



I · D · F INDIAN DEVELOPMENT FOUNDATION



EVALUATION STUDY

DIGITAL EMPOWERMENT FOUNDATION'S GOING ONLINE AS LEADERS (GOAL)

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HUMAN CAPITAL



FACEBOOK

CONTRIBUTING RESEARCHERS

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EXECUTIVE SUMMARY

GOAL (Going Online As Leaders) aims to empower young women from the tribal communities to become village-level digital leaders. Launched in February 2019 it has provided digital literacy training and mentorship to 100 women between ages 17 and 26 in five states of India. This is a study of GOAL's impact on its mentees, how the impact was affected, and how to build on it.

Skilled in the use of technology and inspired by mentors a cadre of young women digital leaders is in the making, find our survey and interviews across all five GOAL states.

The mentees have achieved levels of digital competence and proficiency that are much ahead of basic digital literacy. They are more confident for the skills and capacities acquired through GOAL. Their ambitions for themselves, and their communities, have transformed and consolidated over the programme period. They are now inspired to work for their communities.

Our online survey, administered to all the GOAL mentees, enjoys an 84 per cent response rate. This indicates that the bulk of mentees now have the skills to use, negotiate and react to digital devices and content. The survey includes ten questions that test digital knowledge, a mark each. Forty-eight per cent score a perfect 10, with 71 per cent scoring nine marks and above. The lowest marks obtained are five, and only one mentee scores this. 'Using computers and mobile phones' is selected as the topmost beneficial learning from GOAL by the largest number of mentees, followed by 'speaking in English'. Asked to rank their gains from GOAL, 'increase in confidence' is the first choice for 76 per cent.

A comparison of data collected at the time of their registration into GOAL with their survey responses reveals a shift in the mentees' aspirations. The number who 'want to pursue higher education' has doubled. Also, at 26 per cent, the largest number of mentees now want to work towards establishing 'digital connectivity and engagement' in their communities, a nine per cent increase from registration. Remarkably, there is a 44 per cent rise in mentees who want to do 'social work'.

The programme's provision of smartphones is a transformative experience for mentees. None of the mentees interviewed owned a phone till before GOAL, their brothers and fathers did. Mentees variously describe mentors as enabling them to 'speak my mind', 'not be shy' and 'dream big'. They use WhatsApp, Facebook and YouTube to connect with friends and the larger world. They net browse avidly for information, to supplement studies, and learn crafts. They download apps for English translations to karaoke singing. Music, films and serials are routinely sourced online. Mentors have alerted them to use technology safely and responsibly. Mentors and trainers observe that the mentees' 'quality of conversations' has improved sharply, and that they have learnt to 'think about themselves'.

THE WAY FORWARD: BUILDING ON THE GOAL IMPACT

GOAL's success in impacting policy is evidenced by its adoption by India's Ministry of Tribal Affairs in May of 2020. However, in its somewhat modified version as a central government programme retaining the quality of GOAL's outcomes may be more challenging. GOAL's core is about a personal and unique rapport between mentor and mentee. Keeping this intact will be demanding given that its targets now are 2,500 mentors and 5,000 mentees. Expansion often compels homogenisation. Significantly, GOAL is not exclusively for women anymore. Universalisation of programmes grows their reach. Yet, turning GOAL's focus away from women may do little to bridge the gender divide that runs deeper, if arguably so, than the digital divide. Mentee admissions are now via online applications. This seems inconsistent for a programme for youth in communities with no digital literacy or access. As GOAL's implementer, DEF sees it as having transitioned online entirely, and cautions against this. Offline efforts and linkage activities are at the centre of GOAL's implementation, they say.

Its year-long implementation has seen GOAL develop noteworthy strengths, and contend with complex challenges. Its learnings must be used as inputs to design GOAL's scale-up:

- GOAL has created a pool of mentors, women professionals with a sharp social conscience who say they are eager to remain engaged with mentorship initiatives. Mentees are unanimous that mentors make GOAL uniquely useful for women in rural areas. Mentors are the relatable women role models they lack. Of the 519 mentor calls documented, there are brief descriptions for 446 by DEF and 58 by mentors. They show the calls' contents as diverse, shaped by mentors' personalities. But common topics and themes recur, including social duties, confidence building and safe-responsible use of technology. The sessions are participatory. Mentors invite family, friends and professionals to interact with mentees.
- Non-standardised content and form of the mentor sessions and digital trainings lend GOAL fluidity and flexibility. Frequency and timings are scheduled as mutually convenient for mentees, mentors and trainers. Lessons are tailored to suit the needs, interests and aptitude of mentees. But this elasticity also makes for unstructured and inconsistent performance across mentor groups. A six-page manual and 11-page assignment list are the only blueprints available to mentors and trainers respectively. They say that orientations, training, shared schedules, benchmarks, internal meetings would help them navigate their duties with more confidence. A considered mix of adaptability and structure will balance GOAL.
- GOAL's documentation is cursory and sporadic. Better recording of its activities and processes will aid programme monitoring and enhance learnings.
- Formalising associations between stakeholders and with external actors needs to be affected for more impactful networking and advocacy for GOAL, and by extension for DEF and the cause it espouses.
- Unaffordability of data recharge for internet access is likely to undermine the programme's sustained impact on mentees who come from underprivileged communities. Only 31 per cent of mentees who respond to our online survey do so using

data they have bought themselves. The rest borrow data and rely on other's hotspots to do so.

- Poor connectivity is a problem issue for mentees living in remote rural areas. The mentorship component of GOAL relies entirely on phone and online interactions.

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1. INTRODUCTION

GOAL (Going Online As Leaders) aims to empower young women from the Scheduled Tribes to become village level digital leaders for their communities. To achieve which, women between the ages of 18 and 35 are mobilised to participate in two sets of activities that are facilitated for them: i) a 24-week-long training programme in digital literacy; ii) fortnightly sessions with mentors to foster leadership over eight months. The trainers for digital literacy are staff at the village-based Community Information Resource Centres (CIRCs).¹

Urban women professionals and entrepreneurs from varied fields are identified and appointed mentors.

GOAL is a partnership project between the Digital Empowerment Foundation (DEF) and Facebook. It was launched in February, 2019. It has since run in five states, namely Jharkhand, Madhya Pradesh, Maharashtra, Odisha and West Bengal.² The project was to close by December 2019 but was extended till July 2020.

In accordance with its target, GOAL's beneficiaries are 100 young women from tribal and rural communities. The beneficiaries, henceforth referred to as mentees, make for 20 mentorship groups, four in each of the five GOAL states. Each group consists of five mentees, with one mentor assigned per group. The average age of the GOAL mentees is 21 years. Sixty three per cent of them are students, mostly pursuing graduation. Fourteen per cent are working.

¹ Community Information Resource Centres (CIRCs) are set up by Digital Empowerment Foundation (DEF) as digital data houses for rural communities in India.

² GOAL ran in eight districts of the five states: Jharkhand: Ranchi ; Madhya Pradesh: Betul ; Maharashtra: Gadchiroli, Palghar Odisha: Cuttack, Bargarh; West Bengal: Murshidabad, Hoshangabad.

2. OBJECTIVE AND RESEARCH DESIGN

2.1 OBJECTIVE

This report aims to study:

1. The impact of both components of the GOAL programme — namely, the digital literacy training and mentorship sessions — on its mentees.
2. The programme’s strengths and the challenges it faces to recommend how the former can be used to an advantage, and the latter mitigated, for GOAL’s scale-up.

2.2 RESEARCH DESIGN

Understanding of issues related to changes — in say abilities, confidence and aspirations — cannot be based solely on quantitative or qualitative data. While quantitative data informs us as to what has changed, the “why” of the change needs qualitative assessment. Padak and Padak (1991), in fact, argue that a mix of quantitative and qualitative research methods are best suited to assess literacy programmes for adults.³ They contend: “Programme evaluation data should strike a balance between quantitative measures and qualitative assessments of programme impact. Numbers alone, whether counts and demographics about adults served or results of tests, cannot reveal the depth and breadth of programme effectiveness.”

GOAL is a digital literacy and mentorship programme for adult women. We opt for a mixed method study to evaluate the impact of its interventions. More specifically, informed by Creswell (2013), we employ a sequential explanatory mixed methods research design to serve the study objectives stated above.⁴ This design is characterised by the collection and analysis of quantitative data in the first phase, followed by the collection and analysis of qualitative data in the second phase. The second round of data collection builds on the results of the quantitative round. The design is illustrated in the **Figure** below.



This evaluation study comprises the following steps:

Step 1: Drawing the intervention’s Theory of Change (ToC): We begin by studying all the available quantitative and qualitative data and documentation related to the intervention

³ Padak, N. D., & Padak, G. M. (1991). What works: Adult literacy program evaluation. *Journal of Reading*, 34(5), 374–379.

⁴ Creswell, J.W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, CA: SAGE Publications.

to map its Theory of Change.^{5,6} The ToC provides us with a comprehensive illustration that explains the intervention's underlying logic, assumptions, activities, causal linkages and expected outputs and outcomes. (Refer *Theory of Change in page 8*). By collecting and analysing performance data, this change map can be tested against the actual processes experienced and results attained by the intervention.⁷

Step 2: Sampling: The programmatic data record the number of mentees, mentors, digital literacy trainers, as also mentorship and digital literacy training groups, in each of the five states. We also know the number of CIRC's and other venues available to the mentees. The data are listed in the **Table** below:

INTERVENTION SUMMARY						
State	No. of mentors	No. of mentees	No. of mentorship groups	No. of trainers	No. of centres	
					CIRC	Other*
Jharkhand	4	20	4	2	1	1
Madhya Pradesh	4	20	4	1	1	1
Maharashtra	4	20	4	2	1	1
Odisha	6	20	4	2	2	0
West Bengal	4	20	4	1	1	0
Total	22	100	20	8	6	3

Note: Data for this table have been sourced from DEF. The data are for the period till 10 August, 2020.

* Other implies venues in locations where CIRC's do not exist. Typically, these are community lent or rented spaces.

For our first round of quantitative data collection we administer a survey questionnaire to all the 100 mentees. We use the marks scored by the mentees in the digital literacy test, which is a part of the survey, to sample for the subsequent qualitative data collection round. This we do by calculating the weighted average marks scored in each state; which averages are rounded off to the higher number.⁸ We then select five mentees who have obtained scores that are similar to the weighted average score for each of their respective states. The five mentees so selected are the subjects for our in-depth-interviews.

However, if more than one mentee has scored marks similar to the weighted average for her state, our choice of interviewee is further guided by the purposive sampling technique that is primarily used in qualitative studies. This technique may be defined as selecting units (e.g., individuals, groups of individuals and institutions) based on specific purposes associated with answering a research study's questions (Teddlie, Charles and Fen Yu (2007). Such sampling is also been described as sampling where, "particular settings, persons, events are deliberately selected for the important information they are able to provide". In keeping with which, we consider available additional data and information

⁵ Documents studied: GOAL project details; Mentor registration online form; Mentors guidebook; Digital literacy training module; List of mentors and beneficiaries; Change stories-GOAL.

⁶ 'A Theory of Change is a road map that plots a journey from where we are to where we want to be while working on a development programme'— Centre for Development Innovations, Wageningen University, Netherlands.

⁷ Jackson, Edward T. (2013). Interrogating the theory of change: evaluating impact investing where it matters most. *Journal of Sustainable Finance & Investment*, 3 (2), 95– 110.

⁸ A weighted average is the average of values which are scaled by importance. The weighted average of values is the sum of weights times values divided by the sum of the weights.

about all the eligible probable-interviewee-mentees to choose one who is most suited to answer our research questions.

Summing up:

- Survey respondents for this study are the 100 mentees registered under the intervention
- Interviewees for the in-depth interviews that follow the survey comprise five mentees, one each from the five intervention states. Each interviewee is selected for obtaining marks similar to the weighted average marks scored in the survey's digital literacy test in their respective states.

Step 3: Data sources: We use both primary and secondary data sources. We begin our research with a study of the data and documents provided to us by DEF; as also information regarding GOAL on the websites of DEF and the Government of India's Ministry of Tribal Affairs.⁹ Before beginning our field research, we speak to DEF personnel, associated with the intervention at the strategy design and at the field implementation levels, for insights into the intervention's processes and expected outcomes. To comprehend the intervention's more immediate setting, its processes and progress, we interview key informants (KIs) who provide us with relevant facts and perspectives. They are:

- i. Trainers — Digital Literacy. One each from the five intervention states; attached to the sampled mentees from their respective states. (5)
- ii. Mentors. One each from the five intervention states; attached to the sampled mentees from their respective states. (5)
- iii. Implementer: Founder, DEF

Our data's core is from interviews with the mentees who participated in the intervention.

Step 3: Data collection: We employ both quantitative and qualitative data collection tools for this study. These comprise:

- i. A survey: with mentees. The survey consists a digital literacy test, and questions regarding the ambitions and aspirations of mentees at a personal and community level as influenced by GOAL;¹⁰
- ii. In-depth interviews (IDIs): with sampled mentees, and key informants including mentors and the intervention's implementers at the strategy and field levels^{11,12,13}
- iii. Focus Group Discussion: with the digital literacy trainers.¹⁴

All data collection for this evaluation is conducted digitally. The survey is administered online. The interviews are held through video conferencing. This is most appropriate given that GOAL aims at empowering young women from scheduled tribes into becoming village-level digital leaders for their communities.

Step 4: Drafting the data collection tools: We are guided by the output and outcome indicators generated by the GOAL ToC as we draw up an online survey questionnaire for

⁹ Refer Footnote 5 for list of documents studied;

GOAL on DEF website: <https://www.defindia.org/education-empowerment-2/#goal2>; and GOAL on Ministry of Tribal Affairs, Government of India, website: <https://goal.tribal.gov.in/>

¹⁰ Refer Appendix 1: Survey questionnaire in Hindi, Marathi, Odia and Bangla

¹¹ Refer Appendix 3: Interview guide: Mentee

¹² Refer Appendix 6: Interview guide: Implementer

¹³ Refer Appendix 4: Interview guide: Mentors

¹⁴ Refer Appendix 5: FGD guide: Trainers

the mentees and interview guides for the mentors, trainers and implementers. The rationale for the questions drafted in the survey and interview-discussion guides are presented below.

ONLINE SURVEY QUESTIONNAIRE: MENTEE					
DATA USAGE					
Sl. No	RATIONALE	QUESTIONS	OPTIONS		
1.	At the core of GOAL's ambition for a sustained impact is the issue of access to and availability of mobile phones and data	Do you currently use a smartphone of your own?	1. Yes 2. No		
2.		If yes, do you:	1. Buy data recharge to use this phone 2. Rely on GOAL programme for data recharge 3. Borrow data from family / friend for daily usage 4. Rely on data hotspot provided by GOAL coordinator 5. Do not use data when it is not available for free 6. Buy data recharge for this phone only when it is not available for free		
3.		To answer this questionnaire, you are using:	1. Data recharge that was bought for this phone 2. Data recharge provided by the GOAL programme 3. Data borrowed from family member/ friend 4. Rely on data hotspot provided by GOAL coordinator		
Sl. No	RATIONALE	QUESTIONS	OPTIONS		
			A	B	C
DIGITAL LITERACY: KNOWLEDGE TEST					
	Topics below are from GOAL's digital literacy syllabus				
1.	Connecting phone to a Wi-Fi network	Which option should you choose to share your mobile network data?	Hotspot	Wi-fi	Bluetooth
2.	Creating or logging-in to a Google account	What is a Gmail account used for?	Sending e-mail	Playing live	Money transfer
3.	Securing your phone	How do you keep phone secure from strangers?	Phone lock	Sim lock	Alarm
4.	Using google maps	Which app can be used to search locations?	Google maps	Play store	Facebook
5.	Watching YouTube for relevant content	Where can you find your favourite videos online?	Gmail	Facebook	YouTube
6.	Use of MeraApp	Which app helps you to collect individual details of everyone in the village?	Facebook	MeraApp	Both
7.	Use media (Facebook) for outreach	Which social networking site gives you the option of playing live videos?	WhatsApp	MeraApp	Facebook
8.	Use of MeraApp	How do you check the status of the application for a scheme in MeraApp?	Search	Track beneficiary	My account
9.	Use of social media (Facebook)	Which option should you choose to make your Facebook post public?	Only me	Share with friends	Public
10.	Online money transfer	What is the use of the apps BHIM, PAYTM and Phone Pe?	Money transfer	Video transfer	Chatting
MENTORSHIP: IMPACT ON SELF AND ASPIRATIONS (PERSONAL AND FOR COMMUNITY)					
11.	Mentees were asked these same question	In which role do you see yourself in two years?	1. Bank employment 2. Business		

	<p>when they registered into GOAL. The options given here have been derived after coding and analysing the answers given by the mentees.</p> <p>Shifts from former choices made by the mentees would reflect a change in their aspirations and ambitions at a personal and community level.</p>		<ol style="list-style-type: none"> 3. Doctor/ Nurse/ Chemist 4. Government job 5. IT <ol style="list-style-type: none"> 5.1. Operator 5.2. Teacher / trainer 5.3. Soochnapreneur 6. Married 7. Pursuing higher studies 8. Social worker 9. Teacher 10. Do not know
12.		In what fields do you want to bring change in your community?	<ol style="list-style-type: none"> 1. Agriculture 2. Digital connectivity and engagement 3. Education 4. Environment 5. Rural infrastructure 6. Unemployment 7. Youth and women issues 8. Health 9. Do not know
13.	<p>The options against these questions have been derived after rigorous analysis of:</p> <ol style="list-style-type: none"> a. DEF's descriptions of the mentor calls. b. Mentor insights on mentor calls. c. 446 and 58 such descriptions by DEF and insights by mentors have been documented across the 5 GOAL states respectively. <p>The options are what emerged as the main, and recurring, themes and topics that were the content of the mentor calls/sessions.</p>	<p>Which of the following has the GOAL programme taught you? <i>Rank in order from best downwards.</i> <i>You can choose to rank as many options as you want.</i> <i>You do NOT have to choose to rank all the options listed.</i></p>	<ol style="list-style-type: none"> 1. Accessing government schemes online 2. Speaking in public 3. Speaking and writing in English 4. Searching for jobs 5. Planning for business 6. Using computers and mobile phones 7. Do not know
14.		Has the GOAL programme improved you/your personality?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Do not know
15.		<p>If yes, through which of the following has the GOAL programme improved you? <i>Rank in order from best downwards.</i> <i>You can choose to rank as many options as you want.</i> <i>You do NOT have to choose to rank all the options listed.</i></p>	<ol style="list-style-type: none"> 1. Increase in confidence 2. Understanding people 3. Awareness of current news and issues 4. Awareness on issues related to my community 5. Desire and ability to support others

**INTERVIEW GUIDE:
MENTEES, MENTORS, TRAINERS, IMPLEMENTERS**

OUTCOME INDICATORS	SUB-INDICATORS	QUESTIONS
Impact on policy	<ul style="list-style-type: none"> • Identify issues of concern, and design intervention accordingly • Create awareness among policy makers-institutes • Organise endorsement activities • Forge partnerships 	

Impact on mentees, <i>in turn</i> , creation of a cadre of young women digital leaders for tribal communities	<ul style="list-style-type: none"> • Via digital literacy training: <ul style="list-style-type: none"> ○ Use of internet and smartphone ○ Use of social media for outreach on village issues • Via mentorship: <ul style="list-style-type: none"> ○ Communications ○ Leadership, team skills ○ Relationship building ○ Increased confidence levels 	Various framed for Mentees, Mentors, Trainers and Implementers
Impact of mentors, <i>in turn</i> , creation of a pool of mentors	<ul style="list-style-type: none"> • Identify mentors • Create a network of mentors for future 	
Impact on communities via mentees, <i>in turn</i> , increasing access to online information and government benefits for communities	<ul style="list-style-type: none"> • Community's access to digital platforms • Usage of digital platforms for government entitlements 	

Step 5: Identifying themes: We choose themes to service the information needs of our research objectives. They are: i) The impact of both components of the GOAL programme — namely, the digital literacy training and mentorship sessions — on its beneficiaries; ii) The programme's strengths, and the challenges it faces.

Step 6: Analysis and report writing: We code the primary and secondary data according to our study themes. The coded material is analysed to draw inferences such that we can identify and assess the impacts of the GOAL programme, especially with regard to the ambitions it had drawn up for itself in its theory of change (ToC). We use our findings to recommend how the programme's strengths can be used to advantage, and the challenges it faces can be mitigated, for GOAL's scale-up.

3. THEORY OF CHANGE

We study and analyse programmatic documentation and performance data to draw up a change map that can be tested against the actual process experienced by all GOAL's stakeholders and the results attained by the intervention. This ToC is then shared with the implementers for feedback and validation. These incorporated, the finalised Theory of Change (ToC) that so emerges is presented below. It provides this study with the output and outcome indicators that GOAL is to be evaluated against.

THEORY OF CHANGE FOR GOAL



4. FINDINGS

We administer an online survey to all 100 mentees across the five GOAL states. Results of the digital literacy test, which is one part of the survey, are used to calculate the weighted average marks scored in each state. We select five mentees who have scored marks similar to the weighted average marks in their respective states. We conduct in-depth-interviews (IDIs) with them. The mentee-interviewees' average age is 22 years, the youngest being 20 and the oldest 27. One is class 12 pass, two are graduates and two are doing their graduation studies. We also conduct IDIs with each of the sampled mentee's mentor and digital literacy trainer. Totalling five mentees, 10 mentors and trainers. Interviews are conducted with the implementers of GOAL.

The findings below are a composite of our online survey, IDIs with mentees, mentors, trainers and implementers. Also, our study of programmatic data on activities and outputs. And an analysis of the 519 mentor calls that have been recorded, descriptions for 446 of which have documented by DEF and 58 by mentors. Additionally, we have also considered government notifications and articles in the media to place our findings in context.

4.1 IMPACT ON MENTEES

Refer Appendix 9, Table 1: *Impact on mentee: Creating a cadre of young women digital leaders in tribal communities*

GOAL demonstrates that access to and use of technology, especially when complemented with mentor support and guidance, develops leadership skills of young women in rural areas. To begin with, the provision of smartphones for the programme's young women participants is a transformative experience for them. None of the mentees interviewed for this study had their own phone, not even a feature phone, till before GOAL gave them smartphones. But they each had at least one smartphone in their families, owned by their brothers or fathers. The GOAL smartphones too might have eluded the mentees had the programme not been for women. Because digital interventions see men and boys getting devices and connections first, reasons DEF's founder. Literature explains this 'gender digital divide' as the inequalities between men and women with regard to their access to ICTs (information communication technologies).¹⁵ There are studies focusing on how deep this divide runs in India.¹⁶ According to GSMA's *2019 Mobile Gender Gap Report*, women in India are 28 per cent less likely than men to own a mobile phone and 56 per cent less likely than men to use mobile internet.¹⁷ Also, only 42 per cent of women in India are aware of the internet, and that it can be used on a mobile phone.

Just the fact of owing a phone is empowering, declares a mentor. She shares: 'My experience with the mentees taught me that who gets to own the phone is a gendered

¹⁵ Van Dijk, J. A. G. M. (2012). The evolution of the digital divide: The digital divide turns to inequality of skills and usage. *Digital enlightenment yearbook*, 57.

¹⁶ Luk, C. Y. (2019). A Human Rights-Based Approach to Bridge Gender Digital Divide: The Case Study of India. In *Gender Gaps and the Social Inclusion Movement in ICT* (pp. 24-44). IGI Global.

¹⁷ Indian women 28% less likely than men to own a mobile phone: GSMA. February 20, 2019. IANS. *Business Standard*. https://www.business-standard.com/article/news-ians/indian-women-28-less-likely-than-men-to-own-a-mobile-phone-gsma-119022000852_1.html

The GSM Association (Global System for Mobile Communications) is an industry organisation that represents the interests of mobile network operators worldwide.

decision, a power game. Mobile handsets belong to the family's men. Brothers and fathers of my mentees would often use up data provided by the programme.' Mentors and trainers are, however, collectively of the opinion that these unequal equations will change gradually given that the mentees have become increasingly expressive and assertive over the programme period.

Women in the communities that the mentees come from are disadvantaged by many issues. The ecosystem needs to be equipped such that girls are not discriminated against and 'harassed' and can take on leadership roles, observe mentors. Adding that this is best done by preparing young women to be changemakers in their communities as is GOAL's mandate. Training in digital skills, and mentor guidance, has made them aware of their right to information, and how to access it. Which, in turn, will lead to accessing other rights such as education, health and livelihood, for themselves and for others. Summing up her learnings from GOAL, a mentee says: 'Girls need technology just like boys, it's our right. It's our right to be interested in and learn what we want.' The awareness of one's own entitlements is perhaps a necessary first step in being able to lead others to theirs.

Our online survey results and in-depth interviews with the mentees find that they have achieved levels of digital competence that are much ahead of basic digital literacy. To begin with, the fact that the online survey enjoys an 84 per cent response rate indicates that the bulk of mentees have acquired the skills to use, negotiate and react to digital devices and content. The survey comprises ten questions that test digital knowledge, with one mark for each correct answer. The scores that mentees attain in this test further affirms their digital proficiency. Forty-eight per cent score a perfect 10, with 71 per cent scoring nine marks and above. The lowest marks obtained are five, and only one mentee scores this.

Interviews for this study are conducted with mentees across the five GOAL states via Zoom call. Each interviewee is able to negotiate technology use for her interview independently. The ease with online communication is apparent. The mentees have, after all, interacted with their mentors over video calls for about 10 months through the course of the programme. Mentees say GOAL has taught them to optimise the use of mobile phones, beyond merely speaking with friends and relatives like most women in their villages do. The interviewees have at least 10 apps on their phones, and say they search and download apps as per their interests and need. They can send emails, with attachments, upload posts, images and videos on social media, contact follow and remain connected with friends online, and find their way to and from places using Google map. They use their smartphones to source and enjoy music, films, serials, short videos and follow news.

DIGITAL LITERACY TEST SCORES	
Score	No. of mentees
10	40
9	20
8	13
7	6
6	4
5	1
Total	84

A digital literacy trainer remembers his mentee-trainees struggling with almost everything on the computer when they started with him. Those same girls are now creating a website, he marvels. Another says that most girls had no access to smartphones, let alone ownership, at the time of enrolment into GOAL, only some were even comfortable using smartphones to make just voice calls. Now they are 'experts', he declares. Yet another trainer says girls would earlier pay the CIRC or some computer centre to download apps,

fill online forms, upload documents, take printouts, and generally be dependent on someone to do these for them. Now, except for printouts, they do all this on their phones, the trainer points out. A mentor recalls her mentees organising conference calls when they were homebound due to the Covid lockdown. She is proud they are now more adept than her at working smartphones.

Mentees say they feel more confident because of the skills and capacities they have acquired through mentorship and digital literacy training. In response to a survey question on what GOAL has improved most in them, 76 per cent mentees select ‘increase in confidence’ from among the options provided. This is followed by ‘an increased understanding of people’. The question asks them to rank as many or as few improvement areas as they want from among the seven listed options, including no option at all. Notably 93 per cent respondents choose to rank at least three areas in which GOAL has affected progress in them.

Mentee-interviewees across the five GOAL states variously describe themselves as feeling ‘confident’, ‘self-reliant’, ‘expressive’, ‘unafraid’ and ‘not shy’ as a result of the mentoring. They are articulate and frank through the interviews for this study. Most of them were cagey and awkward in public earlier, observes a mentee, but regular and varied discussions with their mentors has helped them be more social and outgoing. Another remembers how she could never talk to strangers, unlike now when she is speaking with the interviewers.

Mentors and trainers corroborate. They are unanimous that the most apparent change in the mentees is them dropping their inhibitions and reserve to become open and communicative. This confidence has emerged gradually over the programme period, they observe. The starkest transformation is seen in the quality of the mentees’ conversations, declares a mentor. In the initial mentor sessions, she would have to assign them topics to speak on. By the last some calls, her mentees spoke impromptu about their Dusshera celebrations and police beatings during the Covid lockdown. Another mentor recollects the earlier calls as her own monologues and the mentees as a note-taking audience, till they started speaking up, asking questions. Yet another observes that discussions shifted from the general to individual feelings and desires between her initial and last sessions with the mentees. A trainer adds that the mentees have now found the courage to stand up for themselves. More than one trainer speaks of mentees conducting house-to-house surveys. The girls would never have mustered the dare to approach unfamiliar houses and strange men with questions earlier, a mentor appreciates. Another says that the mentees are ready and motivated and ‘at the borderline... a little more push will have them achieve what they want.’

Mentees are using their newfound confidence and digital abilities to improve the quality of their lives, both in the personal and public spheres. In response to a survey question asking mentees to rank their most beneficial learnings from GOAL, using computers and mobile phones is selected as topmost by the largest number of mentees, followed by speaking and writing in English. Both which skills the young women are utilising avidly.

WhatsApp, Facebook, YouTube are now a part of their everyday lives, say mentees, and these help them keep connected with their friends and the larger world.¹⁸ The mentees browse the net for information on study courses, job opportunities, and government benefits, learning content, news and entertainment. They Google search to clear doubts about, and supplement, what they are studying in college. Mentees speak of using translation and learning apps to better their hold over the English language. A mentee says she searches teacher training modules online because she helps children in her neighbourhood with their studies. Others speak of looking up videos to learn how to cook new dishes, stitch, and even using karaoke apps to sing. A digital literacy trainer says some among his trainees have honed their talent for creating handicrafts watching online videos, and now earn pocket money off it. Also, music, films, serials, fun videos, news, are routinely sourced online.

Mentees say that the self-assurance and values that their mentors have inculcated are evidenced by them in their everyday lives. 'Expressing', 'speaking my mind', 'talking to others without stammering', 'not being shy', and 'dreaming big' are possible now. As a sheltered girl scared of walking alone on empty streets, the novel experiences delivered by GOAL have emboldened her, vouches a mentee. Many like her travelled out of their villages for the first time to attend GOAL events. They met ministers, other mentors, DEF and Facebook officials, in Delhi, Mumbai, Ranchi, Bhopal and Bhubaneswar. A mentee has proud recollections of having introduced herself in English from the podium in one such function. Also, the mentees spoke with experts, professionals, and their mentors' friends and family members who were invited to join in during the mentor calls. A mentor remembers her mentees' silence through the initial guest calls she organised, till in the last one they interacted freely with the invitee.

Additional to their digital literacy training, mentorship has alerted mentees to use technology safely and responsibly. Significantly, and without any solicitation by the interviewer, at least two mentees qualify that they use their smartphones to inform and entertain themselves only when they are 'free from all household and college work'. Mentees also speak of ensuring that they remain secure while negotiating the virtual world. Privacy settings, safe browsing, appropriate social media behaviour and phone locks are discussion topics during many mentor calls. A mentor says she repeatedly told her mentees to be 'judicious' while using their smartphones.

There is a shift in the mentees' aspirations for their own selves, as also for their communities: compared to when they registered into GOAL more of them want to pursue higher studies and work towards establishing digital connectivity and engagement in their communities.¹⁹ The mentees were asked two questions when they registered into GOAL: i) In which role do you see yourself in two years? ii) In what fields do you want to bring change in your community? There were no prompts for answers. The same two questions are posed in the survey, but this time with options that had been derived from coding and analysing the answers given by the mentees at the time of registration. The largest shift in

¹⁸ GOAL's programmatic data shows that all 100 mentees have Facebook installed in their smartphones.

¹⁹ For the survey questions on 'aspirations for self and community', this study considers the information collected from mentees at the time of registration as baseline data. GOAL has 100 registered mentees, 84 of them responded to our online survey. The comparisons drawn for this study are from the differences between the responses of the 84 respondents in the survey and at the time of registration.

the mentees' personal ambition is in pursuing higher studies, the number of girls who want to do so has doubled from seven to 14 between registration and now. This is followed by a jump in the number of those who see themselves building careers in social work, from nine mentees to 16. In the community space, meanwhile, working towards digital connectivity and engagement is most aspirational: 26 per cent of the respondents now want to pursue it, an increase of nine per cent from the time of registration. Affecting rural infrastructure which held the lead earlier, however, slips by 62 per cent. The mentees have probably learnt to see it as an umbrella issue that cannot be affected as a whole by individual citizens.

With mentees inspired to work, and already working, towards their communities' development, a cadre of young women digital leaders is in the making. Mentees state that GOAL has shaped their intent to be leaders who affect change in their villages. Notably, as mentioned above, there is a 44 per cent rise in the number of mentees who want to do social work compared to the time of their registration into GOAL. A mentee says that the programme has taught her how to plan to run the CIRC in her village as a successful business. She adds that this will help her, as also others in the village. A second says that early marriage robs most girls of education in her community, and that she wants to make computer lessons available to such girls. A third aims to teach boys and girls in her village to use mobiles 'properly' to source information. Significantly, the survey has mentees selecting 'accessing government schemes online' among their top three learnings from GOAL.

Qualifying that community leadership may still be some distance away from the mentees' reality, mentors and trainers are however certain that the young women are now well-motivated and digitally skilled to perform changemaker roles. A mentor says her mentees are already engaging with their community as leaders. As a task she had asked them to speak to school students, women and men and convince them to partake in computer learning programmes. Also, post Covid, her mentees learnt to make masks online, and made masks for their entire village. Another mentor says her mentees are from the weaver community and have started posting pictures and descriptives of the textiles they weave on social media. One of them wants to launch a website and take online orders. Yet another shares that her mentees drew up a list of families in their village that had not received rations promised by the state government during the Covid lockdown. The mentor's NGO had raised some funds to help people with rations. When the rations were organised, the mentees packed and distributed these among the families they had listed. They were supervised by their trainer.

The trainers, meanwhile, declare that the mentees are already influencing young women in their communities who want to emulate them. His CIRC now has girl visitors who want to be like the mentees, says a trainer. Another shares, when asked by the GOAL coordinator from DEF if they wanted to run CIRC's, three of his mentee-trainees expressed interest. It is pointed out that as a part of CIRC's work, several mentees have conducted village-level surveys to assess need gaps vis a vis government schemes and entitlements. The survey results are presented in the **Tables** below.²⁰

²⁰ Refer Appendix 2: Survey results: Five GOAL states

MENTEE ASPIRATIONS: SELF		
Profession	Registration data*	Survey
Bank employment	3	0
Business	17	8
Doctor/ Nurse/ Chemist	8	8
Government job	16	19
Information Technology Operator	3	0
Operator	1	1
Teacher / Trainer	2	1
Soochnapreneur	0	0
Married	1	2
Higher studies	7	14
Social worker	9	16
Teacher	15	12
Do not know	2	3
Total	84	84

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	2	4
Digital connectivity and engagement	14	22
Education	18	19
Environment	4	3
Rural infrastructure	29	11
Unemployment	5	16
Youth-women issues	5	6
Health	6	3
Do not know	1	0
Total	84	84

*Note: Registration Data is collected from the mentees at the time of enrolment.

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	11	18	20	9	1	1	-
Speaking in public	3	24	19	5	3	-	1
Speaking and writing in English	15	14	15	12	3	-	-
Searching for jobs	-	1	6	19	10	9	-
Planning for business	2	1	-	-	27	15	2
Using computers and mobile phones	23	4	2	5	4	11	5
Do not know	17	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	64	4	4	1	7
Understanding people	5	49	10	5	1
Awareness of current news and issues	4	12	40	11	3
Awareness on issues related to community	2	5	8	37	13
Desire and ability to support others	5	10	18	13	31

4.2 MENTORSHIP IMPACT

Refer Appendix 9, Table 2: *The mentorship impact: Creating a pool of mentors*

An analysis of the mentor call documentation finds that though the mentorship sessions were not structured by a curriculum, common and recurrent topics and themes run through calls across all five GOAL states. The analysis involves 519 mentor calls that are recorded, of which 446 have been described by DEF and 58 by the mentors.²¹ Though the mentors were provided with a six-page manual on how to conduct telephonic sessions with their five-mentee-strong groups, the content of their calls seems shaped largely by the personality of individual mentors.²² However, the following common subjects and exercises appear commonly in the descriptions of these calls, including: social and civic engagement; creativity; emotional skills; confidence building exercises such as self-introduction;

²¹ Refer appendix 8: Analysis of mentor call records: Five GOAL states.

²² IDF referred document titled 'Mentors' Guidebook' made available by DEF.

identifying one's strengths and weaknesses, likes and dislikes; creating speeches and videos on favourite topics. Some mentors discussed government schemes, loans and accessing grievance redressal websites. Ways to search government job vacancies, apply and prepare for tests were also discussed. All the mentors spent considerable amounts of time teaching mentees about practical, safe and responsible use of computers and smartphones. The mentors interviewed say they assigned homework to mentees on a routine basis. The tasks were often of a practical nature, like learning new English words, convincing people to learn computers, conducting small surveys.

The mentor sessions are interactive and participatory and aim at motivating the mentees to be confident and ambitious. Documented descriptions of the calls report mentors repeatedly encouraging mentees to speak about themselves, their emotions and personal experiences. Mentees reflect on values, dignity and respect for women. In one recorded instance, a mentor guides her mentees to prepare a street play against dowry. Another mentor tasks her mentees with finding issues of concern in their village. Such exercises inspire mentees to become socially aware and responsible.

The mentees describe the mentors as friendly, yet strict. One remembers how her mentor punished those who did not do their homework by making them buy chocolates for the group. Mentees feel they could share their fears and worries with the mentors. One recalls connecting with her mentor on an individual call for advice when she had a family problem. Though her sister counsels her through her anxieties, says another, she cannot help with clearing confusions around education and career. Her mentor can, because unlike her sister, 'ma'am is educated, she works, and knows the world outside'. All the mentees interviewed say that their mentors were open to providing individual guidance on career plans. Instances are narrated. A mentor helped a mentee with how to be a tutor; another assisted her mentee with information on nursing courses and colleges; a third recommended that her mentee joins online courses till admissions resume post the Covid lockdown.

A mentor describes the fourfold duty she assigned herself towards her mentees: to digitally empower them; make them confident to speak their minds; teach them to ask questions; and instil hope for a better future. These could be affected only if the mentors forged personal rapport and bonds with their mentees. Two among the mentors interviewed say they discussed their own life events and everyday activities with the mentees in almost all their calls. This was to make the mentees comfortable, so that they too could speak of their lives and ideas freely. Mentors introduced their children and family members to their mentees over calls. Descriptions of calls record mentors inviting their friends from different professions to join in. Such guest appearances were designed to broaden the mentees' horizons, explains a mentor. Recounting mentee feedback, a mentor says her group said she had helped them think about themselves.

MENTEE ON MENTOR

Ma'am said it is ok to speak about our interests and desires. She is the first who did not laugh at our ambitions. She said do not let others stop you. Always dream big.

Mentees, mentors and trainers are unanimously agreed that the mentorship component of GOAL is what makes it uniquely useful for young women in rural areas. Mentees say that

big and small computer institutes are available everywhere nowadays, even in some villages, but mentorship cannot be found at any price. There are many computer teachers but there is no mentor like hers, declares a mentee. But for GOAL she would never have known a mentor, she adds: ‘not everyone gets a mentor’. One says her mentor ‘brought us to light from darkness’, encouraging her and others in her group to express their desires. Several mentees appreciate their mentors for being the first to not laugh at their aspirations.

Mentors and mentees, without exception, say the latter had freedom to call whenever needed. This assured mentees of reliable sounding-boards and support in crucial times. A mentee recollects a ‘personal call’ she made to her mentor to speak of the shortage of rations in her village during the Covid lockdown. The latter, in turn, called the block administration and organised food supplies. Another mentee says her mentor noticed that she was ‘low’ during a group call and asked her to call afterwards. She called in the evening and spoke to her mentor about an argument with her brother that had seen her upset during the call.

Even as the mentees acquired digital skills as taught by the GOAL trainers, the mentors moulded their attitude and practices towards technology. Safe, responsible and judicious use of technology makes for repeated discussions in mentor sessions across the five GOAL states. A mentor observes that digital knowledge widens opportunities but can also disorient. Another says she was conscious that as a mentor she needed to empower her mentees to use their ICT knowledge to help themselves and their communities.

Importantly, the mentors provide mentees with the women role models they lack. None of the mentees interviewed have any working women in their nuclear or

extended families. Not one knows a woman who is in a job, neither in business since women are not allowed to sit in shops. An exception to this is a mentee who works at a CIRC, but she is the first and only woman in her family to work. The age of marriage for girls in some of the mentees’ communities is still as low as 15 and 16 years, they say. Even girls allowed to study up to college eventually get married as soon as they finish, often even before they finish. Daughters-in-law are not permitted to work as a rule. Some mentees talk of there being a rare few women teachers and nurses in their village, but they do not know them personally. For women to step out of their homes too work is mostly forbidden. A mentee says her bother promised he would organise a job for her if she joins him in Delhi, but her parents have prohibited her travelling out of the village.

Young women in rural areas require advice and encouragement to stand up for themselves, even better if this is through successful women professionals, say GOAL trainers. A mentor echoes the sentiment: mentees do not have anyone to look up to except for film stars, and they are not relatable. In the mentors, mentees find the kind of women they want to aspire to be, and can actually work at being, adds another mentor. A mentor feels her mentees could identify with her because she has been working for their weaver community for many years. Even as that may be, mentees also speak of their perspectives and choices on careers expanding with their exposure to professionals from varied fields during the guest sessions.

MENTOR ON MENTORSHIP

I understood my mentees’ emotions to assist them. They got confident to speak of their ambitions with me, and in a group. I spoke of women who won against odds.

GOAL has created a pool of mentors, who are enthusiastic and eager to continue to engage with mentorship initiatives. The repository of socially conscious mentors it has brought together is in fact one of GOAL's primary achievements. All the mentors interviewed profess high ethical and civic responsibility, and have participated in similar initiatives before. They have all volunteered to be mentors. One says that helping women and young girls is the primary driver in all her life decisions. So, when she chanced upon the GOAL mentorship form in a Facebook kiosk at an event for women professionals, she registered.

TRAINER ON MENTOR

Young women in rural areas require encouragement and advice. They rarely get these. Even better if such guidance comes from successful women professionals.

All the mentees and mentors interviewed continue to maintain contact with each other even after the programme is over. A mentee speaks of getting together with others in her group to call their mentor every once in a while. Most say they call their mentors individually too. And mentors not just continue to take the calls, but are still making them too. One says she calls her mentees fortnightly to check on them. Others say that the rapport they have established with their mentees remains intact because both parties are determined to persist with keeping connected. Most commonly, mentees and mentor groups chat individually and in groups on WhatsApp and follow and message each other on Facebook.

The need to continue with the mentorship sessions echoes in all the interviews. A mentor shares that she has already requested the implementers to use her skills and services for other mentoring initiative they might work on. Two other mentors emphasise their desire to continue sessions with the same mentees. The relationships established need another round of sessions to show tangible results, they say. Trainers argue that the mentorship sessions need to continue for longer if the changes in mentees are to be sustained. Barely a year of mentoring is insufficient to motivate and enable young girls from disadvantaged rural households to overcome fears and barriers, get out of their routine homelives, and make something of their life, observes a trainer.

4.3 BUILDING ON THE GOAL IMPACT

Refer Appendix 9, Table 3: *Impact on policy: Using the goal framework to promote technology as an enabler for women's leadership*

PART I: IMPACTING POLICY

GOAL's success in impacting policy is evidenced by its adoption by the Ministry of Tribal Affairs, Government of India in May of 2020.²³ The mainstream media's coverage of the programme since reaffirms the recognition of GOAL's potential.²⁴ Recounting GOAL's genesis and history DEF's founder narrates that the programme was initiated by DEF in

²³ i) GOAL launch announcement by Press Information Bureau (PIB), GoI: <https://pib.gov.in/PressReleasePage.aspx?PRID=1624021>

ii) GOAL launch by Minister, Ministry of Tribal Affairs (MTA) video recording: https://www.facebook.com/watch/live/?v=172233970820550&ref=watch_permalink

²⁴ i) Setting a GOAL for tribal youth. July 1, 2020. *The Hindu*;

ii) Centre launches GOAL-Facebook programme for tribal youths to bridge digital divide. July 3, 2020. *The Economic Times*;

iii) Tribal Affairs Minister launches 'GOAL' programme to provide online mentorship to tribal youth. May 15, 2020. News Services Division, All India Radio.

2019. The aim was to provide digital education and mentorship to young women in tribal communities. They are twice marginalised. First, because they belong to communities that are consigned to the peripheries of the nation's development processes. Second, because they get the smaller, if at all, of an already small share for being women. The programme was titled GOAL. DEF decided to run it in areas where it was already active or had established its CIRC. A list of potential mentors was drawn up, comprising successful women professionals who had associated with DEF's work in the past. Nine came on board. At five mentees per mentor, 45 young women were selected from tribal areas by CIRC staff across five states after shortlisting and interviewing candidates. GOAL started small. Till, Facebook joined in February 2019 when GOAL was about six to seven months old. The programme expanded to servicing 100 mentees, through 20 mentors and 10 digital literacy trainers in six CIRC and other venues, across five states. Finally, the Ministry of Tribal Affairs (MTA) came on board. Facebook continues to be a programme partner with MTA. DEF has an advisory role in the now MTA-Facebook-partnered GOAL, says DEF's founder.

As a central government programme, GOAL is a modified version of its former self:

- First, its target numbers are larger as it intends to 'connect 2,500 renowned leaders from the industry to mentor 5,000 youth from tribal communities across the country'.²⁵
- Second, it is not exclusively for women.
- Third, the admission of mentors and mentees into the programme is now through online applications. Earlier, mentees were inducted through offline processes.
- Fourth, mentees are provided with smartphones and internet access for a year. Previously, smartphones given to mentees by GOAL were theirs to keep, and provision for data recharge was on a need basis.

If not implemented watchfully, some of the revisions made in GOAL may render achieving its qualitative outcomes very challenging, even as its numbers increase.

- First, a scaled-up version of GOAL needs to remain aware that the programme's core is about a personal and unique rapport between each mentor and mentee. Keeping this intact will be challenging considering expansions are oftentimes tied to compulsions to homogenise.
- Second, though universalisation of development initiatives increases reach, targeting particular beneficiary types sharpens their attention towards servicing populations that need these most. Turning GOAL's focus away from women and including men as its beneficiaries may do little to bridge the gender divide that runs as deep, or arguably even deeper, than the digital divide. DEF's founder in fact says that: 'In our experience as an organisation working in the digital empowerment space for about two decades, whenever there is a digital intervention, boys and men get digital devices and connectivity first.'
- Third, mentee admission into GOAL through online applications seems inconsistent for a programme that is targeting youth from communities that have neither digital literacy nor access.
- Fourth, the decision to take back the smartphones provided after the programme period will take away tools from the beneficiaries after training them in skills to use them. A year is not sufficient for youth from tribal communities to build enterprise and wealth

²⁵ All information on MTA-GOAL is sourced from the MTA's website, and the PIB press release on GOAL.

based on their new digital skills. Most are likely to require more time to be in a financial position to purchase smartphones. Also, availability and affordability of internet connections need to be considered.

- Fifth, the implementing team at DEF sees GOAL as having transitioned into a fully online programme, and cautions against this. They say that mentees and mentors are now required to apply online, then post scrutiny, information on selection is to be emailed. Contrarily, intense offline efforts and linkage activities were at the centre of GOAL's implementation formerly. These included: holding discussions with mentors, organising mentor calls, managing mentors, minuting calls, asking mentors to write about the calls and progress of mentees, calling mentees and checking on their activities, asking what they need. The relationship between mentor, mentees and DEF was personalised, say the implementers, and argue that this is crucial to the programme's quality. Our interviews with mentees, mentors and trainers across all five GOAL states find all of them are familiar with the DEF project officer, and have interacted with him on more than one occasion. Also, GOAL had ridden on DEF's presence and chosen mentees from areas where CIRC existed. This had helped mobilise and select mentees. Also, point out implementers, other than being the venue for their mentorship calls and digital training, the mentees had a place to explore and learn more in the CIRC. This is now missing.

PART II: LEVERAGING STRENGTHS AND MITIGATING CHALLENGES

GOAL's implementation for almost a year, across five states, has tested it as a promoter of technology to enable women's leadership. It has engaged 20 women professionals as mentors and 10 locally-based digital trainers to make digital leaders of 100 women mentees from tribal communities. **While evaluating GOAL's effectiveness in doing so, this study identifies the strengths inherent in programme's framework, and the challenges it faces. These need to be used to advantage and overcome respectively for programme replication and scale-up:**

- **Data for internet access is largely unaffordable for women from poor families; 44 per cent of the mentees who respond to our online survey use data provided by GOAL, or a trainers' hotspot to do so.** The survey also asks mentees how they source data in their everyday lives. Only 33 per cent say they buy their own data recharge, and 15 per cent say they buy data only when they cannot manage to source it from others. While another 33 per cent grapple with multiple sources for data recharge. The mentees interviewed corroborate that data recharge is an issue of concern for them. Some cannot talk to their mentors as often as they want to for lack of data. They speak of buying monthly to three-monthly data packages ranging from Rs. 199 to Rs. 555. They request their fathers or brothers for money to do so, share mentees. One says she spends her earnings from working at the CIRC to fund her recharge. There are times when there is no money for data. But, say the mentees, they somehow manage funds so that they do not have to go without internet for more than three to five days. Also, data is used sparingly, and not 'when there is work at home, or seasonal farm work' and not on apps that are data guzzlers. Data was easier obtained during the programme. The mentor calls were made using CIRC data, also the DEF project officer procured it for mentees in need. Yet, recalls a mentor, her mentee's phones did not have data on several occasions. She had to conduct audio

calls, 'because the girls didn't have internet connection or sufficient bandwidth'. Another mentor says she paid for her mentees' data recharge on an occasion or two.

- Poor connectivity is a problem issue given that mentorship relies entirely on phone and online interactions, say mentors.** More than data lack, connectivity is a setback, insists one. There were 17 to 20 drops through her weekly calls, she shares. Another remembers one of her mentees being unable to participate in conference calls post the Covid lockdown. Because she had shifted residence and had to walk a kilometre to be able to connect even via voicecall.

MENTEE DATA USAGE						
Options	Survey					
	JH	MP	MH	OD	WB	India
Buy data recharge to use this phone	1	6	10	4	7	28
Rely on GOAL programme for data recharge	-	3	-	-	9	12
Borrow data from family / friend for daily usage	-	-	-	-	-	0
Rely on data hotspot provided by GOAL trainer	-	-	-	-	2	2
Do not use data when it is not available for free	-	1	-	-	-	1
Buy data recharge only when it is not available for free	7	-	3	3	-	13
Multiple options	6	5	3	12	2	28
Total	14	15	16	19	20	84

MENTEE DATA USAGE: FOR ONLINE SURVEY						
Options	Survey					
	JH	MP	MH	OD	WB	India
Data recharge that was bought for this phone	3	10	6	4	8	31
Data recharge provided by the GOAL programme	5	-	8	3	11	27
Data borrowed from family member/ friend	5	3	2	5	1	16
Data hotspot provided by the GOAL trainer	1	2	-	7	-	10
Total	14	15	16	19	20	84

- The content and form of mentor sessions and digital trainings are not standardised. This makes for unstructured and inconsistent performance by different mentor groups, however it also lends fluidity and flexibility to mentees and mentors.** Mentors and trainers say they have no substantive blueprints to follow. Their mentees' aptitude and interests, and their own personalities shape mentoring and training content. Our interviews with mentees, mentors and trainers reveal that the frequency, timings and duration of mentor calls and digital training also vary from group to group. This lack of structure is often disorienting, shares more than one mentor, because there is nothing to anchor or benchmark one's performance against.

However, this elasticity provides mentees with some incomparable advantages. Free computer classes with mentorship, in a CIRC close home, at timings of their convenience, with lessons tailored to suit their needs and interests. Mentees who are college students or live some distance away from the CIRC speak of attending digital training only once in a week and at their preferred timings, unlike others in their groups. For their part, though the mentors had been asked to take fortnightly calls with their groups, all those interviewed made weekly calls, some made two calls a week. Individual and unscheduled calls between mentors and mentees are also mentioned in the mentee interviews. Meanwhile, unrestricted by a syllabus in their digital literacy training, mentees can learn the practical use of internet and

smartphones unlike in most prescribed computer courses. A trainer says that he tried to keep to the topics listed in an 11-page document titled ‘GOAL assignment’ that DEF made available to him, but mostly taught what the mentees asked for.

- **Better recording of GOAL’s activities and substantive documentation of its processes would have aided the programme’s monitoring and enhanced its learnings.** Though a template to document mentor session summaries was created, documentation for the programme is largely cursory and sporadic. The description of mentor calls by DEF are often limited to a few words listing the topics discussed. Trainers say that these were variously written by them and the mentees, often in the local language, and then sent to the DEF project officer for translation. There are very few documented insights by mentors. Of the 519 recorded mentor calls across all five states, the calls’ content, quality and feedback have been noted only for 446. Mentors have noted their insights for only 58 calls. An instance of this shortfall in documentation: the maximum mentor calls recorded for a group is 47, with the mentor’s observations documented only for the first. The mentors interviewed cite various reasons for the lapse in registering their observations. The sessions were too time and energy consuming and writing post the calls seemed too demanding and tedious. A single column in an Excel sheet (in the mentor session summary template) was not sufficient space to encapsulate the idea, execution and effect of a session. For now, GOAL’s documentation of the mentor calls does not help with deriving considerable learnings. Meanwhile, the digital trainings with varied frequency, timings and duration across five states have no records for attendance or content.
- **Formalising associations between its stakeholders, and with external actors, would have affected more impactful networking and advocacy for the programme.** Except for organising a few isolated events, GOAL did not facilitate connections for its stakeholders, either with each other or with other agencies.²⁶ None of the mentees, mentors or trainers interviewed can name any new relationships or coalitions they have entered because of their association with GOAL. Mentors say they wish that meetings to share experiences with each other had been made a scheduled routine. One complains of having had no peers as sounding board through her mentorship. She was guiding her mentees through trial and error in the absence of a blueprint, and had needed to know if she was headed in the right direction. When in deep doubt she would call the DEF project officer who was always helpful, she says, but he was not a peer-mentor. Some others complain of never having met mentors from other states. A mentor says she took the initiative and created a mentors’ WhatsApp group, but it fizzled out. The trainers interviewed had also not met all the trainers from other states. Neither mentors nor the digital trainers received any orientation or training. A mentor says a briefing on the social and cultural context, and the particular needs, of her mentees would have informed her mentorship into being more relevant for them. Occasional face to face interactions between mentor and mentee would have enhanced the programme’s value for them, say both groups.

²⁶ Two meets were held in two districts of Jharkhand, where the mentees and mentors participated.

Several video stories and a coffee table book have been created around GOAL's young achievers.²⁷ These need to be disseminated widely to strengthen the programme's advocacy campaign.

²⁷ GOAL video stories: <https://youtu.be/BQ8zl7gq3iY>;
<https://youtu.be/kA5mOqz0B9M>;
https://youtu.be/nql-gKv5-_o;
<https://youtu.be/rg1LsxC1a4w>

5. CONCLUSION

IMPACT ON MENTEES

1. GOAL demonstrates that access to and use of technology, when complemented with mentor support and guidance, develops leadership skills of young women in rural areas.
2. The provision of smartphones is a transformative experience for young women participants. None of the mentees interviewed owned a phone till before GOAL; their brothers and fathers did. Women in India are 28 per cent less likely than men to own a mobile phone, reports industry body for mobile network operators GSMA.
3. Our online survey results and in-depth interviews with mentees find that they have achieved levels of digital competence that are much ahead of basic digitally literacy. Our online survey enjoys an 84 per cent response rate indicating that the bulk of mentees have acquired the skills to use, negotiate and react to digital devices and content. The survey comprises ten questions that test digital knowledge, one mark for each correct answer. Forty-eight per cent score a perfect 10, with 71 per cent scoring nine marks and above. The lowest marks obtained are five, and only one mentee scores this.
4. Mentees feel more confident because of the skills and capacities acquired through GOAL. In response to a survey question on benefits from GOAL, 'increase in confidence' is the first choice for 76 per cent mentees. In the interviews, mentees say the values mentors inculcated are evidenced in their everyday lives. 'Expressing', 'speaking my mind', 'talking to others', 'not being shy', and 'dreaming big' are possible now.
5. There is a shift in the mentees' ambitions for their own selves, as also for their communities. A comparison of data collected at the time of their registration into GOAL with their survey responses show that the number of mentees who 'want to pursue higher education' has doubled. At 26 per cent, the largest numbers of mentees want to establish 'digital connectivity and engagement in their communities', an increase of nine per cent.
6. Mentees use their new digital abilities to improve the quality of their lives. 'Using computers and mobile phones' is selected as the topmost beneficial learning from GOAL by the largest number of mentees, followed by 'speaking in English'. WhatsApp, Facebook and YouTube are now a part of their everyday lives, connecting them with friends and the larger world. They browse avidly, including for information, to supplement studies, learn crafts, and download apps for English translations to karaoke singing. They routinely source music, films, serials and fun videos online.
7. Mentorship has alerted mentees to use technology safely and responsibly.
8. A cadre of women digital leaders is in the making, declare mentors and trainers. Mentees say they are inspired to work for their communities. The survey shows a 44 per cent rise in the number of mentees who want to do social work compared to the time of registration. Post-Covid, a mentee group learnt making masks online, and made masks for its village. Another from the weaver community is promoting the area's weaves by posting images and descriptives on social media. Mentees have conducted several village-level surveys.

THE MENTORSHIP IMPACT

1. Mentees, mentors and trainers are unanimously agreed that the mentorship component of GOAL is what makes it uniquely useful for young women in rural areas.
2. GOAL has created a pool of mentors, successful women professionals with a sharp social conscience who are eager to remain engaged with mentorship initiatives.
3. Mentors provide mentees with relatable women role models they lack. None of the mentees interviewed have working women in their nuclear or extended families. Age of marriage for girls is low in their communities. Those allowed to study up to college are married off just as they finish, often even before. Mentors say that mentees find the kind of women they want to aspire to be — and can actually work at being — in them.
4. Of the 519 mentor calls recorded, descriptions for 446 are documented by DEF and 58 by mentors. The calls' contents are diverse, and largely shaped by the mentors' personality. Our analysis, however, reveals that common topics and themes recur across the calls. They include: social engagement; emotional skills; confidence building exercises; identifying one's likes and dislikes; creating speeches, videos; discussions on government schemes; job searches; and safe and responsible use of computers and smartphones.
5. The mentor sessions are participatory, aimed at instilling confidence and ambition in mentees. Call descriptions report mentors encouraging mentees to speak about themselves, and their emotions. Mentees reflect on values, dignity and respect for women. Mentors invite their family members, friends and a varied range of professionals to the mentor calls as guest lecturers to interact with their mentees.

BUILDING ON THE GOAL IMPACT

PART I: IMPACTING POLICY

1. GOAL's success in impacting policy is evidenced by its adoption by the Ministry of Tribal Affairs, Government of India in May of 2020.
2. As a central government programme, GOAL is a modified version of its former self. Its target are larger at 2,500 mentors and 5,000 mentees, it is not exclusively for women, admission of mentors and mentees is now through online applications. It will now provide mentees with smartphones and internet access for a year.
3. These revisions may challenge the quality of GOAL's outcomes even as the programme's numbers increase.
 - i. GOAL's core is about a personal and unique rapport between mentor and mentee. Keeping this intact will be demanding, expansion often compels homogenisation.
 - i. Turning GOAL's focus away from women to include men may do little to bridge the gender divide that runs deeper, if arguably so, than the digital divide.
 - ii. Mentee admission through online applications seems inconsistent for a programme for youth in communities that have neither digital literacy nor access.
 - iii. Taking back smartphones provided by the programme after it is over will take away tools from mentees after training them in skills to use them.
 - iv. As GOAL's implementer, DEF sees it as having transitioned into a fully online programme, and cautions against this. Offline efforts and linkage activities were at the centre of GOAL's implementation, they say. In keeping with which, our interviews with mentees, mentors and trainers, find that all of them across the five GOAL states are familiar with the DEF project officer. And have interacted with him on many occasions.

PART II: LEVERAGING STRENGTHS AND MITIGATING CHALLENGES

This study identifies the programme strengths that can be used to an advantage, and the challenges that need to be overcome, for GOAL's replication and scale-up. They are:

1. Data for internet access is unaffordable for women from poor families; 44 per cent of the mentees who respond to our online survey use data provided by GOAL or a trainer's hotspot.
2. Poor connectivity is a problem issue given that mentorship relies entirely on phone and online interactions, say mentors.
3. The content and form of the mentor sessions and digital trainings are not standardised. This makes for unstructured and inconsistent performance by different mentor groups, but it also lends fluidity and flexibility to mentees and mentors.
4. Better recording of GOAL's activities and substantive documentation of its processes would have aided programme monitoring and enhanced its learnings. GOAL's documentation is cursory and sporadic.
5. Formalising associations between its stakeholders, and with external actors, could have affected more impactful networking and advocacy for GOAL, and by extension for DEF and the cause it espouses.

6. APPENDIX

Appendix 1: Survey questionnaire in Hindi, Marathi, Odia and Bangla²⁸

Sl. No	DEMOGRAPHICS	
1.	प्रतिभागी का नाम / सहभागीचे नाव / ଅଂଶଗ୍ରହଣକାରୀଙ୍କ ନାମ / ଅଂଶ ଗ୍ରହଣକାରୀର ନାମ:	
2.	पिता का नाम / वडिलांचे नाव / ପିତାଙ୍କ ନାମ / ପିତାଙ୍କ ନାମ:	

डेटा उपयोग/ डेटाचा वापर/ ଡାଟା ବ୍ୟବହାର/ ডেটা ব্যবহার		
Sl. No	QUESTIONS	OPTIONS
1.	क्या आप आजकल अपने खुद के स्मार्टफोन का उपयोग करते हैं? / आपण सध्या आपला स्वतःचा स्मार्टफोन वापरता? / ଆପଣ ବର୍ତ୍ତମାନ ନିଜର ଏକ ସ୍ମାର୍ଟଫୋନ୍ ବ୍ୟବହାର କରୁଛନ୍ତି କି? // ଆପଣକି ବିର୍ତ୍ତମାନେ ନିଜିସ୍ବ ଏକଟି ସ୍ମାର୍ଟଫୋନ୍ ବ୍ୟବହାର କରନ୍ତେ?	<ol style="list-style-type: none"> हाँ / होय / हूँ / ह्याँ नहीं / नाही / ना / ना
2.	यदि हाँ, तो क्या आप / जर होय, तर तुम्ही / ଯଦି ହଁ, କଣ ତୁମେ / যদি ହ্যাঁ হয়, তবে আপনকি:	<ol style="list-style-type: none"> इस फोन का उपयोग करने के लिए डेटा रिचार्ज करते हो / फोने वापरायला डेटा रिचार्ज करतात / ଏହି ଫୋନ୍ ବ୍ୟବହାର କରିବାକୁ ଡାଟା ଚିତାରୁ କିଣନ୍ତି କି / এই ଫୋନ୍ଟି ବ୍ୟବହାର କରାର ଜନ୍ୟ ନିଜି ଡେଟା ରିଚାର୍ଜ କରନ୍ତେ आपको GOAL कार्यक्रम डेटा रिचार्ज देता है / GOAL program डेटा रिचार्ज करून देतात / ଡାଟା ଚିତାରୁ ପାଇଁ GOAL ପ୍ରୋଗ୍ରାମ ଉପରେ ନିର୍ଭର କରନ୍ତି

²⁸ The links to online surveys are:

Hindi: https://docs.google.com/forms/d/10X92o2xG77ps0Rj_PPyumrZpif4lZdxWhJljidsnTB8/edit

Marathi: https://docs.google.com/forms/d/1HKPkTIH2zJEaUnS8ykyZm0u0_OdQRivxgNWjRGTNNQ/edit

Odia: <https://docs.google.com/forms/d/1xryf0dsoCTcbIaTXmyr4pgiSESnin6v45dbUNARIKCI/edit>

Bangla: https://docs.google.com/forms/d/1Y4o4xElqGpJqDWpaHvdIqCoEL_IS8tCAONndbzHuxDE/edit

		<p>କି / डटो रचिरज्जेरु जन्ध गोल प्रोग्रामरे उपर नरिभर करने</p> <p>3. रोज उपयोग के लिए परिवार / मित्र से डेटा उधार लेते हो / रोज वापरायला कुटुंब अथवा मित्र कड़ना डेटा घेतात / घरठिदिन बंधवहार घाल घरिबार / बन्धुज्क ओरु ठाठा धार करन्ति कि / प्रतदिनिरे ब्यवहाररे जन्ध परिवार / बन्धु- बान्धवदरे थके डेटा धार नने</p> <p>4. GOAL ट्रेनर द्वारा दिए गए डेटा हॉटस्पॉट का उपयोग करते हो / GOAL ट्रेनर द्वारे दिलेले हॉटस्पॉट का उपयोग करतात / GOAL ठाठा हठघघरु घाल गोल घंघोज्क ठ्क ठघरु दिरुठ्ठ कि / GOAL प्रशिक्षक द्वारा दबो डेटो हटस्पॉट एर उपर नरिभर करने</p> <p>5. जब फ्री में डेटा नहीं मिलता तो डेटा का उपयोग नहीं करते हो / डेटा मोफत नसल्यास, डेटा वापरत नाही / घठेवेले ठाठा घागहारु ठघलघ नथा ठाठा बंधवहार करन्ति नाहँ / डेटो बनिमूल्ये ना पाओया गले डेटो ब्यवहार करने ना</p> <p>6. इस फोन का डेटा रिचार्ज तभी कराते हो जब डेटा फ्री में नहीं मिलता / या फोनसाठी डेटा रिचार्ज मोफत उपलब्ध नसेल तरच खरेदी करतात / एहि फोन घाल ठाठा रिचार्ज किन्ति घठेवेले एहा घागहारु ठघलघ नथा / बनिमूल्ये डेटो ना पाओया गले तथनई डेटो रचिरज्ज करने</p>		
3.	इस सर्वे का उत्तर देने के लिए, आप उपयोग कर रहे हैं / या सर्वेची उत्तर देण्यासाठी, आपण वापरत आहात / एहि घरुघघघरु ठठठरु ववे, थाघ बंधवहार करुठ्ठि / एहि सारुठे ठे ठररु जन्ध आपनि एरमध्ये थके कंनटा ब्यवहार करछने:	<p>1. डेटा रिचार्ज जो इस फोन के लिए खुद कराया है / या फोनसाठी खरेदी केलेला डेटा रिचार्ज / ठाठा घाहा एहि फोन घाल घरुघघ घले थिल / एहि फोनरे जन्ध कनो डेटो रचिरज्ज</p> <p>2. GOAL कार्यक्रम द्वारा डेटा रिचार्ज कराया गया है / GOAL प्रोग्रामद्वारे प्रदान केलेला डेटा रिचार्ज / GOAL गोल घरुघघरु घाघा घरुघघ ठाठा रिचार्ज / GOAL प्रोग्रामरे करे देओया डेटो रचिरज्ज</p> <p>3. परिवार के सदस्य / मित्र से डेटा उधार लिया है / कुटुंबातील सदस्या / मित्राकडून घेतलेला डेटा / घरिबार घघघ / बन्धुज्क ओरु धार करामालथि ठाठा / परिवाररे सदस्य वा बन्धु कछ थके धार नओया डेटो</p> <p>4. GOAL ट्रेनर द्वारा दिए गए डेटा हॉटस्पॉट का उपयोग किया है / GOAL ट्रेनर द्वारे दिलेले डेटा हॉटस्पॉट / GOAL गोल घंघोज्क घाघा घरुघघ ठाठा हठघघरु ठघरु दिरुठ्ठ करन्ति / GOAL प्रशिक्षक द्वारा प्रदान करा डेटो हटस्पॉट</p>		
Sl. No	QUESTION	OPTIONS		
		A	B	C
DIGITAL LITERACY				
1.	अपने मोबाईल नेटवर्क का डाटा शेयर करने के लिए किस आप्शन का चुनाव करेंगे? /	हॉटस्पॉट / हॉटस्पॉट /	वाई-फाई / वायफाय /	ब्लूटूथ / ब्लूटूथ / ब्लूटूथ /

<p>सगडात जास्त मदत झालेली वरून खाली पर्यंत क्रम लावा I आपल्याला पाहिजे तितके पर्याय निवडू शकता I आपल्याला सूचीबद्ध केलेल्या सर्व पर्यायांची रँक निवडण्याची आवश्यकता नाही I /</p> <p>मदत ही, निम्नलिखित मध्येून कडे GOAL पुरवठाग्राहक थापणूक उद्देश करील? प्रवृत्तीतून ठरू करणारे प्रदानित करणू । थापणूक ठरुथवा पुरी अनेक विकल्प पुरी पादुता करीवा वळीपारिवे । ठालिकाळुक्त प्रमथुत विकल्पुतु वळीवार थावणुका नाहू । /</p> <p>यदह्याँ, नीचरे कौनटिरी माधुयमे गोल प्रोग्रामटि आपनाके उन्नत करछे? सर्वोत्तम थेके नचिरे दकिे क्रम करुन। एर मधुथे थेके आपनि यतगुल चान ता पछन्द करते पारने। एर मधुथे थेके सब साजानेर जनुय आपनि बाधुय नन।</p>	<ol style="list-style-type: none"> 3. वर्तमान समाचार और मुद्दों के बारे में जागरूकता हुई / वर्तमान बातम्या आणि समस्ये बाबत जाणीव जागृतीस मदत होते / प्राप्तिरुक्त प्रवृत्ती एव° प्रवृत्तीरुक्त विषयुत प्रवृत्ती / वर्तमान संवाद एव° ईस्यु सम्पर्के सचेतनता 4. मेरे समुदाय (समाज) से संबंधित मुद्दों पर जागरूकता / माझ्या समुदायाशी संबंधित मुद्द्यांविषयी जनगरूकता होण्यास मदत होते / प्राप्तिरुक्त प्रवृत्तीरुक्त विषयुत प्रवृत्ती / नजिरे आशपोशे या घटछे सहे वषिये सचेतनता 5. दूसरों की सहायता करने की इच्छा और क्षमता / इतरांना मदत करण्याचे अपेक्षित सामर्थ्य अवगत होते / अदुनपानुतु प्रमथुत करीवा वळी एव° वळुता / अन्यके साहाय्य करार इच्छा एव° क्षमता
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Appendix 2: Survey results: Five GOAL states

SURVEY RESPONSE*	
States	Respondents
Jharkhand (JH)	14
Madhya Pradesh (MP)	15
Maharashtra (MH)	16
Odisha (OD)	19
West Bengal (WB)	20
Total	84

Scores	DIGITAL LITERACY SCORES					
	No. of mentees					
	JH	MP	MH	OD	WB	Total
10	4	10	4	7	15	40
9	5	1	7	6	1	20
8	3	2	4	1	3	13
7	2	1	-	2	1	6
6	-	1	1	2	-	4
5	-	-	-	1	-	1
Total	14	15	16	19	20	84

*Note: Each state has 20 registered mentees.

JHARKHAND

MENTEE ASPIRATIONS: SELF		
Profession	Registration data	Survey
Bank employment	1	-
Business	-	-
Doctor/ Nurse/ Chemist	1	1
Government job	4	2
IT	-	-
Operator	-	-
Teacher / trainer	-	-
Soochnapreneur	-	-
Married	1	2
Pursue higher studies	-	4
Social worker	3	3
Teacher	4	2
Do not know	-	-
Total	14	14

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	-	1
Digital connectivity and engagement	8	2
Education	-	4
Environment	-	1
Rural infrastructure	6	-
Unemployment	-	2
Youth and women issues	-	1
Health	-	3
Do not know	-	-
Total	14	14

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	7	6	-	-	-	-	-
Speaking in public	-	7	6	-	-	-	-
Speaking and writing in English	-	-	6	6	-	-	-
Searching for jobs	-	-	-	6	5	-	-
Planning for business	1	-	-	-	5	5	1
Using computers and mobile phones	6	-	1	-	-	5	-
Do not know	5	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	14	-	-	-	-
Understanding people	-	11	-	1	1
Awareness of current news and issues	-	2	9	2	-
Awareness on issues related to my community	-	1	1	8	-
Desire and ability to support others	-	-	3	1	9

MADHYA PRADESH

MENTEE ASPIRATIONS: SELF		
Profession	Registration data	Survey
Bank employment	-	-
Business	1	-
Doctor/ Nurse/ Chemist	2	-
Government job	4	6
IT	-	-
Operator	1	1
Teacher / trainer	-	-
Soochnapreneur	-	-
Married	-	-
Pursue higher studies	3	3
Social worker	-	-
Teacher	3	5
Do not know	1	-
Total	15	15

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	-	1
Digital connectivity and engagement	-	2
Education	9	5
Environment	-	-
Rural infrastructure	3	1
Unemployment	2	6
Youth and women issues	-	-
Health	-	-
Do not know	1	-
Total	15	15

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	5	2	1	5	1	1	-
Speaking in public	-	12	-	1	2	-	-
Speaking and writing in English	-	1	10	2	2	-	-
Searching for jobs	-	-	3	6	1	1	-
Planning for business	-	-	-	-	7	1	-
Using computers and mobile phones	9	-	-	-	-	5	-
Do not know	6	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	15	-	-	-	-
Understanding people	-	14	1	-	-
Awareness of current news and issues	-	2	8	2	2
Awareness on issues related to my community	-	-	-	11	2
Desire and ability to support others	-	-	6	1	6

MAHARASHTRA

MENTEE ASPIRATIONS: SELF		
Profession	Registration data	Survey
Bank employment	-	-
Business	4	2
Doctor/ Nurse/ Chemist	-	1
Government job	-	3
IT	2	-
Operator	-	-
Teacher / trainer	2	-
Soochnapreneur	-	-
Married	-	-

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	1	1
Digital connectivity and engagement	2	1
Education	5	3
Environment	-	-
Rural infrastructure	2	7
Unemployment	3	3

Pursue higher studies	1	2
Social worker	5	5
Teacher	1	-
Do not know	1	3
Total	16	16

Youth and women issues	3	1
Health	-	-
Do not know	-	-
Total	16	16

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	6	1	4	2	1	-	-
Speaking in public	1	8	2	2	1	-	-
Speaking and writing in English	-	3	8	1	-	-	-
Searching for jobs	-	1	2	7	-	1	-
Planning for business	-	-	-	-	5	2	1
Using computers and mobile phones	1	2	-	-	-	6	-
Do not know	1	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	12	1	2	-	-
Understanding people	1	10	2	-	-
Awareness of current news and issues	-	1	4	4	-
Awareness on issues related to my community	-	-	3	5	3
Desire and ability to support others	1	3	4	2	4

ODISHA

MENTEE ASPIRATIONS: SELF		
Profession	Registration data	Survey
Bank employment	2	-
Business	3	4
Doctor/ Nurse/ Chemist	1	-
Government job	4	5
IT	-	-
Operator	-	-
Teacher / trainer	-	1
Soochnapreneur	-	-
Married	-	-
Pursue higher studies	3	3
Social worker	1	3
Teacher	5	3
Do not know	-	-
Total	19	19

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	1	1
Digital connectivity and engagement	3	5
Education	3	4
Environment	1	1
Rural infrastructure	5	2
Unemployment	-	4
Youth and women issues	2	2
Health	4	-
Do not know	-	-
Total	19	19

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	-	5	10	1	-	3	-
Speaking in public	-	3	5	2	1	-	2
Speaking and writing in English	6	8	-	4	1	-	-
Searching for jobs	-	-	2	6	4	1	-
Planning for business	1	2	-	-	4	4	-
Using computers and mobile phones	8	-	1	-	1	3	5
Do not know	1	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	10	1	-	1	6
Understanding people	4	5	1	2	-
Awareness of current news and issues	-	2	13	2	-
Awareness on issues related to my community	1	2	2	6	1
Desire and ability to support others	3	7	3	2	4

WEST BENGAL

MENTEE ASPIRATIONS: SELF		
Profession	Registration data	Survey
Bank employment	-	-
Business	9	2
Doctor/ Nurse/ Chemist	4	6
Government job	4	3
IT	1	-
Operator	-	-
Teacher / trainer	-	-
Soochnapreneur	-	-
Married	-	-
Pursue higher studies	-	2
Social worker	-	5
Teacher	2	2
Do not know	-	-
Total	20	20

MENTEE ASPIRATIONS: COMMUNITY		
Field	Registration data	Survey
Agriculture	-	-
Digital connectivity and engagement	1	12
Education	1	3
Environment	3	1
Rural infrastructure	13	1
Unemployment	-	1
Youth and women issues	-	2
Health	2	-
Do not know	-	-
Total	20	20

MENTEE RANKINGS: LEARNINGS FROM GOAL							
Options	1	2	3	4	5	6	7
Accessing government schemes online	3	4	5	1	-	-	-
Speaking in public	2	5	6	-	-	-	-
Speaking and writing in English	9	2	3	-	-	-	-
Searching for jobs	-	-	-	6	-	6	-
Planning for business	-	-	-	-	8	4	-
Using computers and mobile phones	1	2	-	5	4	2	-
Do not know	4	-	-	-	-	-	-

MENTEE RANKINGS: BENEFITS FROM GOAL					
Options	1	2	3	4	5
Increase in confidence	13	2	2	-	1
Understanding people	-	9	6	2	-
Awareness of current news and issues	4	5	6	1	1
Awareness on issues related to my community	1	2	2	7	7
Desire and ability to support others	1	-	2	7	8

Appendix 3: Interview guide: Mentee

OUTCOME INDICATORS	SUB-INDICATORS	QUESTIONS
Impact on policy	<ul style="list-style-type: none"> • Identify issues of concern, and designing intervention accordingly • Organise endorsement activities • Forge partnerships 	<ol style="list-style-type: none"> 1. What are the issues of concern for young women from tribal communities? Does this intervention address these? How? 2. How did you come to associate with the intervention? 3. Did you get to know more people and build new relationships (formal and/or informal) because of GOAL? Will any of these relationships outlive GOAL? 4. Have you participated in any event organised by GOAL? Describe it.
Creation of cadre of young women digital leaders for tribal communities	<ul style="list-style-type: none"> • Via digital literacy training: <ul style="list-style-type: none"> ○ Use of internet and smartphone ○ Use of social media for outreach on issues of village • Via mentorship: <ul style="list-style-type: none"> ○ Leadership, team skills ○ Communication ○ Relationship building skills ○ Increased confidence levels 	<ol style="list-style-type: none"> 5. a) How important is digital literacy for young women from tribal communities? And specifically for you? b) How important is mentor support for young women from tribal communities? And specifically for you? Describe your mentor. 6. a) How do you, others in your mentor group access data? (<i>Refer to the results for the data usage part of the survey.</i>) b) Are you and they putting your newly acquired digital skills to use? How? (audio-visual technology, online learning, money transfer etc.) 7. What skills and values has the mentor inculcated in you and your group members? (<i>Refer to the results in the aspiration part of the survey.</i>) 8. Have the digital literacy training and mentorship sessions helped improve your and your group members' confidence levels? How? Give examples. (<i>Refer to the results in the aspiration part of the survey.</i>) 9. What are the drawbacks, and improvement areas, for the training and mentorship?
Creation of pool of mentors	<ul style="list-style-type: none"> • Identify mentors • Create a network of potential mentors for future 	<ol style="list-style-type: none"> 10. Are you still in touch with your mentor? Will you continue to keep in touch with her? 11. Would you like to get to know and be guided by more women mentors? What qualities would you want in these women?
Access to online information and government benefits for tribal communities	<ul style="list-style-type: none"> • Community's access to digital platforms • Usage of digital platforms for government entitlements 	<ol style="list-style-type: none"> 12. Does your community use CIRC's, smartphones and computers, to access digital platforms? If yes, elaborate on the usage and difficulties. 13. Has such usage increased after you and other women from your community participated in GOAL? Why? 14. Do you use online platforms to assist their communities with accessing information and benefits? (searches, google maps, government applications) Give examples.

Appendix 4: Interview guide: Mentor

OUTCOME INDICATORS	SUB-INDICATORS	QUESTIONS
Impact on policy	<ul style="list-style-type: none"> • Identify issues of concern, and designing intervention accordingly • Create awareness among policy makers-institutes • Organise endorsement activities • Forge partnerships 	<ol style="list-style-type: none"> 1. What are the issues of concern for young women from tribal communities that this intervention addresses? Were you briefed about these? 2. How did you come to associate with the intervention? 3. Has the intervention been able to use and build networks? (Have these been formal and/or informal? Will any of them outlive the intervention? Has it been able to create awareness among policy makers-institutes? Have endorsement activities been held? Were these successful?) 4. Do you see the intervention as being replicated and scaled up? Explain
Creation of cadre of young women digital leaders for tribal communities	<ul style="list-style-type: none"> • Via digital literacy training: <ul style="list-style-type: none"> ○ Use of internet and smartphone ○ Use of social media for outreach on issues of village • Via mentorship: <ul style="list-style-type: none"> ○ Leadership, team skills ○ Communication ○ Relationship building skills ○ Increased confidence levels 	<ol style="list-style-type: none"> 5. How important is digital literacy and mentor support for young women from tribal communities? 6. Do you think the young mentees will put their newly acquired digital skills to use? What about data issues? 7. Describe your mentees, as individuals and as a group? 8. Are you still in contact with any of the mentees? 9. What skills and values, you think, mentors have been able to inculcate in mentees? 10. Have the digital literacy training and mentorship sessions helped improve the confidence levels of the trainee-mentees? Give examples. 11. What are the challenges, and areas of improvement, for mentorship?
Creation of pool of mentors	<ul style="list-style-type: none"> • Identify mentors • Create a network of potential mentors for future 	<ol style="list-style-type: none"> 12. How are mentors identified? Explain a mentor's role and responsibilities. 13. Did you feel that mentor-mentee were well matched? 14. Do mentors exchange their experiences and learnings with each other? 15. Do mentors go through training/refresher trainings? 16. Would you agree to another round of mentoring?
Access to online information and government benefits for tribal communities	<ul style="list-style-type: none"> • Community's access to digital platforms • Usage of digital platforms for government entitlements 	<ol style="list-style-type: none"> 17. There is an emphasis in the intervention's mandate to have the mentees encourage their communities into using CIRC's, smartphones and computers, to access digital platforms. Do you think this will happen?

Appendix 5: FGD guide: Trainer

OUTCOME INDICATORS	SUB-INDICATORS	QUESTIONS
Impact on policy	<ul style="list-style-type: none"> • Identify issues of concern, and designing intervention accordingly • Create awareness among policy makers-institutes • Organse endorsement activities • Forge partnerships 	<ol style="list-style-type: none"> 1. What are the issues of concern for young women from tribal communities that this intervention addresses? 2. Were you briefed about these? Did you undergo an orientation or a training or a refresher course? 3. How did you come to associate with the intervention? How are trainers recruited? 4. Has the intervention been able to use and build networks? (Have these been formal and/or informal? Will any of them outlive the intervention?) 5. Has it been able to create awareness among policy makers-institutes? Have endorsement activities been held? Were these successful?) 6. Do you see the intervention as having impact of policy? Explain.
Creation of cadre of young women digital leaders for tribal communities	<ul style="list-style-type: none"> • Via digital literacy training: <ul style="list-style-type: none"> ○ Use of internet and smartphone ○ Use of social media for outreach on issues of village • Via mentorship: <ul style="list-style-type: none"> ○ Leadership, team skills ○ Communication ○ Relationship building skills ○ Increased confidence levels 	<ol style="list-style-type: none"> 7. How important is digital literacy and mentor support for young women from tribal communities? 8. There are computer schools everywhere, how is the training in GOAL different? 9. Do you think the young trainees will put their newly acquired digital skills to use? What about data issues? 10. Describe your trainees, as individuals and as a group? 11. Are you still in contact with any of the trainees? 12. What skills and values, you think, trainers have been able to inculcate in trainees? 13. Have the digital literacy training and mentorship sessions helped improve the confidence levels of the trainee-mentees? Give examples. 14. What are the challenges, and areas of improvement, for trainers?
Creation of pool of mentors	<ul style="list-style-type: none"> • Identify mentors • Create a network of potential mentors for future 	<ol style="list-style-type: none"> 15. Do you think the mentors were effective? Why?
Access to online information and government benefits for tribal communities	<ul style="list-style-type: none"> • Community's access to digital platforms • Usage of digital platforms for government entitlements 	<ol style="list-style-type: none"> 16. Do communities that the mentees come from use CIRC's, smartphones and computers to access digital platforms? If yes, elaborate on the usage and challenges. 17. Has such usage increased after the intervention? Why? 18. Do the mentees use online platforms to assist their communities with accessing information and benefits? (searches, google maps, government applications) Give examples.

Appendix 6: Interview guide: Implementer

OUTCOME INDICATORS	SUB-INDICATORS	QUESTIONS
Impact on policy	<ul style="list-style-type: none"> • Identify issues of concern, and design intervention accordingly • Create awareness among policy makers-institutes • Organise endorsement activities • Forge partnerships 	<ol style="list-style-type: none"> 1. What are the issues of concern for young women from tribal communities that this intervention addresses? Was a needs assessment done to identify these? 2. Describe the intervention's history. And your (organisation's) role and responsibilities in it. 3. Is the intervention running according to plan? (Has it been able to create awareness among policy makers-institutes? Have endorsement activities been held? Were these successful?) 4. What are the challenges in implementing this intervention? 5. Has the intervention been able to use and build networks? (Have these been formal and/or informal? Will any of them outlive the intervention?) 6. Do you see the intervention as having impacted policy? Explain.
Creation of cadre of young women digital leaders for tribal communities	<ul style="list-style-type: none"> • Via digital literacy training: <ul style="list-style-type: none"> ○ Use of internet and smartphone ○ Use of social media for outreach on issues of village • Via mentorship: <ul style="list-style-type: none"> ○ Leadership, team skills ○ Communication ○ Relationship building skills ○ Increased confidence levels 	<ol style="list-style-type: none"> 7. How important is digital literacy and mentor support for young women from tribal communities? 8. Explain the roles of CIRCs, digital literacy training and mentorship sessions. Are the young trainees putting their newly acquired digital skills to use? How? (audio-visual technology, online learning, money transfer etc.) 9. What skills and values have the mentors been able to inculcate in the mentees? 10. Have the digital literacy training and mentorship sessions helped improve the confidence levels of the trainee-mentees? How? Give examples. 11. What are the challenges, and areas of improvement, for the training and mentorship?
Creation of pool of mentors	<ul style="list-style-type: none"> • Identify mentors • Create a network of potential mentors for future 	<ol style="list-style-type: none"> 12. How are the mentors identified? 13. What role do mentors play in achieving the objectives of the intervention? 14. Do the mentors exchange their experiences and learnings with each other? 15. Do the mentors go through refresher trainings? 16. Are the current mentors willing to continue with the intervention in the future? 17. Are there any plans to add to, consolidate, or empanel the list of mentors?
Access to online information and government benefits for tribal communities	<ul style="list-style-type: none"> • Community's access to digital platforms • Usage of digital platforms for government entitlements 	<ol style="list-style-type: none"> 18. Do communities that the mentees come from use CIRCs, smartphones and computers, to access digital platforms? If yes, elaborate on the usage and challenges. 19. Has such usage increased after the intervention? Why? 20. Do the mentees use online platforms to assist their communities with accessing information and benefits? (searches, google maps, government applications) Give examples.

Appendix 7: Mentorship summary: Mentor profiles and calls

State	Mentor code	Profession	Location	No. of mentor calls made	First call made on	Last call made on	No. of calls for which notes have been written	
							By DEF	By mentor
JH	1	Corporate employee	Mumbai	19	20 Jul '19	11 Nov '19	19	7
	2	Self-employed	Delhi	11	21 Jul '19	03 Feb '20	11	4
	3	Mediaperson	Delhi	15	21 Jul '19	09 Feb '20	14	1
	4	Lawyer-Entrepreneur	Delhi	23	21 Jul '19	11 Jan '20	23	1
MP	5	Doctor	Pune	30	14 Jul '19	25 Dec '19	28	4
	6	Entrepreneur	New Delhi	21	14 Jul '19	02 Feb '20	19	7
	7	Entrepreneur	MumbaiPune	26	14 Jul '19	22 Dec '19	26	1
	8	Entrepreneur	Delhi	24	14 Jul '19	15 Feb '20	22	0
MH	9	Corporate employee	Mumbai	13	14 Jul '19	19 Jan '20	13	2
	10	Filmmaker	Mumbai	33	20 Jul '19	05 Jan '20	22	8
	11	Research scholar	Aurangabad	11	14 Jul '19	09 Jan '20	11	1
	12	Corporate employee	Mumbai	33	21 Jul '19	04 Mar '20	27	1
OD	13	Entrepreneur	Delhi	33	21 Jul '19	21 Mar '20	29	5
	14	Corporate employee	Mumbai	47	21 Jul '19	25 May '20	46	1
		Designer-Entrepreneur	Bhubaneswar			28 Jan '20		
	15	Research Scholar	Bhubaneswar	33	21 Jul '19	29 Feb '20	30	1
		Corporate employee	Bhubaneswar			20 Apr '20		
16	Lawyer	New Delhi	30	21 Jul '19	16 Mar '20	29	1	
WB	17	Journalist	Bangalore	30	20 Jul '19	12 Apr '20	25	10
	18	Activist	Bangalore	24	18 Aug '19	12 Apr '20	13	1
	19	Corporate employee	Gurgaon	34	28 Jul '19	12 Apr '20	21	1
	20	Corporate employee	Mumbai	29	28 Jul '19	04 Apr '20	18	1
Total				519			446	58

Appendix 8: Analysis of mentor call records: Five GOAL states

Twenty mentors called mentees between 14 July, 2019 and 12 April, 2020, across five states. Each mentor was assigned a particular group comprising five mentees. Though the GOAL programme recommended that the calls be fortnightly, the regularity, frequency and duration of these calls varied mentor to mentor. The content of these calls, which were sessions in mentorship, was inspired and informed by the personality of the particular mentor making the call, hence diverse in nature.

There are records of 519 mentor calls. Of these, 446 have descriptions by DEF field staffers, and 58 calls have insights by mentors, documented against them. The entries are erratic, and mostly cursory.

IDF analysed these documented descriptions and insights. The analysis, as presented below, was coded for common themes and patterns across the mentorship sessions held by the twenty mentors. Which, in turn, guided the formulation of questions in the survey questionnaire, as also the overall evaluation of the mentorship provided through GOAL.

JHARKHAND

Mentor 1²⁹

Number of calls: Recorded: 19; With descriptions by DEF: 19; With insights by mentor: 7

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. There is no mention of revision of prior topics or mentee-mentor feedback.
3. The documented descriptions comprise the topic discussed, and no further detail.
4. Communication skills are taught through a series of discussions starting from the first class. Topics include self-introduction, narrating and analysing stories, understanding one's surroundings and neighbours.
5. The mentor speaks on identifying one's strengths, likes and dislikes, and emotions across four sessions. Understanding one's emotions, ambition, personal experiences (relating to travel to Delhi for a GOAL event) and sharing them with the group is the main focus of most sessions. One session is exclusively devoted to understanding emotions.
6. The digital literacy training that the mentees are undergoing is discussed. Google search, creating videos, editing, shooting with an anchor are taught.
7. Usage of MeraApp and discussions on various government schemes are conducted.
8. The mentor speaks of state government schemes to mentees.
9. One session is dedicated to discuss Gandhi.

B. Mentor insights on mentorship calls:

1. The mentor remarks that assignments and homework are done 'seriously' by the mentees. She cites two examples: i) During a problem solving session, though the mentees said they cannot implement any solution to the problems they find in the village, they participated in detailed discussions in groups and with the mentor. ii) The mentees worked well on an assignment that had them writing stories in which they demonstrated emotional strength.
2. The mentor notes that most sessions are 45 minutes long.
3. The mentor observes that the mentees are happy to have received smartphones. Creating a WhatsApp group of the mentees and mentor helps create momentum in the group.
4. The mentor's description show personal rapport between her and the mentees. She remarks on the performance of individual mentees. She mentions being wished by them on Teachers' Day.

Mentor 2

Number of calls: Recorded: 11; With descriptions by DEF: 11; With insights by mentor: 4

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for all 11 days comprise the topics discussed with no further detail.
3. There is no record of revision of prior topics or mentee-mentor feedback on any of the sessions.
4. Understanding one's emotions, ambition, personal experiences (relating to travel to Delhi for a GOAL programme) and sharing them with the group is the main focus of most sessions.
5. Digital literacy training that the mentees are undergoing is discussed. Functions of a mobile phone and YouTube are among the topics listed.
6. The mentees are taught to recite poetry.

B. Mentor insights on mentorship calls:

1. The mentor remarks that the first session is 'not smooth' due to technical difficulties. Despite which, she adds, that a mentor-mentee rapport has been established.

²⁹ The names of mentors have been withheld for reasons of privacy. Also, because the objective of our analysis is not to assess the performance of particular mentors. Given the cursory and irregular nature of the documentation available, such assessment would reflect the limitations of the resources it is based on.

2. Further sessions 'were smooth', intensive and a continuation from the previous one, the mentor writes. For example: As an assignment for second session mentees were to write of their dreams and aspirations. These were shared with the mentor through e-mail and WhatsApp. And were discussed in the following session which focussed on the career choices of mentees. In another session the mentees were asked to discuss how they planned to work on their careers. This led to talks on values, dignity and respect for women. The next session opened up the scope for mentees to talk about moments where they felt suppressed and bullied.
3. The mentor helps mentees to understand themselves better and to open up and unwind so that they are able to express themselves and lead their lives with a sense of increased self-esteem.

Mentor 3

Number of calls: Recorded: 15; With descriptions by DEF: 14; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions comprise the topic discussed, and no further detail.
3. Communication skills are given special focus with the mentor dedicating time for exercises like self-introduction, describing family, and group discussions. The mentor also encourages the mentees to speak without hesitation. Such exercises build rapport between mentor and mentees.
4. Confidence building and awareness creation exercises, like preparing and performing a street play on dowry, are conducted.
5. Two sessions are on spoken English and sentence construction for basic everyday conversations with the aim to help the mentees earn a livelihood.
6. The mentees are assured that computer training will increase their job opportunities.

B. Mentor insights on mentorship calls:

Barring for the first call, there are no remarks by the mentor. The first call is introductory in nature, and 'went on smoothly', says the mentor noting. **This is the same for Mentor Number 3 and 4 who are mentoring mentee groups in Jharkhand.**

Mentor 4

Number of calls: Recorded: 23; With descriptions by DEF: 23; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. Homework, revision of prior lessons and seeking mentee feedback are repeated more than once.
3. The documented descriptions for all 23 days comprise the topics discussed with no further detail.
4. The mentor discusses the relevance of staying happy and cheerful. Across two sessions, the mentor asks mentees to talk about their happy moments and share their happiness at receiving mobiles.
5. Communication skills are taught through a series of discussion starting from the first session. Topics include self-introduction, family, daily routines, likes and dislikes and ambition.
6. Two sessions are conducted on writing stories and discussing them in class.
7. A session is devoted exclusively to understanding emotions. This is done by speaking on identifying one's strengths, likes and dislikes.
8. The digital literacy training that the mentees are undergoing is discussed. Creating videos based on the stories the mentees wrote about themselves is considered.
9. Discussions are held on government employment and other jobs and vacancies.
10. Two sessions are conducted to discuss an event Mera Gaon Mera GOAL held in November, 2019.
11. Only one session mentions exercises in spoken English.

MADHYA PRADESH

Mentor 5

Number of calls: Recorded: 30; With descriptions by DEF: 28; With insights by mentor: 4

A. DEF description of mentorship calls

1. The language of communication between the mentor and mentees is not recorded.
2. Call descriptions start from the first call. The descriptions are written in a mixture of Hindi and English and are very basic, and only mention the broad topics discussed.

3. There is no mention of revisions, assignments, homework.
4. Mentees are taught to set up and use social media accounts, how to be admin. for these accounts, to netsearch information, identify locations through Google maps, download apps, recharge Google Pay, set phone alarms and reminders, and use ATMs. They are taught how to safeguard their privacy on the phone through settings. Mentees are also taught to use Microsoft Word.
5. Issues currently in the news are discussed. Topics mentioned are: lockdown; blood groups; functioning of the brain; carbon dioxide (the gas leak deaths); life history of Mukesh Ambani.
6. Mentees are asked to identify the issues that concern their village, health and employment. They are asked to prepare and conduct a survey. The mentor speaks about the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and tells mentees to how to access information about it.
7. The mentor helps mentees understand leadership skills. She tells them how to plan their daily and weekly routines. In two sessions, the mentor encourages mentees to give speeches.
8. The mentor teaches mentees how to communicate over mail.
9. There is a very cursory mention of ‘verbs’ and ‘tenses’ being taught. Presumably in English.
10. In one session, the mentor guides mentees on how to prepare for competitive exams.
11. The mentor seems to be making efforts to know the mentees individually, and thereby creating a personal rapport with each. Mentees are asked to write about themselves. The mentor talks to the mentees about identifying the latter’s interest areas. In two sessions, the mentor encourages mentees to speak on their ‘favourite topics’.

B. Mentor insights on mentorship calls

1. The mentor has documented very few insights.
2. In the first call the mentor and the mentees introduce themselves, and speak to ‘understand each other’s engagements, likes and dislikes’. This is the common description of all the first calls made by the four mentors for mentee groups in Madhya Pradesh.
3. The mentor says she taught the mentees how to download apps, including Gmail and YouTube, and that the group started using YouTube videos for learning.
4. She mentions canceling a session because the mentees did not complete their assignment. And that mentees were assigned more tasks towards engaging with Facebook and YouTube.

Mentor 6

Number of calls: Recorded: 21; With descriptions by DEF: 19; With insights by mentor: 1; 6 provided later by Mentor

A. DEF description of mentorship calls

1. The language of communication between the mentor and mentees is not recorded.
2. Call descriptions start from the first call. The descriptions are written in a mixture of Hindi and English, are very basic, and only mention the broad topics discussed.
3. Homework is mentioned several times. But, barring once, mentees do not turn in their homework.
4. A session is held on simcard sizes and various bandwidths (2G, 3G and 5G). Mentees are taught to: set up and use Gmail accounts on computers and mobile phones, including uploading attachments; use social media and ensure privacy while using it; keep laptops on sleep mode.
5. Discussions on livelihood and employment include the following topics: crop production; how to promote and sell one’s art using Facebook; searching online for information on B.Ed degrees; preparing oneself for travelling out of state to study.
6. Lessons in communication include: how to introduce oneself ; speech delivery (mentees were asked to deliver speeches; talk five minutes on one’s family); watching English news and speaking on what one has seen.
7. Discussions include the following topics: how to study to improve one’s general knowledge; identifying fake news on social media; passports and visas; Jaipur.
8. The mentor advises mentees to visit neighbouring schools ‘to understand their education delivery’. Whether they did so or not is not recorded.
9. There is scant evidence of rapport building by the mentor. But such evidence could well have been lost due to poor documentation by both DEF and the mentor.

B. Mentor insights on mentorship calls

1. Barring for the first call, there are no recorded remarks by the mentor. In the first call the mentor and the mentee introduce themselves, and ‘understand each other’s engagements, likes and dislikes’. *This is the same for Mentor Number 6 and 7, mentoring mentee groups in Madhya Pradesh.* It is likely therefore that the entries have been made by a DEF staffer.
2. However, during the course of the study, Mentor Number 6 provided us her insights as documented by her. These are the most detailed descriptions of the mentor sessions available with us. They comprise six entries, under three heads: Minutes of the meeting; Homework given; Mentor comments. There are some intermittent comments on the progress of individual mentees. The summary of the entries is:
 - Minutes of the meetings: First entry, call one: Mentor tries delving deeper into mentees’ lives. Asks if they are comfortable speaking about personal issues in a group or privately; mentees say they are ok in a group. Mentees’ families, aspirations and immediate challenges are discussed. Lack of public transport is a major roadblock. SWOT analyses is discussed. Second entry: Homework is discussed. Others are asked to help those who have not done their homework. Mentor re-explains SWOT and asks mentees to identify five strengths in themselves. Mentor emphasises mentees’ everyday activities are not ‘normal’, but ‘extraordinary’. Third entry: Mentees give one minute speeches. Mentor calls in her business partner who worked with the world’s largest container shipping company for a decade as First Officer. Mentees ask him enthusiastic questions. Fourth entry: The mentor writes of ‘a visible sense of increased comfort’. A communications expert, professor at Ivy League universities abroad is invited. Mentees ask him for tips to speak better; he advises them “practice”. Mentees are asked to Google search information about the mentor’s place of residence. Fifth entry: Mentees are taught to use DuoLingo. Various professions and career options are discussed. Sixth entry: Mentor writes that the call was a ‘reality check for the girls’. They had not completed their homework, so the mentor cancelled a guest call.
 - Homework given: Various mentioned are: prepare a dance; interview three women in the village about their daily routine and problems; analyse own strengths, weaknesses, opportunities and threats; create a minute long introduction using strengths identified; download apps like DuoLingo, Instagram, Facebook, WhatsApp; identify top ten professions and jobs; send mentor photos on WhatsApp; list places to see in Madhya Pradesh; study three chapters of DuoLingo; make a video introducing families.
 - Mentor comments: For the first call, she writes that some mentees are more comfortable talking to her than others. She urges them to speak up and ask questions. Second entry: The mentees did not do their homework. The mentor ‘realised I had to be firm in handling them’. Third entry: Mentor ‘realised’ some girls travel five to six kms on foot to speak to her: ‘a sense of great responsibility dawned on me’. Fourth entry: Some mentees are sincere, others are lax. Mentor ‘realises’ it ‘won’t be easy to guide these girls and a firm hand was needed to see results’. Fifth entry: Mentor is amazed at mentees’ comfort and confidence while interacting with the guest. She looks forward to seeing them in Bhopal. Sixth entry: Mentor notes that the mentees need life skills, peer to peer learning, support and encouragement.

Mentor 7

Number of calls: Recorded: 26; With descriptions by DEF: 26; With insights by mentor: 1

A. DEF description of mentorship calls

1. The language of communication between the mentor and mentees is not recorded.
2. Call descriptions start from the first call. The descriptions are written in a mixture of Hindi and English, are very basic, and only mention the broad topics discussed.
3. Mentees are taught to set up and use email and social media accounts. The mentor and mentees chat with each other through social media apps. The mentees are taught how to safeguard their privacy on the phone through settings. Also, to search the net for information, and apps, to use apps, including MeraApp (and survey through MeraApp). Mentees are taught to use MS Word, Excel, to Google search and use the Recycle Bin.

4. The mentor teaches emotional management. She addresses mentee queries related to fear and how to overcome it. Two sessions are devoted to discussions and exercises in confidence building. As a part of which, mentees are asked to explain the GOAL programme to unknown persons, and then discusses how the mentees did. In another session, mentees are asked to speak on any topic for a minimum of 15 minutes.
5. Discussions on livelihood and employment include the following topics: how to initiate village-level business ventures; sharing of business ideas by mentees; briefing on how to conduct searches for private jobs; Google searching for jobs with the government; resume writing, especially so on MS Word; interview skills; speaking about one's goals, and jobs and fields of work that interest one. There is mention of a discussion around the artistic abilities and interests of mentees.
6. Lessons in communication include discussions on basic manners, speaking with visitors, speaking to the mentor and getting to know about her.
7. Mentees are assigned lessons on speaking English using the net. They are asked to introduce themselves in English. Tenses are taught. They are asked to watch news in English.
8. Coronavirus and the lockdown are also discussed.
9. There is scant evidence of rapport building by mentor. But such evidence could well have been lost due to poor documentation by both DEF and the mentor.

Mentor 8

Number of calls: Recorded: 24; With descriptions by DEF: 22; With insights by mentor: 0

A. DEF description of mentorship calls

1. The language of communication between the mentor and mentees is not recorded.
2. Call descriptions start from the first call; which is a week later than the first call made by the other Madhya Pradesh mentors. The descriptions are written in a mixture of Hindi and English, are very basic, and only mention the broad topics discussed.
3. The mentor attempts to know about the mentees at an individual level by asking after their hobbies and of the difficulties they face to study at home. A session description mentions mentees introducing themselves and speaking to the mentor's father
4. Towards digital literacy, the mentor teaches the following: making a video; the importance of passwords, and creating them; buying SIM cards ; transferring documents into new SIM cards; why SD cards are installed in mobile phones; filing systems, folders and sub folders; Wi-Fi networks, and why they should be password protected; setting up and using a Google account; setting up and operating email accounts, attaching files — all the mentees are asked to send out emails; privacy settings on Facebook; using all the settings in a mobile phone; downloading apps; sending messages on social media; setting alarms and timers on mobiles; using Google maps.
5. Mentees are taught speaking in English. Verbs and tenses. They are asked to introduce themselves in English. They are taught to download English speaking apps.

MAHARASHTRA

Mentor 9

Number of calls: Recorded: 13; With descriptions by DEF: 13; With insights by mentor: 2

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for all 13 calls comprise the topics discussed with no further detail.
3. Revision of prior lessons and seeking mentee feedback are seen as repeated once.
4. Communication skills are taught through a series of discussion starting from the first class. Topics include self-introduction, talking about one's ambition. The mentor discusses SWOT in one of her sessions. She also makes her mentees speak in English in the class.
5. Mentees are asked to prepare a video film introducing themselves.
6. The mentor helps the mentees in interpersonal skills by talking to them about friendship.
7. To make mentees understand the problems of their villages, the mentor asks them to shoot videos on these. The mentor discusses each video, and issues therein, in detail with her mentees.

8. The mentor discusses the possibility of recreating Humans of New York in the mentee village, titled Humans of Gadchiroli. So that they are aware of the issues of concern in their village.
9. The mentor makes individual calls to her mentees. In one such call, a mentee discusses a friend who runs a successful business, and whether she can turn her hobby into her profession.

B. Mentor insights on mentorship calls:

Barring for the first call, there are no remarks by the mentor. The first call, it is written, is introductory in nature and ‘went on smoothly’. A note is documented mentioning the mentor in the third person for the sixth call. The mentor shares YouTube links to help mentees improve their public speaking skills, and asks them to make one minute videos on their daily routines.

Mentor 10

Number of calls: Recorded: 33; With descriptions by DEF: 22; With insights by mentor: 8

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 22 of 33 calls comprise topics discussed, with no further details.
3. Revision of lessons or seeking mentee feedback are not recorded.
4. Self-introduction, personality development, public speaking exercises are conducted. Activities to improve communication skills and English are regularly held.
5. The mentees are taught to use Gmail, search for information via Google and use YouTube.
6. Mentees learn the benefits of waste management through an exercise where the mentor asks them to make a bag out of an old saree.
7. The mentor visits the mentees’ village and sows a plant at the CIRC. Mentees are gifted saplings.
8. The mentees are asked about their aspirations and offered sewing machines by DEF to start businesses. The trainer and mentor hold classes on online media marketing.
9. A mentee tells the group Kabbadi interests her, and the group encourages her to train in it.

B. Mentor insights on mentorship calls:

1. The mentor makes individual notes on the progress of each mentee. A Kabbadi aspirant, two mentees who attended a workshop at a designer’s studio, a mentee who suffers from thalassemia finds repeated mention.
2. The mentor documents logistical issues during the initial weeks of her mentorship. Lack of mobility due to rains, power shortage to charge mobile phones and extended work schedules are some problems that get resolved eventually, she writes. She notes the uncertainty over data recharges. Despite these hurdles, she observes, her mentee group is able to work collaboratively.
3. The mentor assigns specific tasks to the mentees. She chooses the tasks after getting to know the mentees’ current work status and future plans.
4. The mentees are introduced to Gmail, Google and Facebook. They create their own Facebook accounts, search through Google, and for places in Google maps. Such activities, and the interest that the mentees express, are considered as indicators of progress by the mentor.

Mentor 11

Number of calls: Recorded: 11; With descriptions by DEF: 11; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for all 11 calls comprise the topics discussed with no further detail.
3. Revision of prior lessons and seeking mentee feedback are seen as repeated more than once.
4. Confidence building exercises like self-introduction are undertaken. The mentor teaches mentees through practical lessons, by introducing herself.
5. The mentor emphasises on the need to improve writing skills. In her first class she asks the mentees to identify one happy incident of the day and to write about it. As an assignment, she asks them to write a story in English on a family member and three villagers.
6. The mentees are asked to identify positive behaviours around them, write about these and email the essays to her.
7. The mentor emphasises understanding people and their psyches over two sessions. Topics discussed are: human beings and their perceptions, and the ways one can change the latter.

B. Mentor insights on mentorship calls:

Barring for the first call, there are no remarks by the mentor. The first call is introductory in nature, and 'went on smoothly'. **This description is the same for Mentor Number 9, 11 and 12 who are mentoring mentee groups in Maharashtra.**

Mentor 12

Number of calls: Recorded: 33; With descriptions by DEF: 27; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 27 of 33 calls comprise topics discussed, with details for some.
3. Revision of prior lessons or seeking mentee feedback are not recorded.
4. Communication and presentation skills are taught by asking mentees to create videos introducing themselves and on topics they are confident of, such as food.
5. Mentees are often asked to speak in English and use Google translate and Hellow English apps.
6. The mentees are taught to use Gmail and Facebook, also online media marketing.
7. A session each is devoted to discussing the online course Swayam, how to open a bank account, time management and the use of a first aid box.
8. The mentor discusses government schemes and the Kisan card with the mentees. Various farming practices are also discussed.
9. Some field visits are mentioned. Three mentees visit a designer's studio and are tasked with preparing a bag from an old saree. Mentees also visit the Facebook office in Delhi.

ODISHA**Mentor 13**

Number of calls: Recorded: 33; With descriptions by DEF: 29; With insights by mentor: 5

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 29 of 33 call comprise the topics discussed with no further detail.
3. Revision of prior lessons or seeking mentee feedback are not recorded.
4. Confidence building exercises like self-introduction are conducted. The mentor teaches through practical lessons, like introducing herself.
5. English language training is conducted throughout. Spoken and written exercises are undertaken.
6. The mentor makes the mentees follow news by sending them news via email. Current news topics are discussed. One session is devoted to identifying fake news.
7. The mentor teaches mentees drawing and designing rangolis and rakhis.

B. Mentor insights on mentorship calls:

1. The mentor remarks that the first session is 'smooth' and by the second session the mentees have become comfortable with her. They sing a song in their local language.
2. The mentor's notes on the sessions since are about understanding the mentees' hobbies and assigning them weekly tasks accordingly. She asks the mentees to reuse old cloth to create bags, make rangolis and rakhi designs.

Mentor 14

Number of calls: Recorded: 47; With descriptions by DEF: 46; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 46 of the 47 calls mention topics covered, which are mostly related to digital training and using the training for community service.
3. Revision of prior lessons is repeated more than once. Assigning home work to mentees and having detailed discussions on each of the answers are repeated activities. The mentees are asked to write their thoughts on women in their community, real life stories that inspired them

- or taught them valuable lessons, their daily activities. They are tasked with studying the history of their village. They are asked to use PPT and Gmail.
4. Communication and interpersonal skills are taught through discussions on women's empowerment, sharing of real life stories by the mentor and making mentees do the same. The mentees are asked the reasons for not continuing with higher education.
 5. There is mention of one lesson on spoken English.
 6. Environment and one's role to save earth are discussed once.
 7. Individual attention is paid to mentees and their concern issues.
 8. Mentees are handheld through the setting up of their phones. They are taught: to insert simcards, access wi-fi, set alarms, use Google maps, money transfer applications, use social media accounts (including Facebook), search the net for information, and use YouTube to find relevant videos. Mentees are introduced to safety and security issues on the net; and to identify fake news circulated via the internet.
 9. Mentees are tasked to campaign on issues in the village via Facebook and analyse its effectiveness.
 10. Mentees are taught to search for information and connect with the government through various websites. The district administration's website, state grievance redressal sites are among the websites the mentees access. The mentor discusses various government loans that could help mentees with completing their education or starting their own enterprises.
 11. The mentor discusses various MSME projects that are available for the mentees to explore.
 12. Mentees are taught to use MeraApp and connect all the villagers.
 13. The latter classes mostly are mostly centred on current issues. The discussions are about Coronavirus, life under lockdown, preparing and using masks, protecting oneself and others.

B. Mentor insights on mentorship calls:

Barring for the first call, there are no remarks by the mentor. The first call is introductory in nature, and 'went on smoothly'. **This description is the same for Mentor Number 14, 15 and 16 who are mentoring mentee groups in Odisha.**

Mentor 15

Number of calls: Recorded: 33; With descriptions by DEF: 30; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 30 of 33 calls comprise the topics discussed, with some detail.
3. Mentees are also trained in digital literacy in mentorship sessions. Some sessions are documented as having been conducted by the digital trainer. Mentees are taught to download and install MS Office, use WhatsApp, Facebook, MeraApp and online money transfer applications.
4. Mentees are taught to use social media accounts to find relevant information for the village and run campaigns. Also to collect information from the panchayat.
5. Individual attention is paid to mentees and their concern issues. A mentee is assisted to find her way to higher education, another is guided to pursue her interest in tailoring.
6. Communication and presentation skills are discussed. Mentees are given talks on SWOT and working to fulfil one's ambition.

Mentor 16

Number of calls: Recorded: 30; With descriptions by DEF: 29; With insights by mentor: 1

A. DEF description of mentorship calls:

1. The language of communication between the mentor and the mentees is not recorded.
2. The documented descriptions for 29 of 30 calls comprise topics discussed, with no further details.
3. Revision of prior lessons or seeking mentee feedback are not recorded.
4. Exercises to improve communication and English speaking skills are undertaken regularly. Essay writing is assigned. Mentees are tasked with writing a paragraph about themselves.

5. Personality development exercises are conducted. Mentees are asked to identify five strengths and weaknesses in themselves.
6. Local development, laws to develop villages etc. are discussed.
7. The mentor also discusses the role of social media.

WEST BENGAL

Mentor 17

Number of calls: Recorded: 30; With descriptions by DEF: 25; With insights by mentor: 10

A. DEF description of mentorship calls

1. Mentor speaks Bengali, which is the mentees' native tongue.
2. Call descriptions start from the first call. Detailed remarks are documented for the calls in the beginning. Remarks for the calls later are basic, and only mention the broad topics discussed.
3. Revision of prior lessons and mentor feedback are routine features. The mentees are asked to talk about how the mentorship sessions, and their acquired digital skills have impacted them. Also, how their families have reacted to these. One call description mentions the mentor assigning homework to the mentees. There are, however, no documents relating to the details of these discussions, neither of the homework assigned.
4. Mentees are handheld through setting up and using social media accounts (including Facebook), searching the net for information, and using YouTube. Mentees are introduced to safety and security issues on the net.
5. Particular attention is paid to keep mentees engaged with current issues. This is done through: newspaper reading sessions, searching for news on the net, discussing issues around Coronavirus and life under the Covid lockdown.
6. Mentees are taught to search for information and connect with the government through ministry websites. Various ministries and their roles are discussed.
7. Communication skills are taught. Through discussions, about the present and the future, feedback sessions, and reading and story-telling.
8. Lessons in English speaking are undertaken.
9. Mock job interviews practiced.

B. Mentor insights on mentorship calls

1. Most mentees use their brothers' or parents' mobiles. However, remarks the mentor, even with this 'little amount of access the girls are aware of many features of the mobile'.
2. A bulk of the mentor's descriptions relate to teaching sessions on digital skills. These include:
 - Identifying and using apps to communicate, making financial transactions, following news
 - Making videos using the phone
 - Changing DPs (display pictures) and names on Facebook, and adding new features
 - Using YouTube and Google search
3. The mentees are curious and enthusiastic, and the mentor says she is 'pleasantly surprised' by this. She cites the following instances:
 - Mentees want to know how to send multiple people the same message, to delete a WhatsApp message sent accidentally, and how to make financial transactions using the mobile.
 - Asked to identify and sketch icons of most commonly used apps, mentees draw not just predictable favourites like WhatsApp and Facebook, but also Google maps, Paytm, etc. This shows they want to learn other interesting phone usages, beyond just taking pictures with mobiles.
 - Mentees want to learn basic privacy rules related to Facebook and WhatsApp, and how to secure personal information like phone numbers, email IDs, etc. They are scared of what they can safely share on these platforms. The mentor goes through a list of dos and don'ts.
 - The mentor notes that Tiktok seems to be the mentees' most favorite app.
4. The mentor teaches using Facebook and the Dailyhunt app to consume news in English. She makes them follow several news organisations on these platforms. Mentees want to know what is happening at the district level in terms of news.
5. The mentor solicits mentee feedback. She asks mentees for brief write-ups about the classes and what more they wish to learn. Also, mentees are told to speak about what they like and dislike about the class during the calls.

6. The mentor descriptions of the sessions show personal rapport between her and the mentees. Having asked for feedback from mentees, she says that it was ‘a joyous moment when they (mentees) wrote a line or two about the mentor’.

Mentor 18

Number of calls: Recorded: 24; With descriptions by DEF: 13; With insights by mentor: 1

A. DEF description of mentorship calls

1. The mentor speaks Bengali, which is the mentees’ native tongue.
2. Only 13 out of 24 calls have descriptions. The first of which starts with the eighth mentorship call. Most of the descriptions are basic, and the latter only mention the broad topics discussed.
3. Revision of prior lessons and seeking mentee feedback are repeated (if not regular) features. The descriptions of two calls mention the group discussing homework that had been assigned the week before. There are, however, no details of either the revision exercises or the homework assigned.
4. There is emphasis on teaching communication skills. Through discussing movies seen by the mentees, their experiences on a trip to attend a GOAL-related event in Delhi, their aspirations, inspirations, present and futures; as also by soliciting mentee feedback.
5. Repeated lessons in English speaking are undertaken.
6. Information on nursing, nursing courses and institutes are shared with mentees over two calls.

B. Mentor insights on mentorship calls

Barring for the first call, there are no remarks by the mentor. The first call is introductory in nature, and ‘went on smoothly’. **This is the same for Mentor Number 18, 19 and 20, mentoring mentee groups in West Bengal.**

Mentor 19

Number of calls: Recorded: 34; With descriptions by DEF: 21; With insights by mentor: 1

A. DEF description of mentorship calls

1. No mention is made as to whether the mentor can speak Bengali.
2. Only 21 of 34 calls have descriptions. The first such starts with the fifth mentor call.
3. Revision of prior lessons and seeking mentee feedback are repeated (if not regular) features. No details of these are, however, recorded.
4. Mentees are taught opening and using social media accounts, searching the net for information and using YouTube. Discussions are held on Facebook accounts and how they can be used for various purposes. Practical lessons are undertaken to help mentees form WhatsApp groups, and they are asked to communicate through these groups.
5. The mentor emphasises on the relevance of emotions in more than one session. She speaks about how emotions affect life, the effects of negative thinking, how doubts impact one’s own behaviour and that of others, and the need for positivity and life balance. Detailed discussions are held, over more than one call, on topics related to human feelings like happiness, anxiety, sadness, etc. The mentor also discusses empathy and creativity. Mentees are asked to list their strengths and weaknesses, and focus on how to use their strengths to achieve their life goals.
6. Plans for the future are discussed over more than one call.
7. ‘Procrastination’ and its ill-effects is the topic of discussion over two calls.
8. Communication skills are taught through free-ranging discussions, including breaking ice by singing, speaking of emotions and feelings.
9. The mentor seems to have built a rapport with the mentees. She involves her husband and family to encourage and interact with the mentees. Her family greet the mentees on Diwali.
10. Topics of discussion include, mentee experiences on attending a GOAL-related event in Delhi, their aspirations, inspirations, present and futures.
11. Repeated lessons in English speaking are undertaken. Word games, fluency-tests are employed.
12. Issues in the news, like Women’s Day, Coronavirus, its origin, the Covid lockdown are discussed.
13. Information on courses and institutes for nursing and teaching are shared with mentees.

Mentor 20

Number of calls: Recorded: 29; With descriptions by DEF: 18; With insights by mentor: 1

A.DEF description of mentorship calls

1. The language of communication between the mentor and the mentees is not recorded.
2. Only 18 of 29 calls have descriptions. The first of which starts with the fifth mentor call.
3. Mentees are taught to open, create and use individual and group social media accounts (including WhatsApp and Facebook). They are taught to make and send videos to the mentor, and then talk about their videos in class.
4. Numerous sessions are devoted to discussing news and general knowledge. The topics are:
 - Environment, pollution, Swach Bharat Abhiyan. Mentees are encouraged to adapt cleanliness and hygienic behaviour to keep their environment clean (such as not littering and using plastics). They are asked to convince others to do the same and become changeagents.
 - Coronavirus, its origins, its impact the world over, the World Health Organisation, definitions of pandemic and epidemic and the lockdown.
 - Communication skills are taught. Mentees are asked to introduce themselves. Strengths and weaknesses of mentees are discussed, including qualities such as self-confidence, determination. They are asked to speak of their feelings at receiving smartphones, movies they have watched, experiences on a trip to attend a GOAL-related event in Delhi. Diwali greetings are exchanged.
 - Nutrition and First Aid
5. The mentor seems to be working at building a rapport with the mentees. In one session, the mentor speaks of a recent trip she made to Italy, and discusses neighbouring European countries. The mentor involves her father to encourage and interact with mentees.
6. Mentees discuss their business ideas. These include opportunities to expand a mentee's tailoring enterprise and how to become a beautician.
7. Repeated lessons in speaking English are undertaken; including listing names of spices, animals etc. in English.

Appendix 9: Interview themes

Table 1

IMPACT ON MENTEE: CREATING A CADRE OF YOUNG WOMEN DIGITAL LEADERS IN TRIBAL COMMUNITIES	
EFFECT OF MENTORSHIP AND DIGITAL LITERACY TRAINING	MENTEE
<p>Jharkhand (JH): I feel self-reliant and confident now. Earlier, I could not talk to strangers, was scared walking alone on empty roads. Ma'am said everyone is scared to begin with.</p> <p>Madhya Pradesh (MP): I feared talking to people, couldn't speak well in Hindi. This changed when I started running the centre (DEF-established Community Information and Resource Centres). The centre is where our mentor calls and digital trainings are held. Our mentor made us talk to her friends and family. She also invited a doctor, bike racer, her brother who is a dancer, and others to talk to us over our calls with her.</p> <p>Maharashtra (MH): Ma'am introduced her friends to us, one was an engineer. Her father also spoke to us, about plants and gardening, and the Coronavirus, he encouraged us.</p> <p>Odisha (OD): At the Bhubneswar function, I met my mentor, three others, and mentees from other districts. I am in touch with them, especially with one via WhatsApp and video calls.</p> <p>West Bengal (WB): Ma'am brought us to light from darkness; made us understand the importance of speaking openly about our interests and desires. Girls are shy, they are bothered about what others will think. If a girl wants to be a pilot or nurse, people laugh, point out barriers. We can't dream big. Ma'am said people will always speak of hurdles, of difficulties, that shouldn't stop us from achieving our goal.</p>	

	MENTOR	<p>JH: My mentees are now aware that they can think about themselves. By the end, our discussions shifted to individual feelings and desires. They feel closer to achieving dreams.</p> <p>MP: I invited guest lecturers to broaden my mentees' horizons. A sailor from merchant navy, make-up artist, doctors. I tried to get mentees to intern with the local anganwadis.</p> <p>MH: Initially, in the hour-long discussions, only I spoke, the girls listened, took notes. Then they started speaking, asking questions without hesitation. Their confidence increased.</p> <p>OD: The change in the girls is most (evident) in the quality of their conversations. Earlier they were not free, I had to assign topics for them to speak on. In our last chat post Dusshera, they spoke of their festival celebrations, and police beatings during the Covid lockdown. I saw them opening up in the course of the year that I spoke to them.</p> <p>WB: I feel my mentees will be achievers. Initially, they made excuses if assigned work. I thought they didn't have it in them to continue for the year. I kept motivating them. Now, they are at the borderline, little more push and they will achieve. They are ready.</p>
	TRAINER	<p>JH: Guided by mentors of this quality, the girls now have the courage to stand up for themselves. They are educated and bright, like sand. Ma'am made sculptures of them. The girls learned handicrafts watching online videos. Now they earn pocket money off it.</p> <p>MP: The girls have certainly become more confident over the programme period.</p> <p>MH: There is no one in the village to guide girls the way the mentors have. The girls now know more about computers and working online, and life.</p> <p>OD: When the girls came into the computer classes, they said everything was difficult. But those same girls are now creating a website.</p> <p>WB: Mentorship has certainly changed the lives of these girls. The mentors are all women, so the mentees can share without any hesitation. They now have a support system.</p>
USING LEARNINGS	MENTEE	<p>JH: English classes were taken once or twice. We were asked to write about ourselves, our weaknesses. I told my mentor I want to join the policeforce. She asked me how the selection is done and told me to buy books and study for the entrance test.</p> <p>MP: Most women use phones only to talk to relatives. I can make video calls on WhatsApp, and Zoom. I use the Duolingo app to learn English. I watch news and movies on YouTube.</p> <p>MH: If I don't understand something that is taught in college, I can now Google search it.</p> <p>OD: In the function at Bhubaneswar, I introduced myself in English. The other four in my group spoke in Odia. I think, speaking in English is my biggest learning.</p> <p>WB: I use the phone for many things now. Like, for my Geography studies, I check maps online, also notes. I teach children in my neighbourhood, so I search for teacher training modules online. I know how to download music and films. I look for recipes on YouTube. And stay connected with people via Facebook Messenger and WhatsApp. More important than learning to use the computer and smartphone, I have learnt to express. I am not shy or scared anymore. Ma'am has taught me to say what's on my mind now.</p>
	MENTOR	<p>JH: I shared links of apparel designs with a mentee. She stitches well. Now earns about Rs. 300 daily. Another, good at handicrafts also found YouTube links helpful. The girls have become experts at net searching. They had to walk kilometres to find courses earlier, or go to the centre. Technology has made access easy. The internet has made them aware of the world, so that they can be ready to step into it. Doesn't matter, if not immediately.</p> <p>MP: Initially they were hesitant to complete tasks. Whenever I spoke to them about, or asked them to do, was entirely new to them. There was one girl who would just not talk in the group. She would call me separately and talk. It was my responsibility to make them understand the programme, and once they did, they became active. The girls became friends among themselves, and friendly with me.</p> <p>MH: They conducted surveys, going house to house. The girls told me they are able to talk to people and ask questions. Initially they would have hesitated going to someone's house and asking questions, talking to a man, some total stranger.</p> <p>OD: When the girl were homebound because of Covid, they made conference calls. I told them I don't know how to make a conference call. They managed well. I see that they are using the internet, they follow me on Facebook and WhatsApp, upload pictures and videos.</p> <p>WB: I asked a mentee who wants to become a teacher to do a course online. She had never used smartphones before GOAL. But she found a course, shared the link for my feedback on the course. Another, a singer, found an app where aspiring singers can record and upload their songs. I heard her songs on the links she shared.</p>

	TRAINER	<p>MP: They didn't know anything much about internet. A few knew a little about the internet. Now they know better than me. They can translate, search locations or anything.</p> <p>MH: The girls knew little about smartphone usage. They have learnt of apps like Facebook, WhatsApp, YouTube, Instagram, they use these. They translate words into English, use MS office, convert Word files to PDFs and vice versa. They are so sad that TikTok is banned. The girls would come to the CIRC or go to shops and pay to download apps, fill online forms, upload documents, take printouts. Now, except printouts, they do all this on their phones.</p> <p>OD: Girls want to be independent. They depended on others to source information, fill online forms for studies and other government requirements. Others would delay their work.</p> <p>WB: It's great the girls finally have their own phones. They needed it. None of them could use the phone beyond speaking on it. Now they are experts in using smartphones.</p>
	MENTEE	<p>MP: I always thought I could achieve nothing in life. But I have become confident now, and hopeful that I will be able to plan activities to turn the centre (CIRC) that I run into a successful business. This will help me and others in the village</p> <p>MH: I want to teach the boys and girls of in my village. Most can't use mobiles properly. I will show them mobiles can be used for information and communication in so many ways.</p> <p>WB: Many girls miss being educated because of early marriage. Still, nowadays, they do have access to education if their parents and in-laws allow them to study. But computer courses are not available in most villages. I want to make it available for everyone.</p>
MENTEES AFFECTING COMMUNITIES	MENTOR	<p>JH: Becoming leaders in their communities is still far from reality for the girls. But training and mentoring will make it happen, like it has for their woman CIRC facilitator. They have the potential to perform leadership roles, they just need to manage community reactions.</p> <p>MP: The girls are already engaging with their community as leaders. As a task, they talked to school students, women and men, and encouraged them to be part of similar programmes. Also, they learnt to make masks online, and made masks for their entire village.</p> <p>MH: A digital leader can use the digital medium, social media, useful websites, to educate herself and her community. If there is a pressing issue in her area and the pancahayat or administration are not approachable, she knows she can post about the issue with photos and videos on Twitter and government websites. She knows that online mechanisms can resolve issues faster, even anonymously.</p> <p>OD: A digital leader uses technology for the community's advantage. My mentees should be able to sell their weaver communities' produce online. To educate the public about Nuapatna handlooms. Some mentees are already doing this, posting descriptive of textiles in their local language along with pictures on Facebook. A mentee says she wants to launch a website to attract buyers. Girls like her will be digital leaders for their communities.</p>
	TRAINER	<p>JH: Girls are now coming to the CIRC and saying we also want to be like the mentees.</p> <p>MH: Once the training was over, the GOAL coordinator from DEF asked the mentees if they would be willing to run CIRC's, three mentees expressed interest. They can handle online work now. Their confidence has increased.</p> <p>OD: Some mentees accompanied me to the field for a survey. They were the same girls who would skip classes initially.</p> <p>WB: In our group there are some girls who have become online experts. They can teach others now, they just need training in specific curriculum.</p>

Table 2

**THE MENTORSHIP IMPACT:
CREATING A POOL OF MENTORS**

NEED FOR MENTORSHIP	MENTEE	<p>JH: My mentor has given me clarity to plan my career path. I wanted to be a beautician. Ma'am helped me understand that I need to complete my graduation first. She recommended that I study online till college admissions begin. I will live in hostel in Ranchi and study after the Covid lockdown.</p> <p>MP: Our mentor treats us like family. She is very friendly. She runs a business, lives in Delhi. We spoke on topics in relation to studies. She taught us English, also science. She used to give us homework.</p> <p>MH: There are many computer teachers, and those who can teach one to use the mobile. But there is no finding mentors such as our ma'am. She is such a jolly person, friendly and strict. This programme gave us a mentor, not everyone gets a mentor.</p> <p>OD: I discuss my problems with my sister. But she can't help clear my confusions about education and career. Nor do I know any women who can guide me on these. Only ma'am can help with this. She is educated, she works, and knows the world outside.</p> <p>WB: Ma'am is from Gurgaon. Ma'am would guide us according to our needs. She would tell us how to become a nurse, how to teach students, depending on the information we needed.</p>
WILLINGNESS TO MENTOR	MENTOR	<p>JH: Human interaction reaches far deeper than technology. I could understand the emotions of my mentees, and assist them accordingly. The girls said ma'am you helped us to think about ourselves. It gave them confidence to speak of themselves and their ambitions with me, and in a group, and be encouraged to fulfil them. I spoke to them of women role models who had won against odds, and told them not to focus on the difficulties in their lives.</p> <p>MP: Digital knowledge is a tremendous opportunity. But it can also disorient one. That is where a mentor is able to help the girls understand that this knowledge has empowered them to help themselves, and people around them. Which is how digital leaders will emerge.</p> <p>MH: As a mentor my responsibilities were fourfold. One, to digitally empower my mentees. Two, to ensure that they are not afraid to speak their minds. Three, teach them to ask as many questions as needed. Four, to instil in them hope to come up the ladder. It could be through education, or some unique talent that you have, maybe one could monetise one's talents in handicrafts. I think it is very important that these girls get to meet women who they aspire to become like.</p> <p>OD: The girls definitely need mentoring. They don't have anyone relatable to look up, only heroes and heroines in films and serials. They could relate to me as a designer who comes to their area and works with weavers. They were so interested in seeing my studio, knowing what happens in it, knowing about me, my work.</p> <p>WB: I shared my story so that my mentees connect with me, and are open and free. A woman talking to a woman always helps. I feel the young girls want to be like urban women, go to office, be independent. They are looking for role models.</p>
	TRAINER	<p>JH: Restarting mentorship sessions would be very good. If this happen, the girls will begin coming to the CIRC again, and resume computer learning too. Repeated mentoring and teaching is needed if the change in the girls is to be permanent.</p> <p>MP: The mentors should guide the girls till they achieve their aims. Getting out of villages to study and work is difficult for most girls for various reasons. They need mental support and information to be able to do so.</p> <p>OD: The programme needs to be longer. Only a year of mentoring is not enough to motivate and enable mentees to overcome barriers and their own fears, get out of their homes and routine lives, and make something of their lives.</p>
WILLINGNESS TO MENTOR	MENTEE	<p>MP: Ma'am allowed us to call her individually if we needed to discuss personal issues. If she felt someone had a problem, she would call and ask. In the beginning of the Covid lockdown, I called and told her that there was a severe shortage of ration and groceries in our village. Ma'am spoke to some officer in the Block administration and rations were supplied.</p> <p>MH: We are in touch with our ma'am. All of us in the group get together and call her. Also, if any one of us has a problem, we call individually. When ma'am is free, she too calls. Ma'am still talks to us, so we don't really feel that the programme is over.</p> <p>OD: I called ma'am recently. To ask how she was faring in the Coronavirus situation. She knows I want to study further, so she asked me about my plans of getting admitted into post-graduation. I said my family has said no because we don't have the money. Ma'am understood, and said I was already a graduate and that I should start working.</p> <p>WB: I use WhatsApp to stay in touch with my mentor and trainer. Ma'am has told us that we can call her if we have problems that we feel the need to discuss with her.</p>

MENTOR	<p>JH: If there were to be another round of mentoring, I would participate. In fact, I would love to mentor the same girls again. As mentors, we can't facilitate higher education or job placements for our mentees, but we can motivate them to attain these for themselves. They need someone (like mentors) to be with them.</p> <p>MP: I have a sharp social bend. Whatever I have done, professional or personal, has been motivated by the thought of helping people. Specifically women and young girls. So, at an event for women entrepreneurs I chanced upon an Facebook kiosk with a form for mentorship volunteers, and I registered. I plan to continue mentoring and teaching girls. I also asked the Facebook representative for GOAL to utilise my services however he can because I see great potential in this programme.</p> <p>MH: The frequency of calls has come down but I am still in touch with my mentees via WhatsApp chats and calls. I call them every two to three weeks. They are my friends on Facebook.</p> <p>OD: We have a WhatsApp group where I post regularly. Three mentees are very active. One's sister is a tailor at the centre (CIRC), she is active too.</p> <p>WB: I have always appreciated efforts to guide and teach young people, and done it whenever I got a chance. I loved mentoring this time (for GOAL). I enjoyed each session. I would very much like to continue mentoring.</p>
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Table 3

IMPACT ON POLICY: USING THE GOAL FRAMEWORK TO PROMOTE TECHNOLOGY AS AN ENABLER FOR WOMEN'S LEADERSHIP	
CONNECTIVITY AND DATA CHALLENGES	MENTEE
CONNECTIVITY AND DATA CHALLENGES	<p>JH: Data recharge is an issue. The GOAL centre head bought me data one time. I spend Rs. 200 to buy 1.5 GB daily data (Jio). When there is work at home, or seasonal farm work, I have no time for the phone, so don't recharge my phone. My brother goes to a shop some distance away to recharge my phone.</p> <p>MP: Initially we used our own data. When it got over, sir (tainer) recharged for us. Now I buy data; Rs. 450 for three months at 1.5 GB per day. Other girls usually buy Rs. 250 data packages. When my data gets over, and there is no money, I do without internet for three to four days. Connectivity in my village is good.</p> <p>MH: Some girls don't have data recharge, so can't keep in touch with ma'am as much as they want to. A few of us did a survey were given six months of data for it. Otherwise, we buy our data ourselves. I buy a month's package for Rs. 180. When there is no money, I give it a break for four to five days. If there is an urgent call I need to make, like ma'am's call, I use someone's hotspot. I miss using the phone when there is no data.</p> <p>OD: The DEF programme manager sir got me data recharge twice. I buy a three month recharge package for Rs. 399. Sometimes my brother buys me recharge. When he doesn't have money, I tell my friend to recharge my phone and then pay her from my earnings.</p> <p>WB: We used our own data to speak to ma'am. I managed from the pocket money I received from home for my college expenses. But two other girls couldn't afford buying data. So the DEF sir arranged their recharge. He asked me too, but I said I can manage. I buy a three-month-data package for Rs. 555.</p>

MENTOR	<p>JH: Just the fact of owing a phone is empowering. Who owns phone is a gendered decision, a power game. Also, the brothers or fathers of the mentees would use up their data. DEF paid for data recharge about thrice. Women in the mentees' communities are disadvantaged by many issues, data management and money are only a part of these. The ecosystem needs to be equipped so that girls are not harassed, and can take leadership roles.</p> <p>The network was bad. Sometimes we had 17 to 20 drops through a call.</p> <p>MP: Data was a problem. The DEF team took care of it. I also paid for my mentees' data recharge once or twice. I hope they continue using the internet. They would want to, but their families might not want to, or be unable to, facilitate it for them.</p> <p>MH: More than (lack of) data recharge, connectivity is an issue.</p> <p>WB: Facebook had assured the mentors that the mentee's phones would have data all the time. That wasn't the case. On several occasions, I had to tell DEF to organise data recharge. At times I had to conduct audio calls with the mentees, because the girls didn't have internet connection or sufficient bandwidth.</p>
TRAINER	<p>JH: Some girls had data on their phones, their families paid for it. I told those who didn't that I would share the CIRC's Wi-Fi with them. Also, we paid for data recharge.</p> <p>OD: Our programme manager (DEF) organised data recharge. But no more. Now the girls rely on the little money that they make, or on their families, for data recharge. I don't think they will stop using the net on their phones, they will find ways to continue.</p> <p>WB: Initially the girls bought their own data. Later, the programme manger (DEF) organised data for those who couldn't manage. We haven't any received any data recharge requests since the programme ended.</p>
MENTEE	<p>JH: Our calls were on Tuesdays and Fridays at 11 o'clock, usually hour long, in the centre (CIRC). There were individual calls too. The computer training was on through the week. After the mentor call, I would stay back for a class with trainer ma'am on Tuesdays.</p> <p>MP: The programme was good, we wish it was longer. We need more guidance. And it would be really useful, if the programme could help us get together, plan and organise setting up an enterprise in our village. Our mentor did try, so did we. But things didn't work out.</p> <p>MH: We were invited to Mumbai for an event. Girls from other villages had also come. We went by train, we enjoyed. We got smartphones at the event. We met our mentor, other mentors, a sir from Facebook, a designer ma'am. We never had such an experience before.</p> <p>OD: This programme should be longer. Mentors help girls to see their way ahead.</p> <p>WB: Girls need technology just like boys do; it's our right. It's our right to be interested in and learn what we want.</p>

PROGRAMMATIC ADVANTAGES AND LIMITATIONS	MENTOR	<p>JH: I did make notes after some of my calls to the mentees, and I shared them as images over WhatsApp with the programme manager. I have for sure made more calls than the programme records show. Technology-enabled documentation of the calls would be the best.</p> <p>MP: As mentors, we had no orientation or training, or joint meetings. We were given a guidebook, and told that we were required to make fortnightly 15 min calls to mentees. I called every week. It's important that mentors understand what the programme is set out to do. How much are the funders and implementers committed to. For instance, I am motivating my mentees to continue with education, will the programme provide financial support for this? There was mention that the programme aims at creating village level entrepreneurs. But nothing concrete was delivered to make this happen.</p> <p>MH: I persistently told the programme manager from DEF that there should be regular calls between mentors. A half hour weekly call. So that there can be leanings. Because none of us are pros at it, we are mentoring by trial and error, we do not know whether we are guiding or teaching the mentees. We did create a mentors group on WhatsApp, I was active at trying to keep it going. But it did not happen. I was demotivated for some time, I needed a sounding board, with other mentors, to know that I was going in the right direction. There was no training for mentors. The programme manager had shared a document that listed the responsibilities of mentors, and what we were required to. We were to go through the girls' entire life cycle. Build their confidence through examples.</p> <p>OD: I think, before going digital, via voice and video calls, the mentees and mentors should be brought face to face. Meeting the mentees once in a while is necessary. You are then able to touch, move and inspire.</p> <p>Also, there should be planned exercises across all the mentee groups. Like writing and storytelling, to be assigned to mentees. Self-expression workshops.</p> <p>WB: I attended a meeting in Delhi where the Minister for Tribal Affairs was present. I met two other mentors there, I haven't been in touch with them but for a few WhatsApp messages. I have not been formally or informally part of any network for this programme. The girls are talented. But they lack support and direction. As a mentor I have limitations. They want jobs, I can't help them. They have many skills, they would go places if we could interconnect their activities and provide a platform to showcase these.</p>
	TRAINER	<p>JH: Everyone wants to learn computers. But not everyone can afford to. Also, many young people are burdened with their studies, work at home and in the farm, and don't have the time to attend computer courses. GOAL is free. Also, it is flexible with its timings.</p> <p>MP: Our records are accurate. We had an online excel sheet to fill in dates and descriptions for the mentor calls. The topics of discussion in the mentor calls were repeated over a few weeks, till mentees were confident with them. Which is why there are few documented notes. Also, calls didn't happen every week because mentors were busy.</p> <p>MH: Specific mentees were assigned the task of writing out descriptions for the mentor calls, in bulleted points. While the calls were on, the mentees took notes in their personal notebooks. These were detailed, but not part of the programme's documentation. GOAL is different from other computer courses. We are more practical, we teach applications on computers, and more importantly on smartphones. In other courses, girls learn a lot of theory around computer applications, and don't use any of their learnings after completion. After GOAL, girls have smartphones in their hand. They use their learnings.</p> <p>OD: We have a document titled 'GOAL assignment'. I also teach computer at the CIRC, so I taught the same to the mentees. They are now learning website designing. It would be good if the mentors could come to the CIRC for occasional physical meets.</p> <p>WB: We did not get any specific briefing or training with regard to the girls, their problems in tribal areas, and their specific needs.</p>

IMPLEMENTER

- In our experience over the years as an NGO working for digital empowerment, whenever there is a digital intervention boys and men get digital devices, and connectivity first.
- There was no formal needs assessment, but DEF's experiences indicate that girls and women have huge need gaps in digital literacy and access. The intervention sites were chosen from locations with CIRC's or established networks among DEF and communities.
- GOAL was initiated by DEF, and then Facebook joined in about six to seven months into the programme. The Ministry of Tribal Affairs finally came on Board. The Minister launched the programme in May 2020. DEF has an advisory role in the programme.
- In the form the ministry has adopted GOAL, it is different:
 - The ministry's website says it is for 5000 young people. This, in our opinion, is because identifying women and girls with smartphones in tribal communities is difficult.
 - Facebook is supporting the logistics by making it fully online. So, mentors now have to apply online, the entries will be scrutinised and information on selection will be emailed to those who are selected. Contrarily, DEF worked a lot offline, on linkage activities. Holding regular discussions with mentors, organising mentor calls, managing mentors, minuting calls, asking mentors to write about the calls and progress of mentees, calling mentees and checking on their activities, what they want. The relationship between mentor, mentees and DEF was personalised.
 - We had piggybacked on DEF's presence in areas and selected mentees from there. The mentees had an advantage, other than speaking to the mentors and DEF staffers on phone, they had a place to explore and learn more in the CIRC's.



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