Ashoka provide any active support after the end of the YC program?

39.     Do you have plans of continuing and growing this initiative/project in the future?

40.     What would you say were your most important takeaways from this program?

41.     Do you have any recommendations on how Ashoka could have supported you better?

42.     On a scale of 1-5, how would you rate the quality of support provided to you by Ashoka. (1-very poor, 2-poor, 3-satisfactory, 4-good, 5-excellent)

43.     Testimonial.

## Stakeholder Group: NGO Program Team (Ashoka Innovators for the Public and Connecting Dreams Foundation)

**Basic Profile:**

1.  Name
2.  Designation
3.  Roles and responsibilities with respect to this project?

**Program Design: Relevance and Preparedness**

4.      Why did you plan to support students through this project? *(considering they have lesser time to devote due to academic commitments and it might be difficult for them to devote adequate time for sustained growth of their projects)*

5.      What are some unique traits that YCs bring to the table when compared to Ashoka fellows (who are older)?

6.      What key traits do you look for in prospective YCs and their projects during selection? *(uniqueness of project, scaling feasibility etc)* Parameters:  their idea, how they build a team around, the impact that they have already created, their ability to co-lead.

        Application process:

7.      Can you give us a sector-wise split of the projects being led by YCs? *(For checking diversity of projects)*

8.      How long is the formal engagement with Ashoka for? *(Active support duration)*

9.      Given that this is an international program, which YCs does the fund support? *(Only Indian YCs or all)*

10.     How many YCs have been supported with the help of Mphasis's fund? (for the year of assessment)

11.     What kind of outreach activities do you do to reach out to prospective YCs?

## Program Delivery: Efficiency and Effectiveness

12.     What kind of support does Ashoka provide to the YCs? How is it different from other social entrepreneur incubators? *(explain in detail: is there any engagement with external sectoral experts for mentorship etc)*

13.     How are the interactions between YCs and Ashoka members structured? *(frequency, mode (online/offline), type (group/individual/both) etc)*

14.     Do you conduct field visits to the project intervention areas to monitor and guide the team on project implementation? If yes, how often are such visits conducted? Who conducts these visits?

15.     What activities do the YCs conduct to further the "Everyone a changemaker" movement? Give a few examples.

16.     Have they been successful in motivating others to contribute to changemaking? If yes, please share a few success stories.

17.     What challenges have you faced in your journey of supporting YCs? How have you overcome them?

## Impact and Sustainability

18.     How have the initiatives of the YCs evolved over the course of their association with Ashoka? In what ways has Ashoka contributed to this growth? Give examples of 3-4 growth stories. *(expansion to other geographies, reaching more beneficiaries, expansion in scope of work, redefining existing scope for better impact etc)*

19.     What % of YCs continue with their initiative after active support from Ashoka is over?

20.     Approximately, what would be the cumulative number of beneficiaries that the YCs have been able to impact through their projects?

21.     What kind of impact have you observed (both short-term and long-term) in the sectors that the YCs work in? *(Give examples from sectors where the impact has been maximum and state sectors where it has been particularly difficult to bring forth any real impact. Also state the challenges YCs face to bring impact)*

22.     Do you have any recommendations about what can make this program better?

23.     On a scale of 1-5, how would rate:
        1.  Your contribution/support in the successful growth of the initiatives being led by YCs

## Stakeholder group: Indirect Beneficiaries

*Questions will depend on the exact initiatives that beneficiaries have been a part of.*

**Discussion Points:**

1. Challenges being faced before the initiative
2. Does the initiative address those challenges? To what extent?
3. How did they get to know about the initiative?
4. Which other organizations in their region work on the same issues? (Number and names)
5. Is this initiative better when compared to those? In what ways?
6. How would they rate quality of support provided
7. What has been the short-term and long term impact in their lives as a result of this initiative?
8. Is the impact sustainable?