

SOCIETAL PLATFORM

Mission Implementation Framework

Mission - Programmes - Solutions - Assets

Credits and Attribution

Published by Societal Platform, an initiative of EkStep Foundation, in 2019.

This work is licensed under a Creative Commons Attribution – No Derivatives 4.0 International License

Under the following terms:

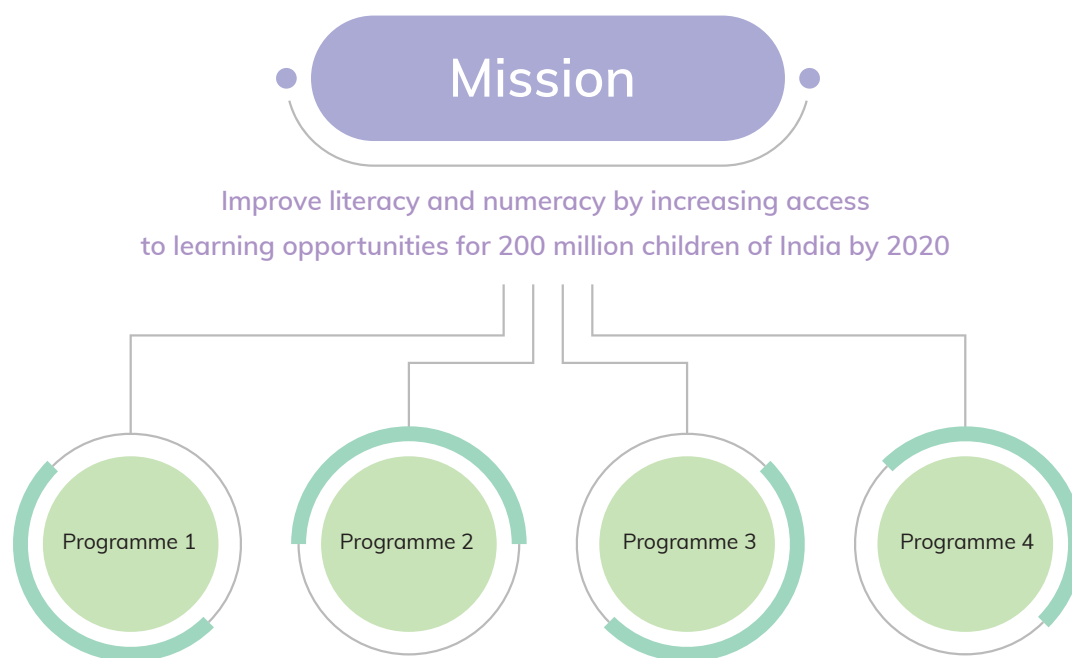
Attribution — You must give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NoDerivatives — If you [remix, transform, or build upon](#) the material, you may not distribute the modified material.

No additional restrictions — You may not apply legal terms or [technological measures](#) that legally restrict others from doing anything the license permits.

The document presents an overview of how Societal Platforms are developed, with EkStep Foundation and eGovernments Foundation as examples. It is intended for social change leaders and philanthropists looking to collaborate with various stakeholders to drive large-scale systemic programmes.

EkStep¹ is a non-profit initiative working to reimagine learning opportunities for every child. The societal mission of EkStep is to improve literacy and numeracy by increasing access to learning opportunities for 200 million children of India by 2020.² The mission is operationalised through a number of programmes.



● ● ●
A programme is a set of planned activities with predefined goals and objectives.
● ● ●

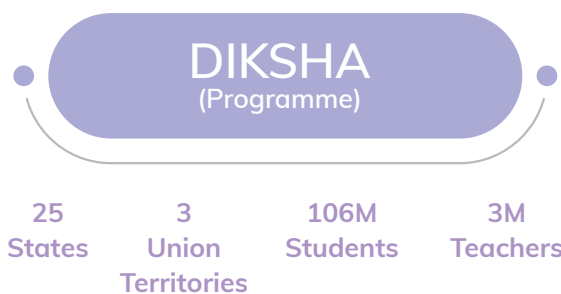
DIKSHA (Digital Infrastructure for Knowledge Sharing)³, a programme by the Ministry of Human Resource Development and National Council for Teacher Education, focuses on the goal of providing an enhanced digital learning experience for teachers and learners. An open source, modular learning management software called Sunbird⁴ abstracted from the EkStep digital infrastructure contributed in realising this programme.

¹ EkStep Foundation - Reimagining access to learning opportunities for every child. (2019). Retrieved from <https://ekstep.org/>

² Societal Platform. (2018). Societal Platform Webinar - Introduction to the Thinking [Video]. Retrieved from https://www.youtube.com/watch?v=mg4LV1s_lCA

³ DIKSHA - Government of India. (2019). Retrieved from <https://diksha.gov.in/>

⁴ Sunbird. (2019). Retrieved from <https://www.sunbird.org/>

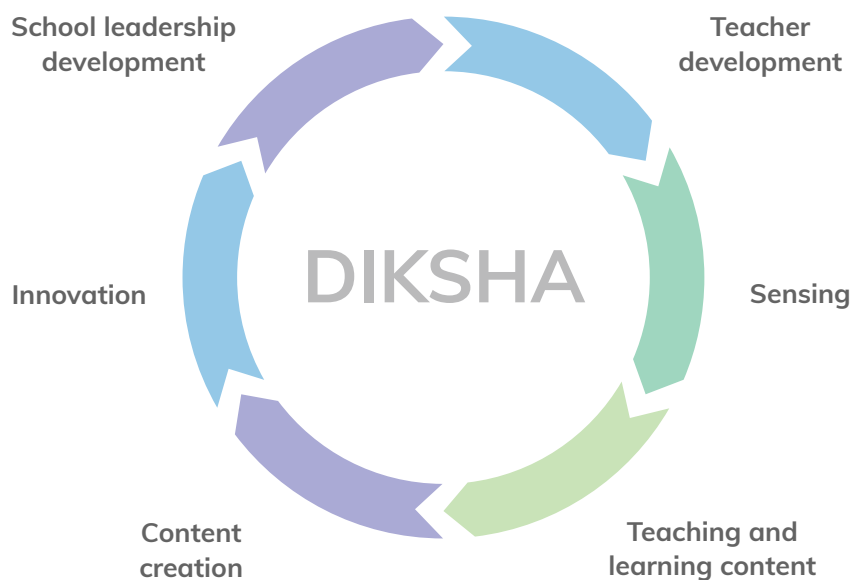


● ● ●

Twenty-five states and three union territories in India are adopting DIKSHA. As of May 2019, it is accessible to nearly 106 million students and 3 million teachers.

● ● ●

An integrated multi-pronged approach is designed to achieve specific objectives required to realise the goal. The programme looks at ensuring access to content that could aid teachers to improve their skills and build capacities in newer areas. It also looks at fostering innovation by enabling the sharing of best practices, and discussion amongst the teacher community and organisations. Some of the other objectives include: developing school leadership; enabling content creation; and making varied formats of resources available for teaching and learning. The programme incorporates several solutions to achieve the objectives. All the objectives, put together, address a set of problems. The programme incorporates several solutions to resolve the problems related to each objective. DIKSHA provides a central digital infrastructure for education that allows various actors in the education ecosystem to create solutions.



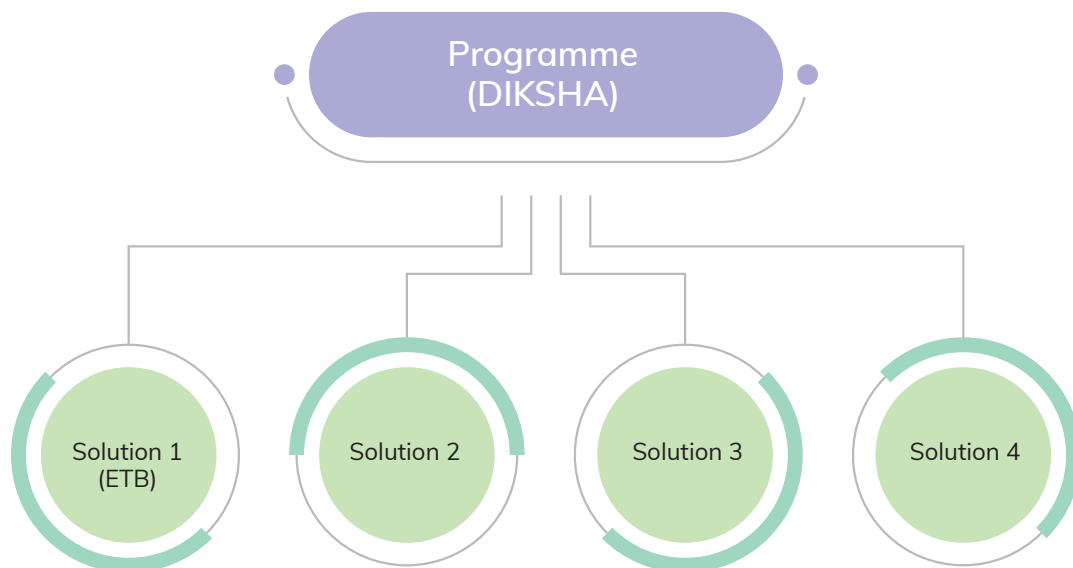
● ● ●

A solution is a method or process to deal with a problem.

● ● ●

Creation of solutions is possible through two approaches. One approach is to develop solutions directly in response to a specific problem, and the other approach is to have solution environments that invite civil society, state and market to interact and play their role in resolving the problems in their own, local and ingenious ways.

DIKSHA can help in illustrating an example of the first approach. Energised Textbooks (ETB) is a solution within DIKSHA to address the problem of lack of access to curriculum-linked resources. ETB involves incorporating QR codes in textbooks which enables access to curriculum linked e-learning content. All solutions are enacted through activities and in this case, the activities range from generating QR codes to content creation, curation and representation to making use of consumption data to improve content.



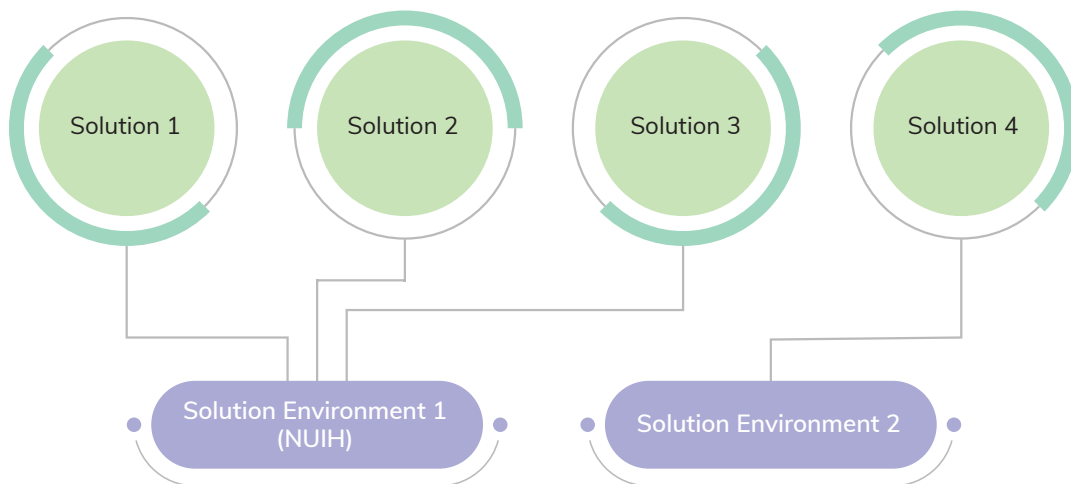
Equipping textbooks with QR codes which will have e-learning content linked to the curriculum

As for the second approach, we take the example of eGovernments Foundation⁵ who has a societal mission in the field of urban governance. The mission has several programmes imagined, similar to EkStep, to operationalise the work. To facilitate the creation of solutions in order to achieve the objectives of the programmes, a National Urban Innovation Hub (NUIH), induced by the Ministry of Housing and Urban Affairs (MoHUA), is envisioned to serve as one of the solution environments.

⁵ eGov Foundation. (2019). Retrieved from <https://www.egovernments.org/>



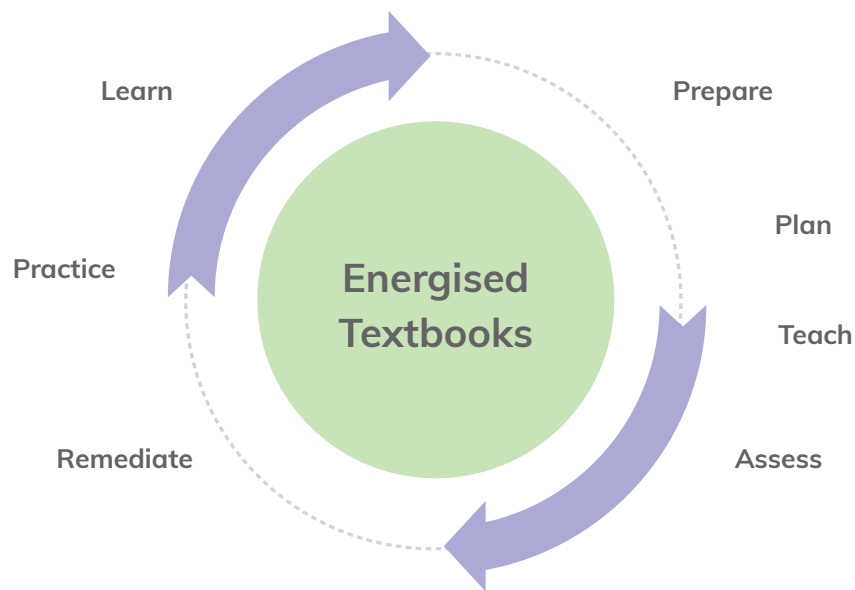
Solution environments enable the creation of solutions by providing collaborative workspaces where the participating actors (civil society, state and market) are exposed to resources such as data, digital services (via API), processes, regulation and policy, among others.



NUIH will be a digitally enabled physical hub providing policy & advisory services, consulting services and also will be working as a centre for innovation. The 'virtual hub' of NUIH will be the National Urban Innovation Stack (NUIS), a nationally-shared digital infrastructure, which will drive the innovation by providing the foundational components to build capabilities (such as microservices) required across programs and sectors—leading to creation of solutions⁶.

Generally, the solutions built on Societal Platforms enable different stakeholders to use it for different purposes. Going back to the DIKSHA example, Energised Textbooks (ETB), a curated collection of interactive content mapped to chapters and pages in textbooks, are used by teachers largely to teach, prepare for teaching concepts, and make plans for lessons. Learners—students in the context of schools—use it to learn and practice. The school system uses it for remediation and assessments. The diversity of the solution has enabled adoption by various segments of society.

⁶ Ministry of Housing and Urban Affairs, Government of India. (2019). National Urban Innovation Stack - Strategy & Approach. Delhi.



Four hundred and fifty million Energised Textbooks with more than 45,000 QR codes in total have been produced as of May 2019. Content is available in 15 languages across 25 curriculum boards with nearly 5000 teachers creating content. Several non-governmental organisations have come together to contribute to the initiative. DIKSHA has engaged a network of actors (public, private and social) in the education ecosystem to deliver solutions.

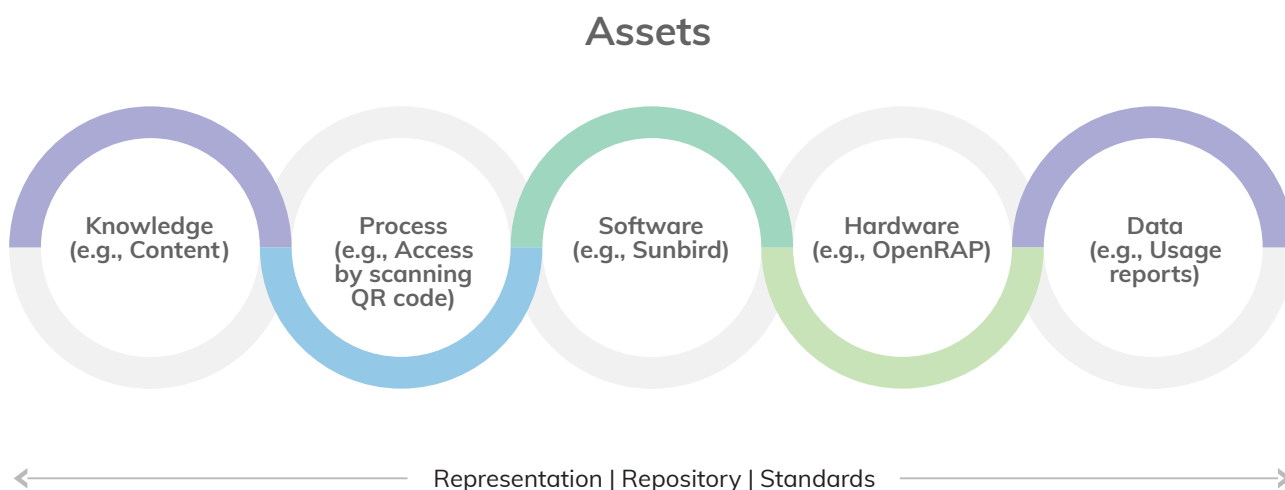
To provide the capability to develop solutions or power up the solution environments, several scarce, but critical, resources need to be organised and leveraged to develop solutions. These resources are called assets. An asset is a valuable resource that can be used to provide future benefits. Assets can be categorised into several different types, such as knowledge, processes and policies, software, hardware, and data. In the case of DIKSHA, content existing in the ecosystem is a knowledge asset, and the process of accessing digital content by scanning QR codes is an example of a process asset. Sunbird, a set of learning microservices, on which DIKSHA is built, is an example of a software asset, whereas the mobile phones, tablets and OpenRAPs (Open Resource Access Point) that enable access to solutions are hardware assets. As for data assets, DIKSHA generates nearly 4 GB of usage data and logs 15 million usage events and has more than 100,000 active users every day. The consumption data is used to improve user experiences.



An asset is a valuable resource that can be used to provide future benefits.

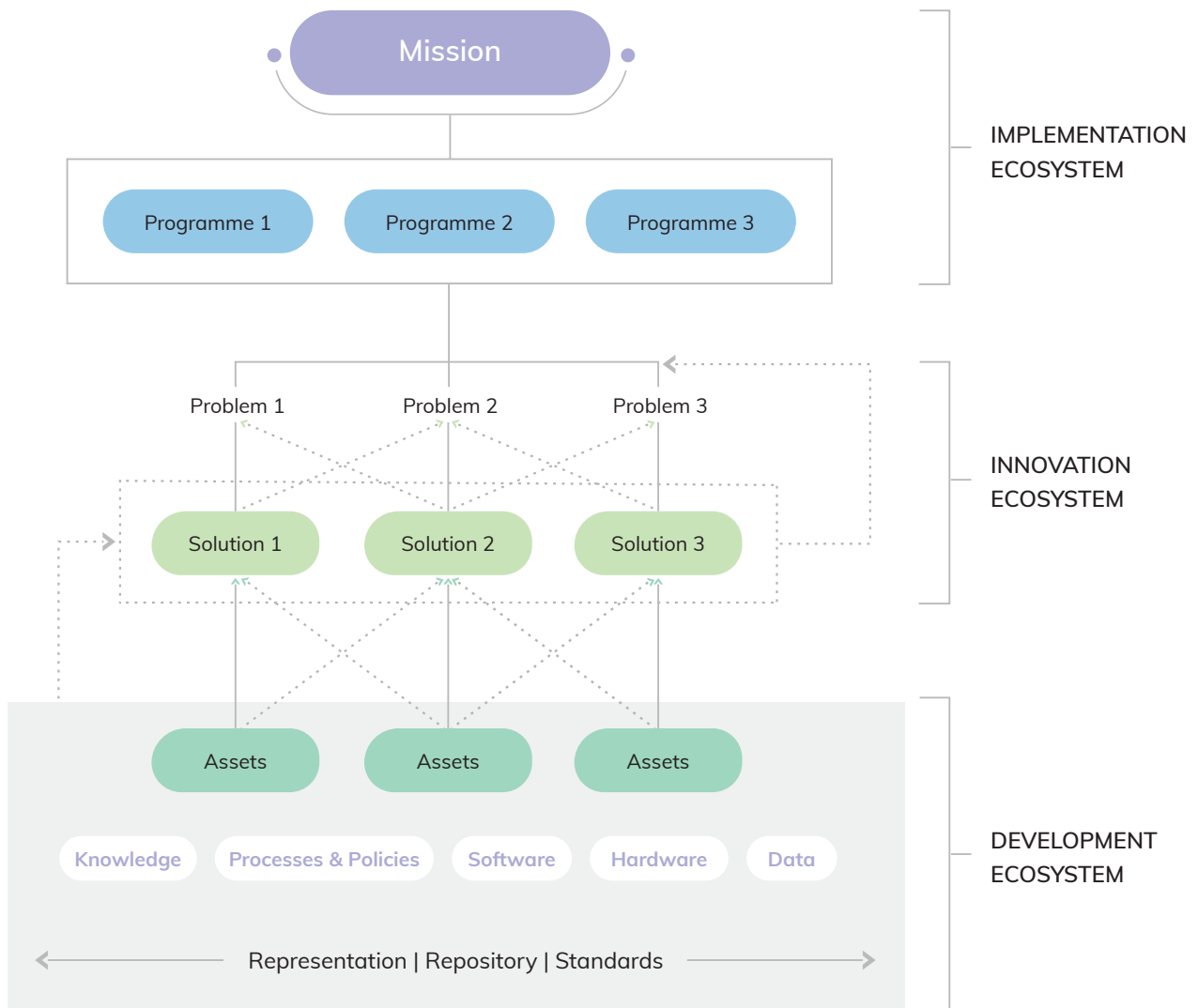


The organisation of assets based on each asset type is enabled using the mechanism of representation, repository and standards. For instance, process architecture is a process representation, 'workflows' is an example of process repository, and standards (foundational guidelines) on 'how to create a process asset' is an example of process standards.



Two frameworks facilitate the overall engagement of various stakeholders across programmes, solutions and assets: contribution framework and governance framework. The contribution framework enables multiple actors to contribute assets. An organisation called PiNut contributed with OpenRAP which is an open-source hardware, for DIKSHA. Sunbird was abstracted from the EkStep digital infrastructure. And, an ecosystem of partners contributes to process and knowledge assets. The shared infrastructure with resources as public goods (open-source), has enabled innovators to develop context-specific solutions.

The governance framework, on the other hand, sets out guidelines on ownership, governance, accountability and liability of the Societal Platform. Ownership is about who owns the platform; governance is about who makes decisions; accountability focuses on who is accountable for success or failure of the platform, and liability talks about who is supposed to deal with mishaps.



Overall, the mission is about bringing in multiple stakeholders on a universal, collaborative platform to achieve certain societal outcomes. EkStep's approach essentially illustrates how a Societal Platform is built on a digital infrastructure that allows for the interaction of various actors and amplification of innovations. Here, the mission is enabled through a programme—which is put into action by capacitating multi-stakeholder solutions and leveraging different types of assets. The highly evolvable structure has helped the ecosystem to imagine new possibilities with new programmes, new solutions, and new assets. With EkStep, the ecosystem is working to progress from solving for access (increasing access to learning opportunities) to solving for quality and outcomes (learning outcomes).



SOCIETAL PLATFORM

www.societalplatform.org
info@societalplatform.org

This work is licensed under a
[Creative Commons Attribution – NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/)

