

SPW



STUDENT PARTNERSHIP WORLDWIDE INDIA PROJECT TRUST

2022-23

**ANNUAL
REPORT**

**STRESS
DEVELOPMENT**

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About Us

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01

Student Partnership Worldwide India Project Trust (SPWIPT) works with community-based youth leaders to lead solutions to development needs that they, their peers, and their communities face for the past two decades. SPW has a mission to empower young people, especially young girls to have agency, skills, support and connections to realize their potential and attain wellbeing for themselves, their households and communities.

For this, we work directly with young people, including adolescents, aged 10–29 to lead projects, where we have delivered large-scale, rooted programs that have directly reached over 1 million young people, on STEM and 21st century education, entrepreneurship, skilling, gender inclusivity, Sexual & Reproductive Health, Family Planning, tech-enabled youth-led research & accountability, climate change and supporting overall youth leadership.

Our goal on overall agency building of girls – from education to employability – is achieved by directly investing in girls in career-oriented education including STEM education, 21st century skills, digital and financial skills, entrepreneurship, job-oriented aspirational skills and tech-enabled access to opportunities. We focus on first-generation learners who aspire to break barriers and pursue diverse careers. Our education initiatives have impacted over 400,000 students, with a significant focus on girls across different geographies. These initiatives include programs such as STEM and 21st Century Skills for Girls, with the support of Quest Alliance, IBM, Akamai Foundation, L'oreal Fund for Women, and Malala Fund to provide girls with the necessary skills and support.



Our Reach : Apr 2022 to March 2023



Through our youth-led programs across our implementation geographies, we have reached out to a total of 38,436 young people. Of these, 14,334 were males (37.29%), 24,008 were females (62.46%) and 94 identified themselves as 'Others' (0.24%)



02

Our Programs

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02



Delhi Learning Lab



The programme is designed on a cascade model wherein 20 Youth Champions will be onboarding 400 core groups of Changemakers - they will be trained, sensitized, and informed on gender & SRHR to deliver the programme and as well as become change advocates in the community. These 20 YCs and 400 Changemakers will then intervene with 10000 young people from the community, 1000 parents, 30 service providers (public/private), and 10000 community members to create a safe and supportive community for young people, youth-friendly services and create awareness and sensitization on gender and SRHR.

There are various strategic approaches have been taken to engage with diverse sets of target groups and stakeholders. The set up a digitally equipped Youth Resource Centre on the project site to create a safe space for the target groups to access information. To sensitize, aware, and train the target groups and stakeholders, the YCs along with changemakers conduct sessions with all the target/stakeholder groups at the Youth Resource Centre and/or Service Delivery Centres, conduct Community Meetings, Street plays, and community campaigns/events to engage people and train them, aware, and sensitize them. We have also developed a Youth Engagement Module to train and sensitise which consists of sessions on Gender and SRHR.

In the "Delhi Learning Lab" project, there were a total of 9,297 participants, consisting of 4,499 males, 4,724 females, and 74 individuals of other genders.



YOUTH KE BOL



A program (established through the combined efforts of Restless Development India, Dasra, Pravah, and YP Foundation) that empowers the youth to step into leadership roles and amplify their concerns across government and non-government platforms through the formation of a potent Youth Coalition.

In districts like Pakur, Ganjam and Vellore, youth leaders are spearheading initiatives on Sexual and Reproductive Health within their own communities. They are given this ability to nurture the spark for change through custom modules created by Restless Development. Activities like Youth Hacks (online), Youth Adda (offline), and Events have been the canvas for youth empowerment. Discussions spanned Gender, Youth Leadership, and Youth's Role in addressing societal challenges, creating a symphony of ideas and solutions.

In the "Youth Ke Bol" project, there were a total of 1,932 participants, with 788 males, 1,126 females, and 18 individuals from other gender categories.



YOUTH CLIMATE ACTION LAB



Youth Climate Action Lab is a youth-led movement on addressing the issues of climate change in Urban Bengaluru under the Fair Urban Transition lens. Climate change is one of the most pressing issues affecting young people, especially in the context of marginalized urban populations of growing cities like Bangalore. Young people's vision of a just and sustainable world is threatened by the ongoing climate change and related systemic problems such as inequitable access to resources due to power imbalances and structural marginalisation.

Through the on-going engagements, the program has also taken its first steps towards city level advocacy by engaging with key stakeholders while supporting a meaningful collective of impactful, locally-led, youth-powered CSOs - through a varied level of engagement with them from capacity building to joint program designs.

During the period 2022-23, the program has reached 1378 young people from marginalized urban settlements with 716 of them being females, 660 males and 2 from other genders.



MEMR ODISHA



Our project aims to address the significant challenges faced by girls in Odisha State, India, particularly during the COVID-19 pandemic. Girls in this region are at a heightened risk of dropping out of school due to various factors, such as the loss of education over the past year, financial constraints, increased familial responsibilities, and the risk of early and forced marriage. These issues not only threaten their educational prospects but also exacerbate gender inequality, leading to a widening literacy gap between males (82%) and females (64%) and a stark digital divide, with only 9% of girls attending online classes compared to 74% of boys.

The project seeks to re-enroll at-risk girls, especially from scheduled tribes, back into schools through collaboration with the education department, school administration, and young leaders. It also focuses on building girls' self-esteem, critical life skills, and digital inclusion to enable them to continue their education during COVID-19 outbreaks. Furthermore, the project will develop the leadership skills of selected youth leaders to lead community awareness campaigns that promote a more supportive environment for girls' education and career choices.



My Education My Right – Bihar



The project seeks to establish a conducive environment for girls from rural, marginalized communities of Munger in Bihar to continue their education beyond middle school and stay motivated and supported in their transition through high school by creating a systemic change across three ecosystem stakeholders - agency, awareness and aspiration of girls; more conducive and motivating environment in schools; and strengthened community driven systems of accountability to represent girls' voice in overall developmental plans.

With the relationships established during the COVID grant support from Malala Fund in Munger, the current project's aim is to build strongly on the successes and learnings of the previous engagement and create a positive change in girls attitude and aspiration towards education while engaging larger ecosystem stakeholders, practices and policies of the educational sphere of the district.

The program was initiated during the end of 2022, thus has started implementing key activities, and has reached around 100 girls.



GO NISHA GO



The implementation of the Go Nisha Go programme was centered around the model of Meaningful Youth Engagement, Youth Leadership, and forming partnerships with civil society organizations in the states of Rajasthan, Delhi, and Bihar to create awareness about the game. By supporting young people to meaningfully engage other young people around the game, as well as onboarding civil society organizations to amplify the messaging around the game, the model sought to create an entry-point for long term change of young people having increased confidence, skills, and knowledge to take decisions related to their lives, as well as create awareness about the game itself.

Our pathway to change focused on two sets of actors: Youth Leaders and their changemakers and civil society organizations. There were two hypotheses underlying the Model: first, if Youth Leaders are trained and capacitated to support changemakers to play and test the components of the game, this will help cultivate their leadership skills and provide them with increased skills and confidence to make decisions related to their lives; and second, partnering with civil society organizations, which in turn will lead campaigns and events in the community, will create traction around the game and increase its uptake in identified geographies.

The "Game of Choice, Not Chance" project involved 6,341 participants, with 1,162 males and 5,179 females. There were no participants from other gender categories.



PAHAL INITIATIVE



'We are not a project, but a movement'

Pahal- The Initiative, is a programme that aims to empower girls to participate more in decisions that affect them, especially child marriage. This is done through the fostering of better gender equitable norms and the elimination of child marriages within communities.

The project's intention is to work with key stakeholders so that they not only become supportive of Children's (especially girls) education but also improve the access to education and retention. Pahal has a long term strategy underway that plans to engage with decision makers so that they understand the child rights violations that are being committed. Then, they can develop the appropriate actions to prevent these violations from taking place. These violations include child marriages and physical violence against children.

PAHAL - The Initiative" project engaged a total of 6,219 participants, with 2,968 males and 3,251 females. There were no participants from other gender categories



MTV NISHEDH



Restless Development India is working to build a comprehensive Virtual Peer Education (VPE) methodology that will enable 30 young leaders/peer educators, including social media influencers, to reach out to at least 200,000 young people across Uttar Pradesh and Bihar through direct and indirect channels. Drawing upon our extensive experience in supporting youth-led peer education, community mobilization, and SRHR education programs in various Indian states, we will identify, recruit, train, and induct a combined cohort of Peer Educators, including VPEs and PEs, to engage with young people. We rely on our ability to reach young people in communities, our blended on-ground and virtual youth engagement models, outreach channels, proven peer education models, and our experience in facilitating youth-led campaigns on various relevant topics for the VPE program.

Program has just been initiated and the foundation has been laid for the program.



Game of Choice – Boy Game Development with Vihara

We have collaborated to support **Vihara Innovation Network** in facilitating '**Design Testing Sessions**' for the '**Game of Choice - Boy Game Development**' with the adolescent boys (primary) and teachers & parents (secondary) stakeholders between January 2023 to May 2024 in three Indian cities - Delhi, Jaipur and Patna. The testing will be highly qualitative in nature with rhythmic testing sessions - in-person and remote sessions - across three geographies. The end goal of the testing sessions and focused group discussions which will be a mix of interaction with game components and the interface is to have stakeholders share their opinions, insights, and ideas throughout the game development process ranging from the game concepts, visuals, characters, narrative, script, mechanics, scoring system, marketing, logos and branding, etc.

The program is at the initial stages in March 2023, and the first phase of reach is being achieved.

Our Partners & Donors







FINANCES

STUDENT PARTNERSHIP WORLDWIDE INDIA PROJECT TRUST INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023 CONSOLIDATED ACCOUNT		
Particulars	CURRENT YEAR AMOUNT (Rs.)	PREVIOUS YEAR AMOUNT (Rs.)
INCOME		
Foreign Account		
Grants to the extent utilized	4,06,65,687	1,87,04,994
Interest Income-Saving	3,43,133	2,50,746
Interest income-FD	93,708	254
Gratuity Provision Written Back	6,78,022	-
Sub Total	4,17,80,550	1,89,55,994
Local Account		
Grants to the extent utilized	93,68,464	1,71,30,492
Interest Income-Saving	86,251	1,13,009
Interest Income-FD	2,04,932	1,61,240
Interest on Income Tax Refund	2,208	-
Gratuity Provision Written Back	4,63,856	-
Other Income	-	29,000
Sub Total	1,01,25,711	1,74,33,741
Total Income (A)	5,19,06,261	3,63,89,735
EXPENDITURE		
Program Implementation Cost		
Programme Staff Salary	1,97,55,433	1,35,39,948
Volunteer Cost	94,85,926	72,52,610
Staff Insurance	1,72,441	76,996
Staff Traveling and Other Benefits	15,08,605	7,22,943
Consultant Cost	25,97,237	25,28,303
Sub Total	3,35,19,642	2,41,20,800
Other Program Cost		
Sub-Grants	4,38,162	10,95,426
Accommodation & Other Cost	19,23,655	3,17,946
Volunteer's Traveling Cost	6,27,791	1,95,805
Program Printing & Stationery	5,74,962	7,00,008
Volunteer's Insurance Cost	98,481	1,82,981
Programme Postage & Courier	1,072	380
Other Activities	9,77,343	16,62,811
Programme Workshop/Event	17,25,799	9,55,439
Sports & Award Day	12,520	80,886
Subscription & Membership Fee	99,195	57,932
Inclusion & Access	-	7,000
Sub Total	64,78,980	52,56,614
Capital Expenditure		
Furniture & Fittings	1,50,456	-
Computer & Office Equipment	10,15,889	7,01,930
Sub Total	11,66,345	7,01,930



FINANCES

Administration Cost		
Administration Staff Salary	70,13,325	46,77,086
Office Rent	13,81,533	7,93,386
General Maintenance	1,21,662	83,239
Office Administration	56,772	47,228
Electricity & Water Bill	73,597	20,185
Vehicle fuel, Maintenance & Insurance	21,428	22,609
Printing & Stationery	1,955	30,477
Communication	35,722	15,354
Finance & Admin Cost	1,330	14,154
Legal & Professional Charges	20,260	60,600
Audit Fee	1,41,600	1,41,600
Sub Total	88,69,184	59,05,918
Total Expenditure out of Grants		
	5,00,34,151	3,59,85,261
Expenses out of Interest Income		
Program Cost		
Staff Traveling and Other Benefits	236	-
Subscription & Membership Fee	49,100	-
Administration Cost		
General Maintenance	51,110	-
Legal & Professional Charges	18,000	-
Sub Total	1,18,446	-
Total Expenditure (B)		
	5,01,52,597	3,59,85,261
Surplus/(Deficit) (A - B) Carried to General Fund		
	17,53,664	4,04,474
Significant Accounting Policies and Notes forming an integral parts of accounts (Schedule-7)		
As per our report of even date		
For KUMAR MITTAL & CO Chartered Accountants FRN :010500N		For Student Partnership Worldwide India Project Trust
 (Amrish Gupta) Partner M. No.: 090553		 Trustees 
Place: New Delhi		
Date: 22 SEP 2023		

Case Studies





My Education My rights- Bihar



Rekha Nayak is a 23-year-old with an I.A background that stands as a Youth champion for the L'Oréal's Youth Champion for the "My Education My Rights" project. Her mission is simple yet great: To eradicate child marriage and ensure every child's right to education. Rekha's firm belief that education is the success for every child rather than an early marriage is what brought her to work alongside a project's mission that aligns with her beliefs. Her overall aim is to mobilize the community about gender equality and education. Rekha's journey as a youth champion has had challenges including obtaining permission from a school principal to engage with the program, which she overcame with determination.


The project in conjunction with Rekha's efforts have included a decrease in child marriages, addressing the issue of HIV and AIDs and promoting the education of girls within her community. Aspiring to be a social worker the project also aligns with career goals, giving her a platform to make a meaningful impact on her community while pursuing a fulfilling career dedicated to positive change. She extends a hand to aspiring youth champions, encouraging them to give their best in the project and to take pride in the transformative changes they can too bring to their communities.



My Education My rights (Odisha)

Anita Chanda, a 24-year-old graduate in Odia stands as a remarkable Youth Champion for the "L'Oréal My Education My Right" project. Her journey as a Youth Champion is rooted in her determination to make education accessible, especially for girls, in a village where it is often neglected. Anita feels that because of her middle-class family's drive for success, she brings an energy to her work that commits to self-improvement and the progress of others. Her six years of experience in teaching, where she gives free education to underprivileged children, fuelled her desire to make a significant impact on education in her community. Because of this experience her goals became clear: to create awareness about girls' education and make a positive societal impact. As a Youth Champion, Anita has engaged in various activities, including interacting with different stakeholders and learning from their life experiences.

These experiences, involving visits to different locations and event organization, have been incredibly rewarding and motivating. Involvement in the project has significantly contributed to Anita's personal growth. Initially, she struggled with shyness and fear of facing challenges. However, her confidence has blossomed, and she now faces challenges with a newfound strength and determination. Anita's journey was not without its share of challenges, particularly in obtaining permission for the International Youth Day event from the busy MLA. However, persistence and determination eventually led to the event's success. Crowd control during the IYD event was another obstacle, but the assistance of volunteers proved helpful in overcoming it.



PAHAL Initiative (Bihar)

Rinky Kumari, a passionate youth champion, has dedicated herself to the "PAHAL - The Initiatives" project. Her inspiration stems from the project's focus on working with children and young people, addressing the critical themes of education and gender discrimination, as well as her personal journey of empowerment.

Before joining Restless Development, she had limited awareness of gender and sexual and reproductive health and rights (SRHR) issues. Raised in a community with ingrained gender norms and restrictions, she was initially complacent about these practices. However, her involvement in the project has ignited her transformation.

Upon joining the project, Rinky aimed to bolster her self-confidence and contribute to her community's well-being. Her dream is to become a teacher, and the project provides her with an excellent platform to work towards that goal. As a youth champion, she has honed her skills, particularly in effective communication, decision-making, and facilitation.

Rinky has actively participated in various project activities. One memorable experience was a training session on "My Rights over My Body." This session empowered her to overcome shyness and speak openly about issues like menstruation. It also deepened her understanding of the historical context of gender, broadening her perspective on gender-related matters.

A woman with dark hair, wearing a red dress, is seen from the back, writing on a chalkboard. The chalkboard has some faint white markings, including a large 'H' and a vertical line. A horizontal teal line is positioned above the title.

Delhi Learning Lab (Delhi)

Kirti, a dedicated student of political science at Kamla Nehru College, DU, emerged as a Changemaker in June after joining our initiative in April. As a fervent feminist and an enthusiast of fiction and Korean dramas, she also adores K-Pop and enjoys learning new languages. Kirti's journey towards becoming a Changemaker began with her firsthand experience of the inequalities women face in society. She witnessed women being marginalized, with men dominating decision-making spaces. She herself endured bullying and teasing from young men in her community. These experiences fueled her determination to challenge societal norms, traditions, and family dynamics that perpetuate gender inequality.

Kirti found a steadfast supporter in her mother, who had gone through similar experiences. Her mother encouraged her to become a strong, independent woman. However, Kirti felt a lack of safe spaces where open discussions on rights, health, and well-being could take place without judgment.

Her introduction to the Delhi Learning Lab program came when one of our Youth Champions visited her and explained the program's mission. Kirti's first session at the Youth Resource Center (YRC) was a revelation for her. She recognized YRC as the safe haven she had been searching for—a place to express herself freely, ask questions, and learn about sexual and reproductive rights.



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**<http://spwindiaprojecttrust.org/>
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