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# **DESIGN BLUEPRINTS FOR CSE PLATFORM**

Produced by Vajira Sooriyaarachchi on behalf of the  
United Nations Population Fund and the Family  
Planning Association, Sri Lanka

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**WORKING DOCUMENT/ VER 1**

# VER 1

12TH OF MAY 2024

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WORKING DOCUMENT

**NOTE 1 : FEATURE SET NOT FINAL OR EXHAUSTIVE**

THIS IS AN ITERATIVE DOCUMENT, WHICH WILL PROVIDE THE BASIS FOR, AND WILL ALSO SERVE A DOCUMENTATION OF EMERGENT FEATURE/DEVELOPMENT REQUIREMENTS FOR THE PLATFORM - EACH NEW FEATURE ADDED AFTER **VER1** OF THIS DOCUMENT MUST BE INCORPORATED INTO AN APPENDED CHANGE LOG.

**NOTE 2 : ACCESSIBILITY FEATURES NOT STATED IN VER 1 OF THIS BLUEPRINT, BUT WILL BE DISCUSSED WITH THE DEVELOPER AND INTEGRATED INTO THE DOCUMENTATION ON AN AS NEEDED BASIS DEPENDING ON THE SCALE AND COMPLEXITY OF VARIOUS PLATFORM FEATURES.**



## TABLE OF CONTENTS

1	PURPOSE AND SPECIFIC OBJECTIVES	4
2	ROUGH MAKEUP OF THE PLATFORM	7
3	USE CASES, CONTENT TYPES AND EXPERIENCES.	8
4	PRESENTATION, ORDER AND FLOW	12
5	NAVIGATION AND UI DESIGN	15
6	NARRATIVE DRIVEN NAVIGATION	23
7	GAMES AND ACTIVITIES EXPERIENCES	29
8	CONTENT	37
9	DELIVERY OF LEARNING CONTENT	44
10	ADMINISTRATION AND USER ACCOUNTS	47
11	CERTIFICATION	52
12	MONITORING AND ANALYTICS	55



## PURPOSE AND SPECIFIC OBJECTIVES

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### CSE and Primary Purpose of the Platform

**The primary purpose of this platform is to provide Comprehensive Sexuality Education (CSE) to those aged 11 years and up with a life course approach.** Comprehensive Sexuality Education enables young people to protect and advocate for their health, wellbeing and dignity by providing them with a necessary toolkit of knowledge, attitudes and skills. It is a precondition for exercising full bodily autonomy and advancing gender equality and the rights and empowerment of young people. UNFPA works with government and other partners to implement comprehensive sexuality education, both in schools and outside of schools through community based training, teacher training and by producing content and material to provide accurate information to young people.

### Conception

Currently, there are several active local CSE/ CSE related platforms in operation. Leading up-to the conceptualization of this platform, we reviewed 6 of the most prominent ones in order to better understand areas for improvement and overhaul.

While an in depth analysis of the aforementioned platforms is attached herewith, we will include a condensed list of shortcomings/limitations affecting these platforms, which our new platform should mitigate, in order to be ultimately succesful.

### General limitations of existing platforms and our recommendations to remedy them.

- **Adopting the User Experience to various age subgroups and user needs**
  - Platforms are often **not sufficiently geared towards capturing the varying interests, preferences and attention spans of the age subgroups between 11 to 25.**
  - In our initial research, we recognized that the **youngest users of the platform would benefit from, and will be attracted to more visually engaging, interactive, dynamic presentation style with animations, and gamified elements, while older users preferred quickly digestible snippets of information that are rapidly accessible.** The new platform needs to have adaptable user experiences built into various age subgroups.
  - Certain audience members need entertaining, guided experiences while certain other (typically older users will require quick access to critical information (Healthcare, social services, emergency needs regarding sexual health etc )- **it is essential that the platform has robust**

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- that allows the user to get to critical information as quickly and as easily as possible, without compromising the more guided, entertaining aspects of its presentation.
- For younger audiences, we would prefer the platform to present itself as a seamless interactive experience rather than a typical website with traditional menus, links and pages. All the while presenting the opportunity to use traditional means of navigation if the users wish to do so.
- Users will navigate the various features of the site as well as absorb the learning material by interacting with a group of characters that are repeatable throughout the platform, in video content, on social media and traditional media campaigns etc.
- In order to achieve the degree of immersion that we prefer the platform to offer, strong technical and design input will be needed.
- **Poor quality of content**

From a design, interactivity and visual presentation aspect, we observed that current platforms reviewed lacked the necessary quality to create an engaging environment for young users - to be more pointed;

- The audio visual content such as (graphics, videos, animations, interactive elements) were not of a sufficiently high quality to keep the users engaged.
- The interfaces, color pallets and design required a considerably more attention to detail and careful deliberation
- We will provide ample benchmarking examples gathered through our research to the developers to communicate the quality of content we require

- **Lack of Trilingual Support**

It is essential that all features on the platform, and all pieces of content (static, interactive, textual, videos) need trilingual support from ground up. While there is no dearth of CSE platforms that are in English only, one of the primary selling points of this platform must be its trilingual support, geared towards enabling the Sri Lankan youth to maximize the benefit of the platform.

- **Delivery of Learning experiences is mundane and tedious**

We stress the importance of not presenting CSE learning experiences in the same

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format as skills based technical learning experiences, typified by Moodle courses or other LMS driven learning experiences. When presented in this manner, the content becomes too mechanical and off putting for audiences, and younger audiences may feel disincentivized to engage in active learning - treating their time on the platform as more of a chore than a rewarding experience.

- **A significant part of the learning experience will be delivered through interactive, gamified experiences**, by interacting with characters, objects, or environments - **each learning outcome must contain elements of role-play and storytelling** - these interactive experiences, intertwined with high quality written content and high quality videos will make content more engaging and accessible to the younger of the end users.
- Traditional Learning tools will still have a place on the platform; the platform will also offer more traditional certifiable courses to institutions who might wish to sensitize their employees/older students to CSE issues, and might want to manage a mass learning experience through traditional means. These courses too, should be simple, linear and bitesize - and be delivered with a high degree of visual engagement.
- **Issues around Accessibility**

Given the differential impacts on young people with disabilities when it comes to Sexual and reproductive health and rights, it is of utmost importance that digital solutions will not leave these communities behind. A secondary impact assessment on addressing accessibility will be agreed upon once the core design of the platform has been concluded.



## ROUGH MAKEUP OF THE PLATFORM

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### CSE Content Delivered through

- Reading Material
- Animated Videos
- Interactive/Gamified Features
- Static Images and Infographics
- Links to other sites for related content

### CSE Learning and Testing through

- Simple quizzes
- Interactive/Gamified Features
- Managed VLEs

### Guidance For Parents and Teachers

- Tutorials and embedded guidance in activities and games to better facilitate and empower parents and teachers to discuss CSE content and issues with learners.

### Site Navigation

- Gamified Navigation to content areas and types
- Traditional Menu and Tile Based Navigation
- Keyword Based Search of Indexed Content

### Referral Pathways to Sexual Health support and services

- Providing information about and Linking to relevant support centers, authorities and contacts

### Community and Exposure

- Provision of Easy Sharing Options for Social Media
- Integration of the Platforms Social Media Feeds onto Key parts of the UI

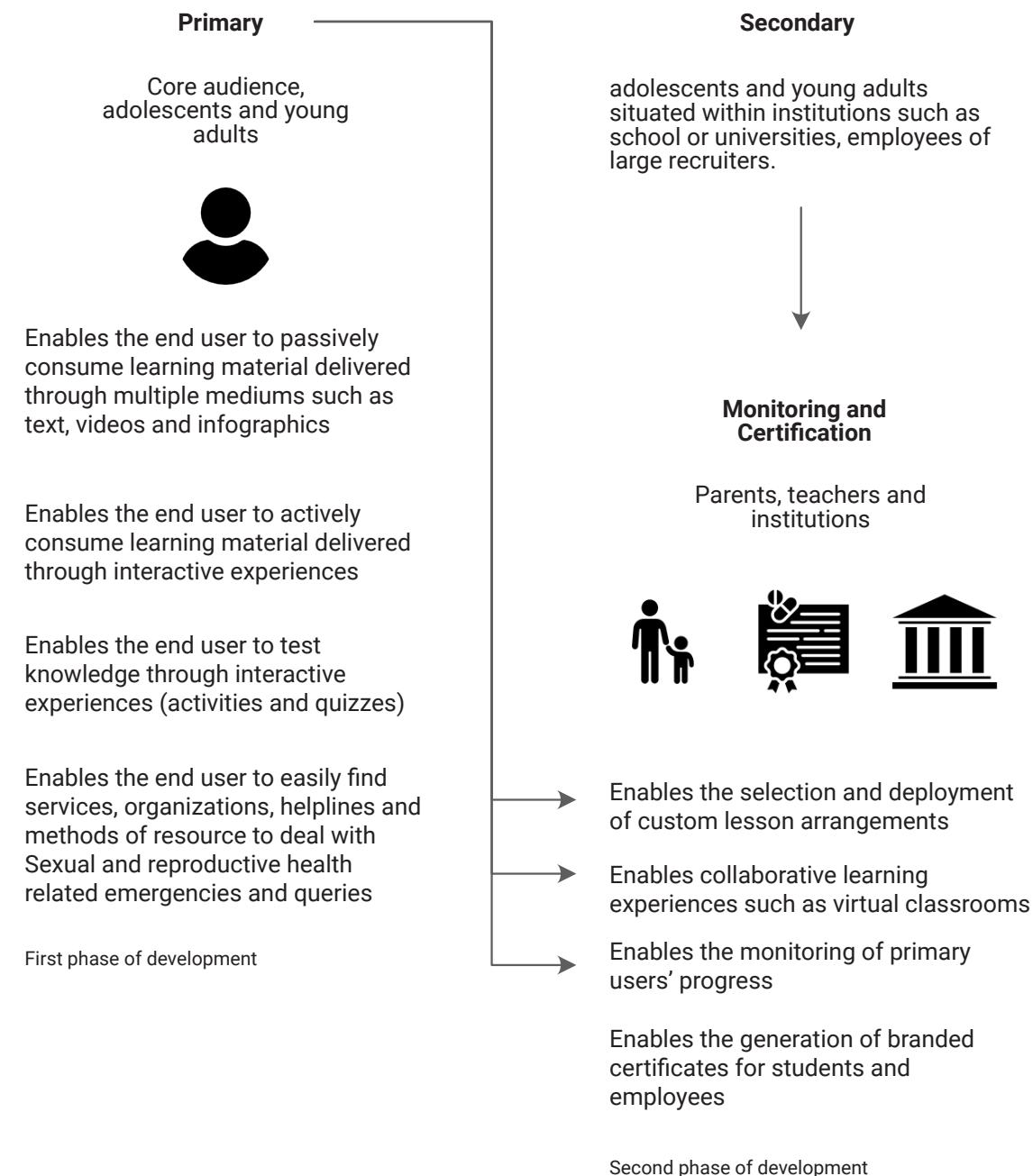
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\*The promotion of, and advocacy for the platform is a separate, equally crucial area of interest, we will explore these as part of the social media and publicity documentation for the platform.



## USE CASES, CONTENT TYPES AND EXPERIENCES.

### Principle use cases of the platform



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## Content types

By integrating various modalities of content and mediums of delivery into the platform, we anticipate to achieve three primary objectives.

- Enable learners to learn passively through multiple mediums of presentation
- Enable users to learn actively through interaction and instant feedback
- Empower parents, teachers and institutions to educate and inform learners on CSE content
- Enable users, or institutions to test knowledge.

### For passive learning

Passive learning content will be exposed not only to the direct users of the platform, but will be potentially shared with partner platforms, social media, traditional media channels, printed material, promotional material etc.

Passive learning content will also form the basis upon which active learning content and tests will be developed.

The write-ups for the textual content will be provided by the UNFPA and will form the basis of much of the other content such as scripts for animations, activities and infographics.

<b>Text</b>	<ol style="list-style-type: none"><li>1. Short, age-appropriate articles and information</li><li>2. Stories and narratives that adolescents can read or have read to them.</li></ol>
<b>Images</b>	<ol style="list-style-type: none"><li>1. Visual aids and diagrams to enhance understanding of complex topics.</li><li>2. Images to emphasize and punctuate textual content.</li></ol>
<b>Animations and Animated Videos</b>	<ol style="list-style-type: none"><li>1. Short animated clips illustrating specific concepts or processes such as biological processes, anatomy.</li><li>2. Animated characters that guide and engage adolescents in the learning process, illustrating scenarios through role-play and conversation.</li><li>3. Videos that explain the platform and its features to new audiences.</li><li>4. Animations to promote the platform on digital and traditional media channels.</li></ol>
<b>Infographics</b>	<ol style="list-style-type: none"><li>1. Visual representations of information in a clear and engaging manner.</li><li>2. Infographics summarizing key points from lessons or activities.</li></ol>

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## For active learning

### Interactive Experiences and Gamified Activities

1. Click-and-explore, drag and drop based activities that provide instant feedback based on user interactions.
2. Simple role-play simulations facilitated by dialog boxes and voiceovers with a range of characters
3. Educational games that reinforce learning objectives through play, by advancing to the next steps of a lesson when a certain amount of knowledge/competency has been tested
4. Quests or missions with educational content that adolescents can complete in a game-like environment with voiceovers and animations.

### For collaborative learning

Collaborative component which involves sharing ideas and feelings with peers, teachers and parents in an anonymized or aliased sandbox where participants are encouraged to discuss potentially culturally difficult subjects in safer, confidence inducing virtual environments.

*\*Integration of collaborative learning experiences into the platform will most likely not be deployed in its full extent at the initial phase of platform development, but rather will be gradually introduced with a series of pilot modules, assessing the reception of core audiences and the cost/benefit or viability of maintaining a collaborative learning environment over time*

### Virtual classrooms

1. The platform can facilitate teachers, educators and parents with a virtual classroom in which;
2. Teachers can present and discuss predesigned lessons/ presentations with material available on the platform
3. students can ask questions and present ideas from the safety of anonymity and receive feedback, help and be directed to learning material
4. Students can have collective interaction through processes such as voting
5. Researchers and other educators can 'sit in' on sessions, observe the ways in which younger audiences identify and respond to CSE related issues in a safe environment.

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## For testing knowledge

1. Simple quizzes with multiple-choice questions to assess comprehension.
2. Character driven Interaction and role-play based assessments where certain learning outcomes are tested in practice
3. Feedback pages that show progress, a tally of scores and provides feedback and redirection to lessons if a user is unable to reach a passing score.
4. Achievement badges or rewards based on completing assessments or reaching milestones.
5. Certificates generated with user's name after the successful completion of a lesson\*

\*See delivery of learning content

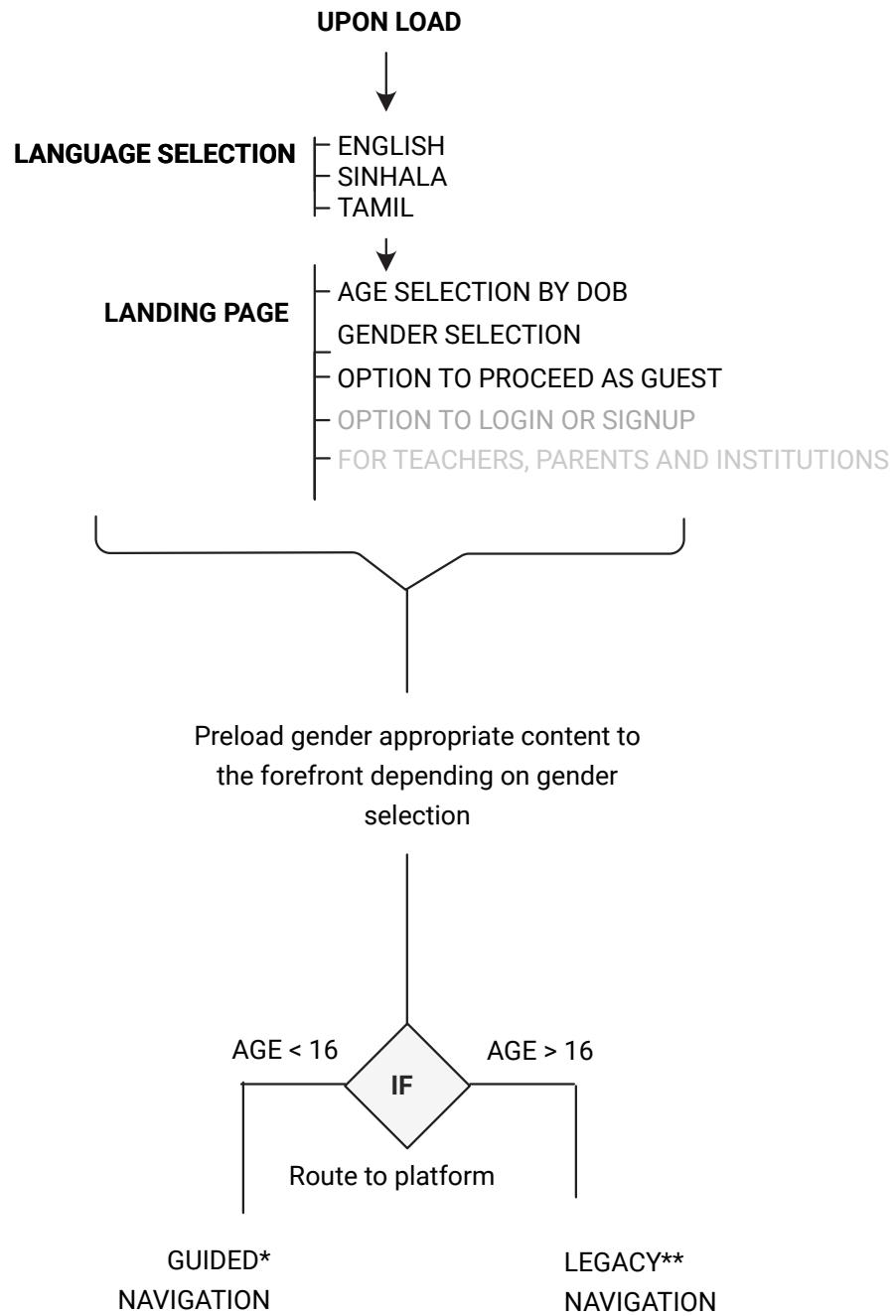


## PRESENTATION, ORDER AND FLOW

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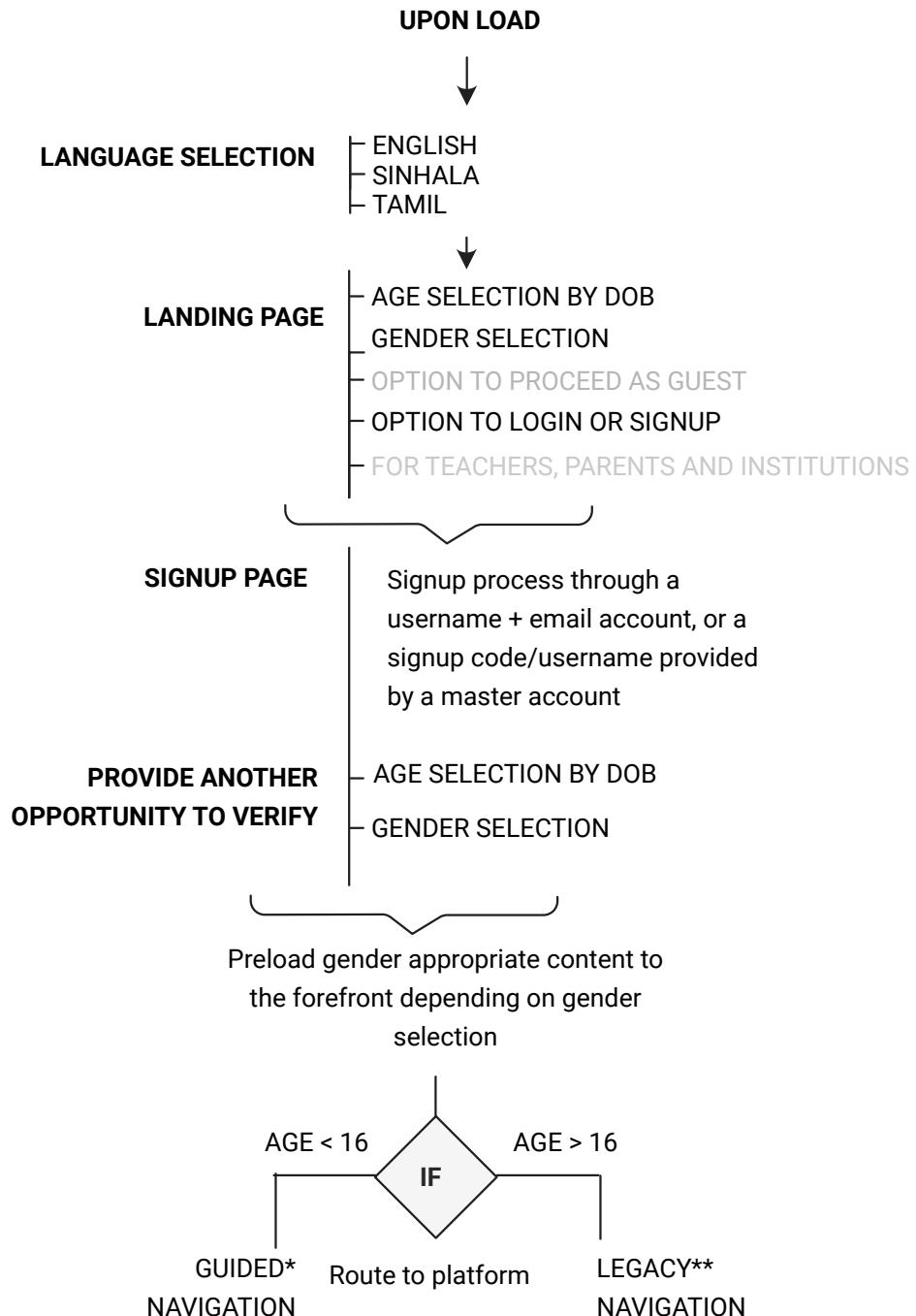
### Standard user (No registration)

This section describes the presentation of content, navigational hierarchy and flow that the most standard users (without a user account, often at first time use) will encounter.



## Registration of a standard, registered user

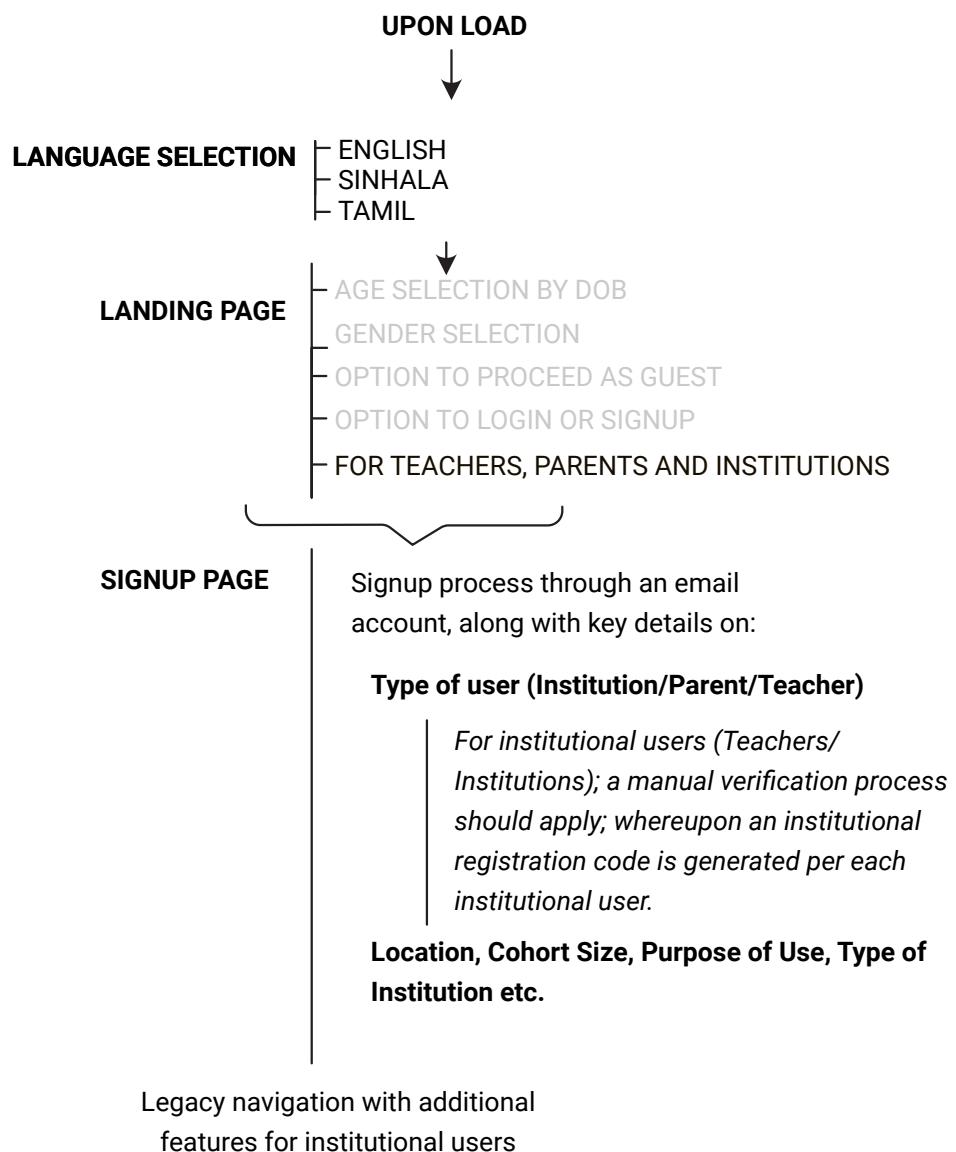
This section describes the presentation of content, navigational hierarchy and flow that the most standard user (without a user account, often at first time use) will encounter.



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## Registration of a Master Account

This section describes the presentation of content, navigational hierarchy and flow that the most standard user (without a user account, often at first time use) will encounter.

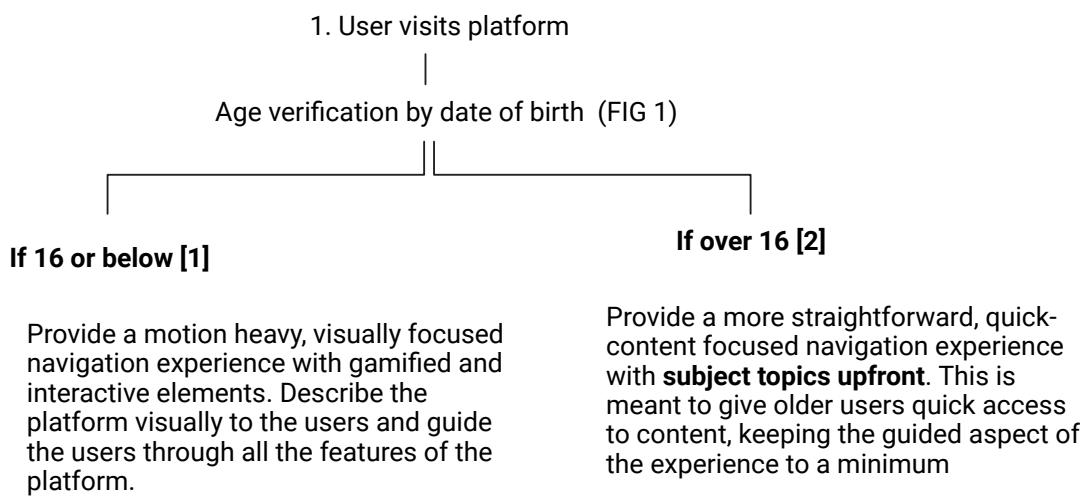




## NAVIGATION AND UI DESIGN

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### Legacy and Guided Navigation



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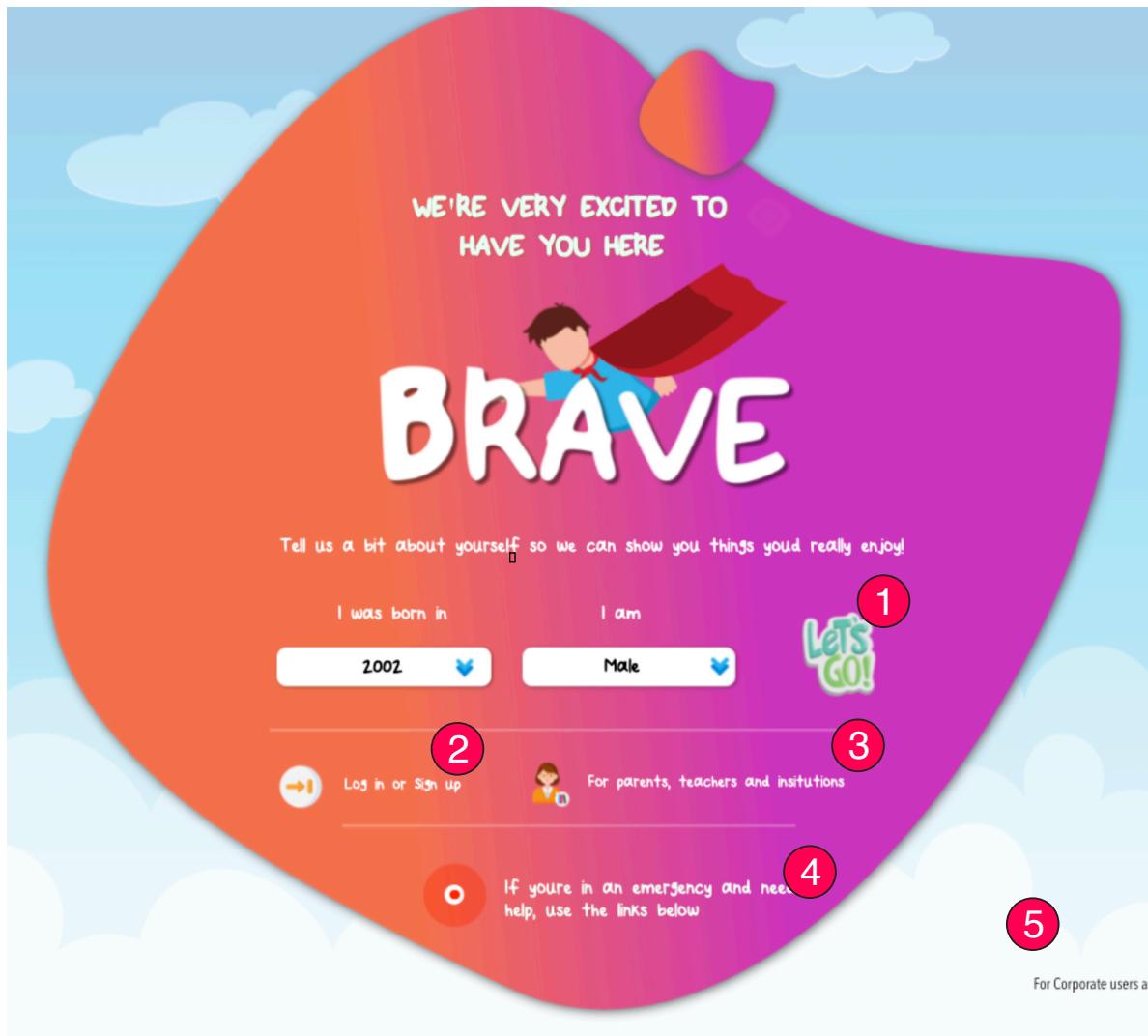
#### [1] Following visual flow has to be made available users aged 16 and below (Fig 1)

Visual, character based guided navigation : The user may choose from a number of on screen characters to guide them through the various offerings of the site and access to various content and activities; the same characters employed in videos, infographics and interactive experiences should be repeated here.

#### [2] Following visual flow has to be made available users over 16 (Fig 3)

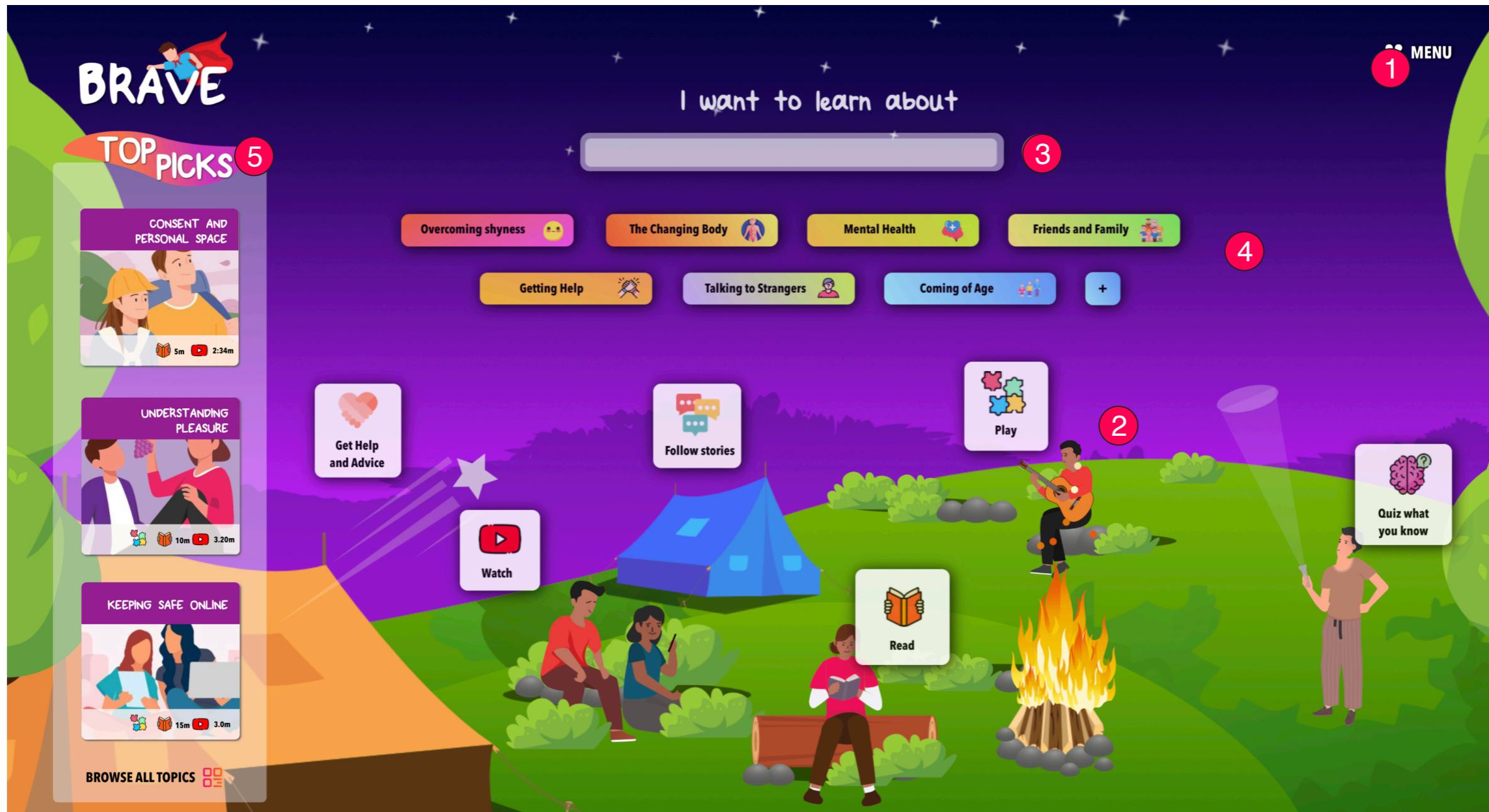
Simple, unguided menu based navigation, older users can be given access to a simple, tile based organization of content and activities,

Easy and quick navigation to different content/ experience/ support types offered, such as content to read, content to watch, games to play, tests to take and a prominent link for accessing help and support.



1. Button allows quick access to platform for all users with only age and gender selection
2. Users can register or login to save their progress and use collaborative/ institutional learning features of the platform, this link services all users, including parents, teachers and institutions
3. While link 1 services all users, 3 provides additional information and context on master accounts, but ultimately redirects to the same (link 2) signup process.
4. Leads to the section of the website that dispenses consultations, emergency assistance and access to hep-lines
5. Additional information for corporate users

For audiences 16 and above (<https://youtu.be/UU92Ar9jelE>)



1. The main navigation menu can be minimized and out of the way to ensure immersion  
Platform's features and content such as videos, reading material, games, quizzes, guided
2. experiences, help and support can be accessed via an interactive menu, where a character/ object presents access to a different part/function of the platform. The characters are animated and will respond to hovering and clicking.
3. The search-bar will be prominent to ensure quick filtering down to core content
4. A list of thematic areas covered will be provided below the search-bar
5. While the characters present various functions and features of the site, a prominent menu should be presented to take users directly to content (videos, articles and interactive features)  
The sidebar will present a direct access to most viewed lessons/topics  
By clicking 'Browse all topics' on the sidebar, the user will be taken to a grid based layout where topics are organized by keyword, thematic area, content type etc - this grid layout is common to both under 16 and 16+ audiences

In our research, we have come across a platform titled amaze.org whose card/grid based layout we would like to closely emulate.

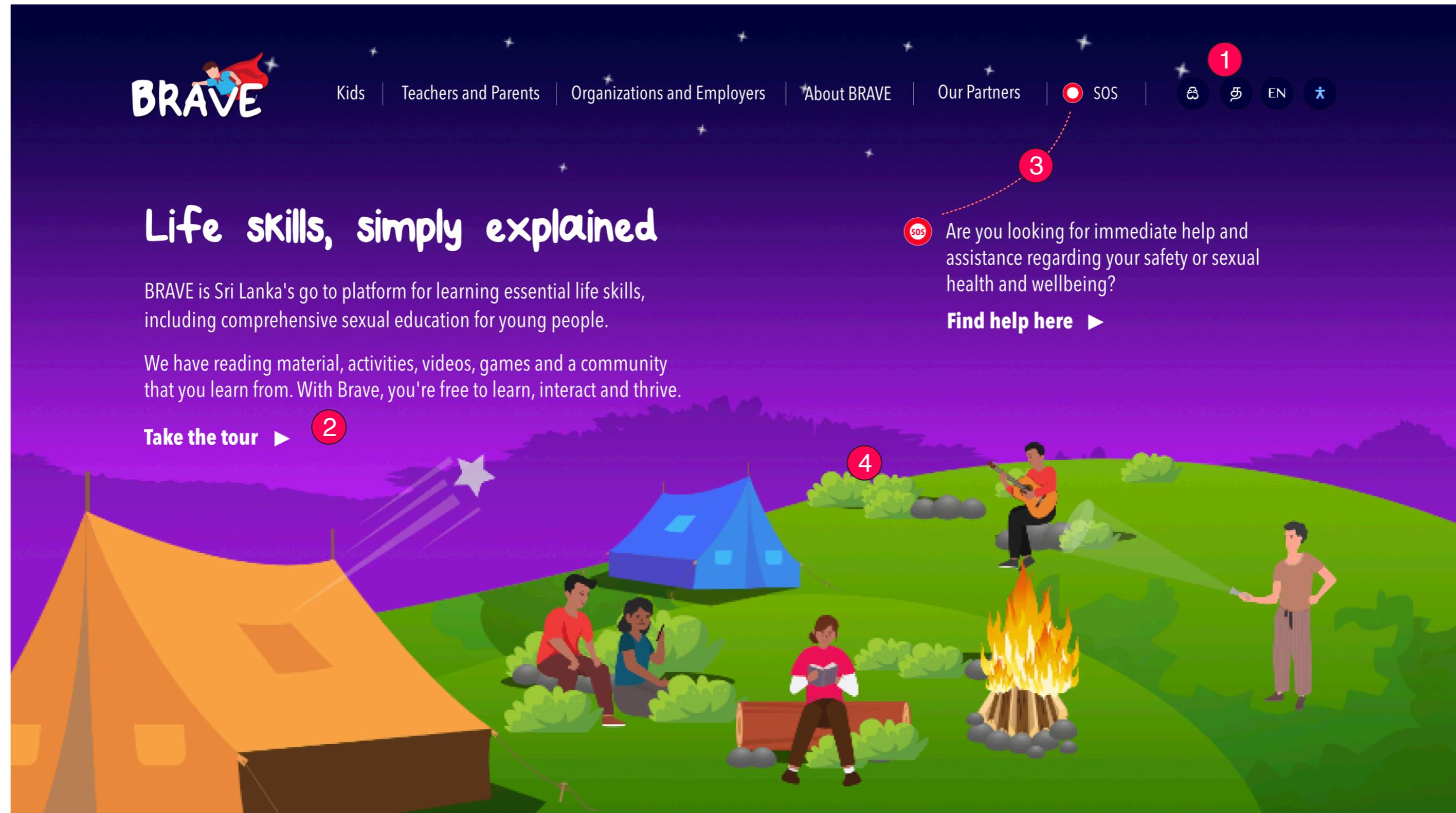
The screenshot displays the homepage of amaze.org. At the top, there is a purple header with the amaze logo, a search bar, and a 'MY AMAZE' button. Below the header, a main banner features the text 'MORE INFO. LESS WEIRD.' and a subtext: 'Amaze takes the awkward out of growing up. Fun, animated videos empowering healthy relationships worldwide, with all the answers you want to know about your body.' It includes a 'Check us out on YouTube' button and an illustration of two characters. The main content area is a grid of cards, each representing a different topic:

- Pregnancy & Reproduction:** 'Menopause Explained' (Thumbnail: A woman with green hair; Title: 'Menopause Explained'; Description: 'Menopause Explained'; Views: 8883, Likes: 175; Tags: Hormones, Menstruation, Pregnancy, Period, Reproduction, menopause)
- Puberty:** 'Top Signs Boys are in Puberty' (Thumbnail: Boys in a locker room; Title: 'Top Signs Boys are in Puberty'; Description: 'Top Signs Boys are in Puberty'; Views: 3754658, Likes: 33301; Tags: Hormones, Physical Changes, Emotional Changes, Body Odor, wet dreams, erections, School Ready, popular)
- Healthy Relationships:** 'Still Family: Adoption' (Thumbnail: A man holding a child; Title: 'Still Family: Adoption'; Description: 'Still Family: Adoption'; Views: 19046, Likes: 176; Tags: Healthy Relationships, family, respect, Adoption)
- Puberty:** 'Pleasure: What Is It?' (Thumbnail: A person in a bathtub; Title: 'Pleasure: What Is It?'; Description: 'Pleasure: What Is It?'; Views: 14336, Likes: 269; Tags: Puberty, Hormones, Masturbation, Sexual Pleasure, Body Image, Self-esteem)
- Other cards visible in the grid:** 'USE THE STAR TO CREATE AND SHARE MY AMAZE PLAYLISTS!' (Thumbnail: A smartphone displaying a playlist; Description: 'USE THE STAR TO CREATE AND SHARE MY AMAZE PLAYLISTS!'; Tag: Info)
- Bottom right corner:** A 2x2 grid of icons representing dissemination and reporting: 'INTERNATIONAL DISSEMINATION' (Icon: Two speech bubbles), 'ANNUAL REPORT' (Icon: Laptop), 'PROMO VIDEO' (Icon: Phone), and 'EDUCATOR TOOLKITS' (Icon: Book).

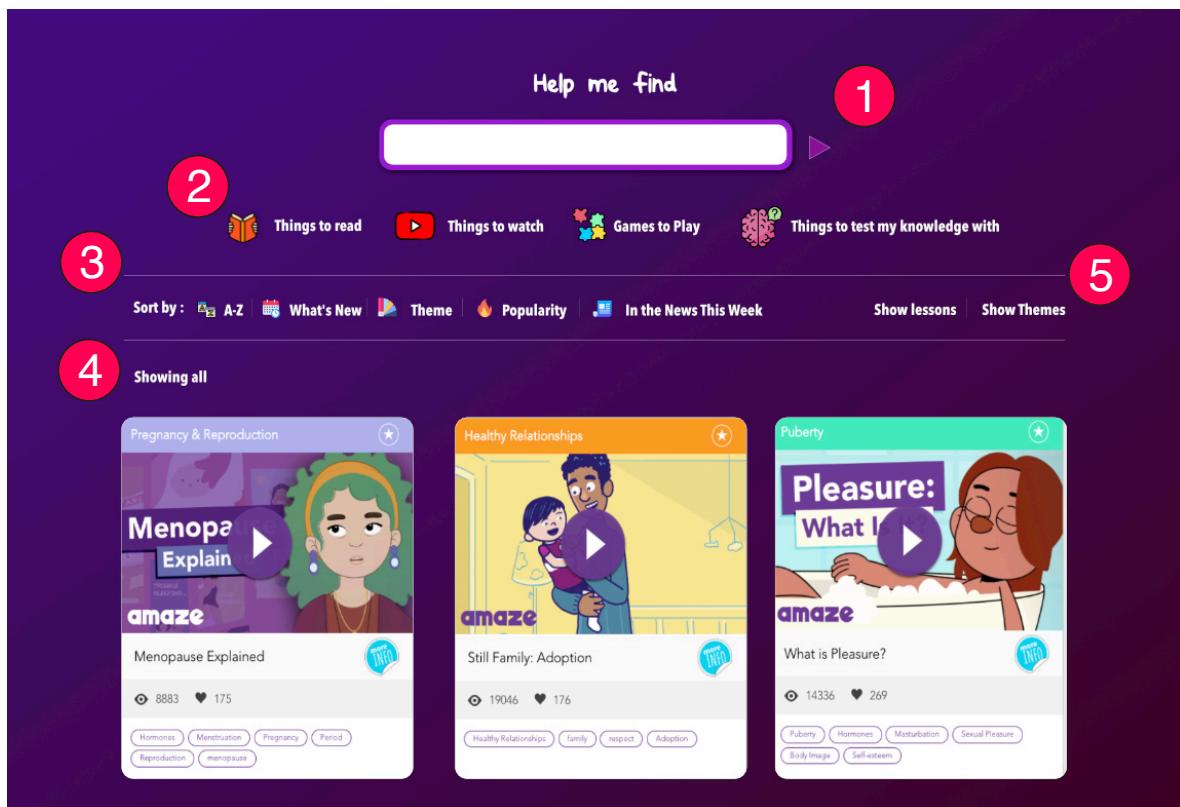
Ref : [www.amaze.org](http://www.amaze.org)

We would like to augment this layout with several additional opportunities to filter and customize content

The screenshot shows the BRAVE website homepage. The header features the BRAVE logo and navigation links for Kids, Teachers and Parents, Organizations and Employers, About BRAVE, Our Partners, SOS, and language options (EN, DA). Below the header is a purple banner with the text "Life skills, simply explained" and a subtext: "BRAVE is Sri Lanka's go to platform for learning essential life skills, including comprehensive sexual education for young people. We have reading material, activities, videos, games and a community that you learn from. With Brave, you're free to learn, interact and thrive." It includes a "Take the tour" button and a "Find help here" link. The main content area features a vibrant illustration of a campsite with a tent, a campfire, and several people. Below this is a search bar with the placeholder "Help me find" and a "Sort by" dropdown menu with options: A-Z, What's New, Theme, Popularity, and In the News This Week. There are also "Show lessons" and "Show Themes" buttons. The main content grid displays six cards, each with a play button and a title: "Menopæ Explain" (under Pregnancy & Reproduction), "Still Family: Adoption" (under Healthy Relationships), "What is Pleasure?" (under Puberty), "Top Signs Boys are in Puberty" (under Puberty), "Menopæ Explained" (under Pregnancy & Reproduction), and another "What is Pleasure?" card (under Puberty). Each card includes a thumbnail, a title, a play button, a view count, a like count, and a list of tags.



1. Language Switching options and disability features should be prominently available on the navigation menu
2. A user may opt to take a tour of the site, presented in the form of an animated video or an interactive feature
3. Quick access to information on Sexual Health, Wellbeing and safety related services, support lines and organizations should be prominently available on the landing page as well as the main menu.
4. An accent animation on the main page to ensure a welcoming and immersive experience

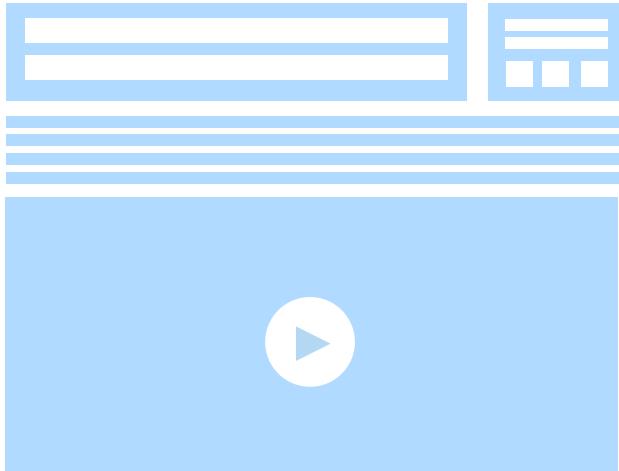


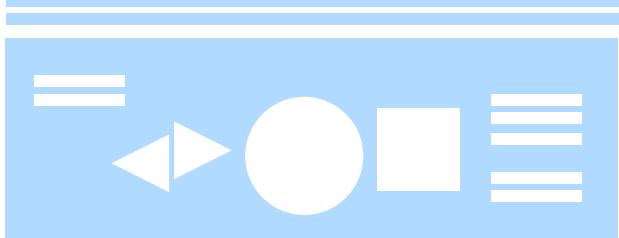
1. Typing keywords or phrases into the search bar will result in the automatic filtering of section 3 down to the most relevant articles/items to the keywords
2. The user can also call information categorised by the content type
3. All available filter options will be presented to the user
4. This section will list down all lessons/articles by the areas filtered through the search bar or section 3 filter options.
5. User can summon a list of all lessons across all themes or only a tiles with descriptions of each thematic areas, switching to show themes mode will produce a more elaborate tile describing content included under each theme.

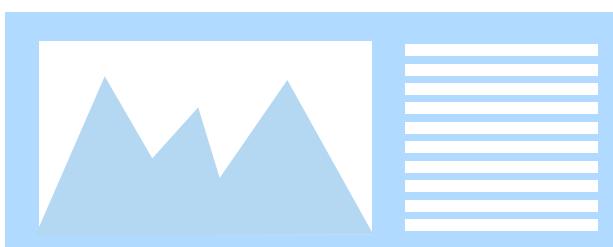
## Organisation of Each Lesson/ Article Page

### Basic Components

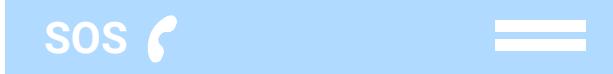
**Title + Thematic Area**  **Options to Share overall item on social media**

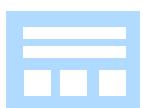
**Short Introduction**  **Video**

**Transcript/ Article**  **Related Infographic (If available)**

 **Link to Associated Activity or Interactive Feature (If Available) with brief description and banner**

**Information or links for help and support about the particular issues concerns covered in lesson (If available)**

 **Related Reading / With Links to External Sites**

 **Options to Share overall item on social media**



## NARRATIVE DRIVEN NAVIGATION

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**As mentioned earlier, will require gamified, interactive content in two major aspects of the platform**

1. Navigation itself (For younger users)
2. Learning and Testing Knowledge

There are several motivating factors for using animated characters, environments and interactivity thought the platform.

- In order to grab and hold the attention of younger audiences, and encourage stimulation and active learning.
- To help parents and educators approach complex and culturally sensitive topics in a medium that more readily accessible and expressive than traditional reading.
- To lend a cohesive voice/tone and a personality to the platform. The characters as well as all other visual assets used within the platform will feed into videos, infographics, social media posts and even traditional media publicity items.
- To disseminate and test CSE learning objectives without the everyday tedium of a traditional learning and testing experience.

### **What sort of experiences do we need?**

We will attempt to communicate our desired end product and quality with detailed descriptions, rough models and examples that we would like to emulate in our own platform. Most interactive experiences will have an element of role-play and conversation where different teaching points are communicated to the end user by the characters they interact on screen

**The scripts as well as the art direction for these interactive experiences will be provided to the developer.**

The basic construction of all interactive/gamified navigational elements will comprise of

1. Interaction with 2D vectorized characters with limb and facial feature articulation
2. Interaction with the environment and objects (clicking, dragging, placing objects)
3. Placement of characters within backgrounds with animated background elements.
4. Voiceovers in addition to text based interactions/instructions to the user.

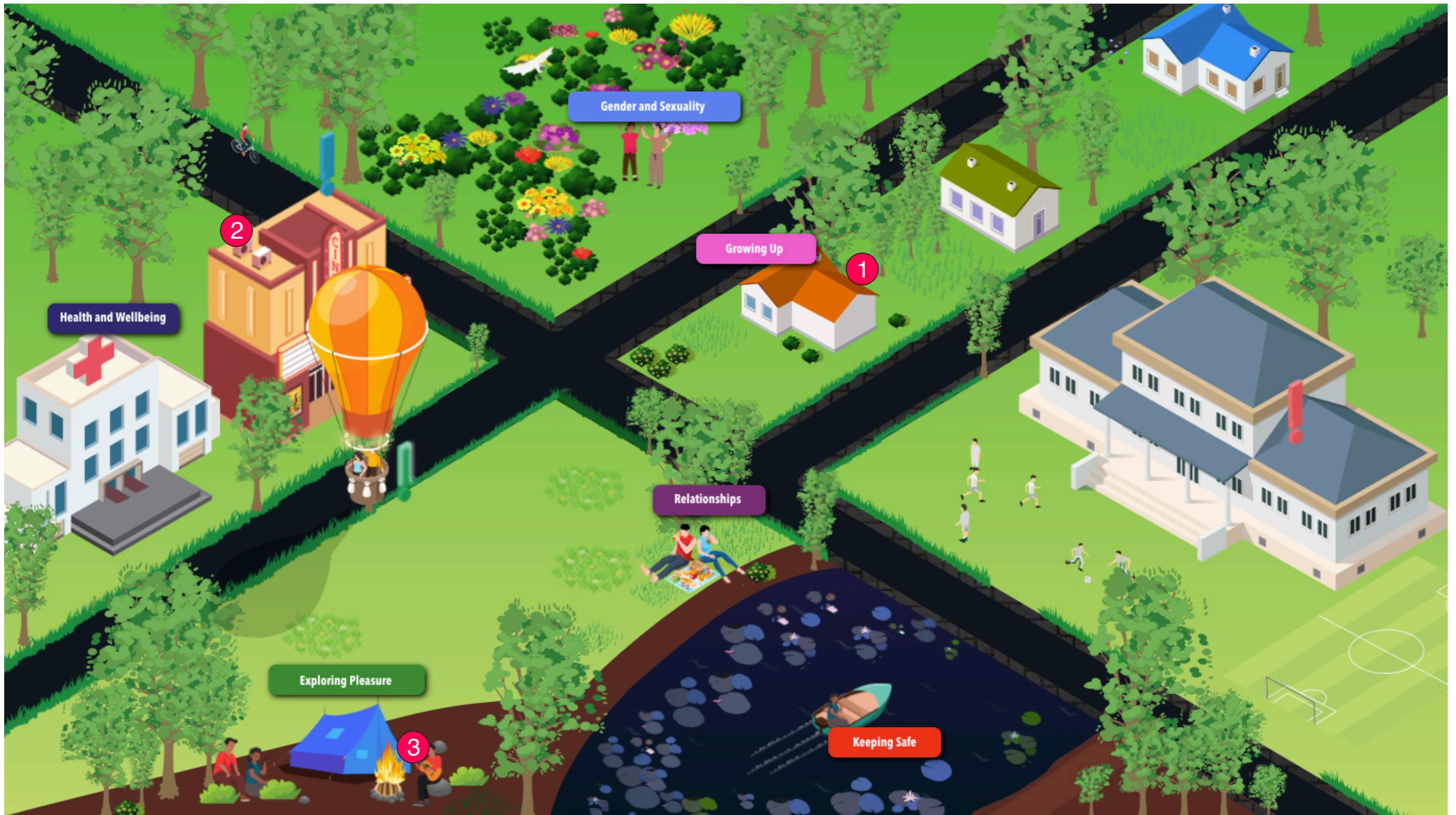
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The narrative driven navigation experience is intended to resonate with our youngest target audience. By incorporating journeys through various environments and locations as they discover various learning objectives of the core curriculum, the users will be compelled to through a process of stimulation and reward, to prolong their interaction time with the platform. Some of the core elements of this narrative driven navigation experience will include;

- **Characters:** We aim to introduce a set of repeating characters that guide adolescents through the website. These characters will appear throughout the site navigation, in various activities and games as well as videos and infographics we aim to use to deliver the curriculum
- **Interactive Maps and Pathways :** We require interactive maps or pathways that mimics the journey of the storyline. adolescents can click on different landmarks or checkpoints to navigate to various sections of the website.
- **Visual Elements:** Use vibrant colors, playful animations, and illustrations to make the navigation visually appealing and child-friendly.
- **Engaging Animations:** Incorporate animated transitions between pages/ learning objectives/ sections of website to create a seamless and immersive experience. For example, a character could fly or walk across the screen when transitioning to a new section.
- **Clear Labels and Icons:** Use simple and easy-to-understand labels and icons for navigation buttons. Visual cues such as arrows or glowing objects can indicate where to click next.
- **Progress Tracking:** We aim to implement a progress tracker or rewards system to motivate adolescents to explore different parts of the website. This could include earning badges, collecting virtual items, or unlocking achievements.
- **Real time feedback :** Real time feedback and guidance will enable the platform to grasp the attention of the user and motivate them to keep engaging and pursue goals and activities to completion.
- **Feedback and Guidance:** Provide feedback and guidance throughout the navigation journey. Friendly prompts or tooltips can help adolescents understand how to interact with the website and progress through the storyline.
- **Accessibility Considerations:** Keep accessibility in mind by providing alternative navigation options for adolescents with disabilities. For example, include keyboard shortcuts or voice commands for navigation.
- **Testing and Iteration:** Test the navigation with adolescents of different ages to gather feedback and identify any usability issues. Iterate on the design based on user testing results to improve the overall experience.

Narrative based navigation (Model) ( see : <https://youtu.be/dxbRQH7W7qw> )

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Model reveals a cityscape where the user is able to click on labeled items as well as certain landmarks and locations to both discover learning objectives as well as discover various features/content types of the platform.

1. Each label leads to a subject area, whereupon clicking the label will open a popup from where the user can choose particular lessons [1]
2. Buildings and other landmarks will transport users to additional areas + experiences available in the platform, for example, clicking on a building will reveal an interior map where more labeled subject areas are revealed to the user,

alternatively, clicking on building and landmarks will also provide access to various dedicated content areas, where for example, clicking on the film theatre will take the user to a central menu where all videos included in the platform can be seen. [2]

[1]



[1]

Gender and Sexuality

Sexuality and Sexual Orientation

What is sexuality, and what is sexual orientation?  
How do we know our sexual orientation, what are the challenges faced by people of different sexual orientations?

20 minutes Video Interactive

Gender Identity and Expression

What is gender identity? How do we celebrate our differences? What is transgender and what are the challenges to transgender people living freely and with dignity in Sri Lanka?

20 minutes Video Interactive





## GAMES AND ACTIVITIES

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We would include several different modalities/types of games to both deliver learning experiences and gauge knowledge.

The various experiences can be

### **Roleplay/Scenario-Based Games/ Interactive Storybooks**

Digital simulations where users can navigate through different scenarios related to sexual health, relationships, and consent.

These interactive stories allow players to make choices and see the consequences of their decisions, helping them understand complex situations in a safe virtual environment.

Role-playing games where users assume different roles and navigate through scenarios involving peer pressure, consent, and safe practices. Choices affect the outcomes, teaching consequences and decision-making.

As an extension, interactive stories with elements such as clickable text, characters, dialogues, animations, and embedded questions that take the user to a pre-determined endpoint are also highly desirable.

### **Connecting/Matching Games**

Interactive games where adolescents match terms with definitions, body parts with functions, or scenarios with appropriate responses.

We might potentially be able to incorporate mini-games of this nature into interactive infographics. Particularly appropriate when discussing anatomy/ body changes etc.

### **Ranking Games**

Digital activities where adolescents rank items such as contraceptive methods by effectiveness, behaviors by safety, or steps in a healthy relationship by importance. (See example)

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There is also an opportunity to embed mini games such as connecting/matching and ranking games into larger scenario based games, where, to advance through a scenario, the user will complete a mini game - intertwined into the narrative of the game.

### **Quick Fire Q&A**

Fast-paced quizzes where users answer questions about sexual health, anatomy, and safety within a time limit. These games can have leaderboards and instant feedback to motivate learning and improve recall. Quick fire Q&As can also be intertwined with the collaborative learning model, where a whole class can complete a time based Quick-fire Q&A with a leaderboard.

### **Interactive Quizzes and Polls**

Engaging quizzes and polls that adapt to the user's level of understanding by deploying questions from a question bank tagged by subject area and age appropriateness.

Questions can range from multiple-choice to true/false, providing instant feedback and explanations to reinforce correct answers and clarify misconceptions.

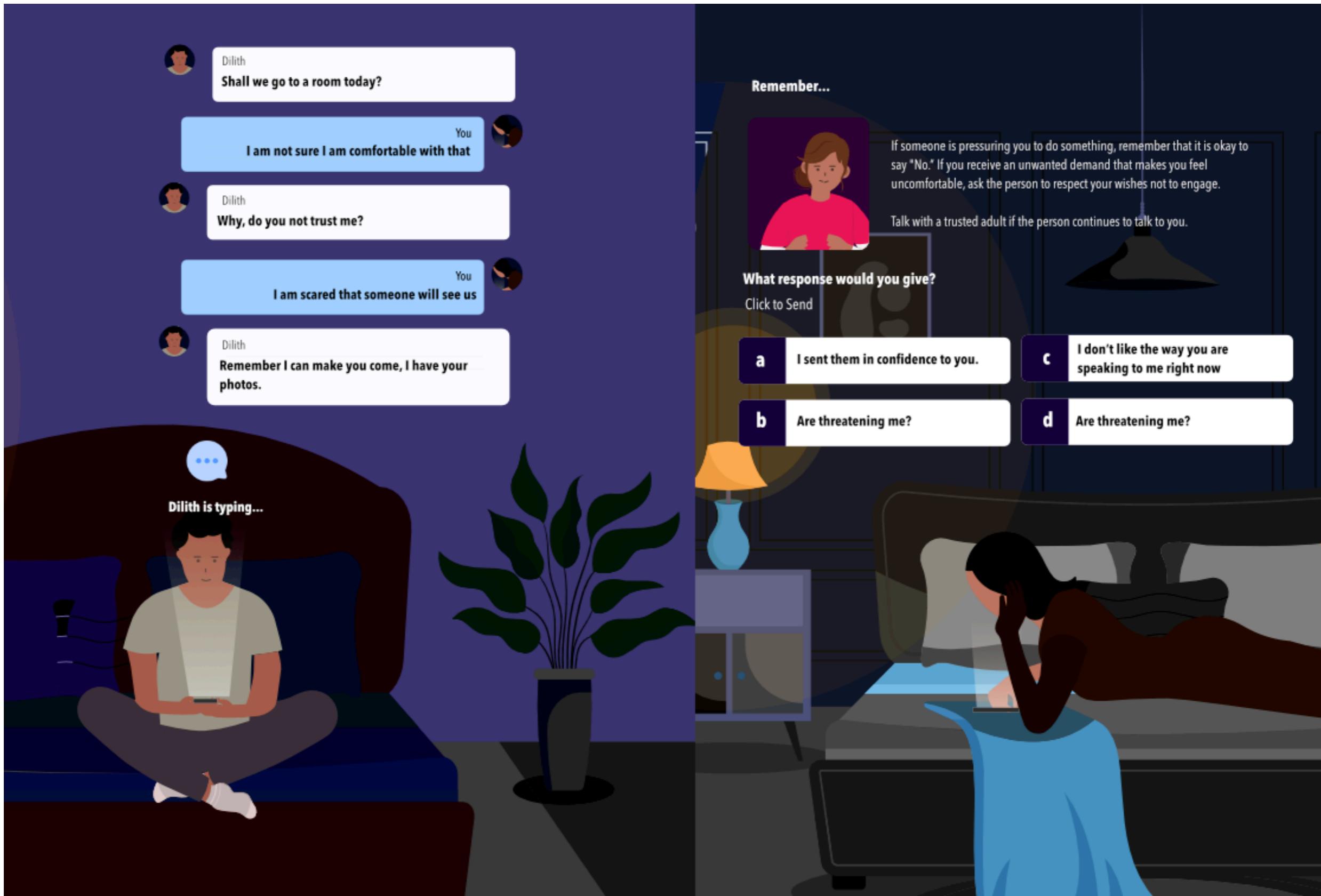
Quizzes and polls can also be deployed to student cohorts in classroom simulations (collaborative learning), where a teacher is able to deploy a quiz, having finished a lesson, or deploy a poll to establish viewpoints and opinions and misconceptions to have a real-time assessment of the learning outcomes.



- In the activity above, the player is given a list of contraception methods.
- There is a range of tiles, progressing from least safe to most safe across the screen
- The activity is divided into three ranges, least safe, somewhat safe and most safe,
- The user drags and places a method of contraception from the list on a tile, within the current range.
- The user must populate all tiles in a range to trigger the level complete check

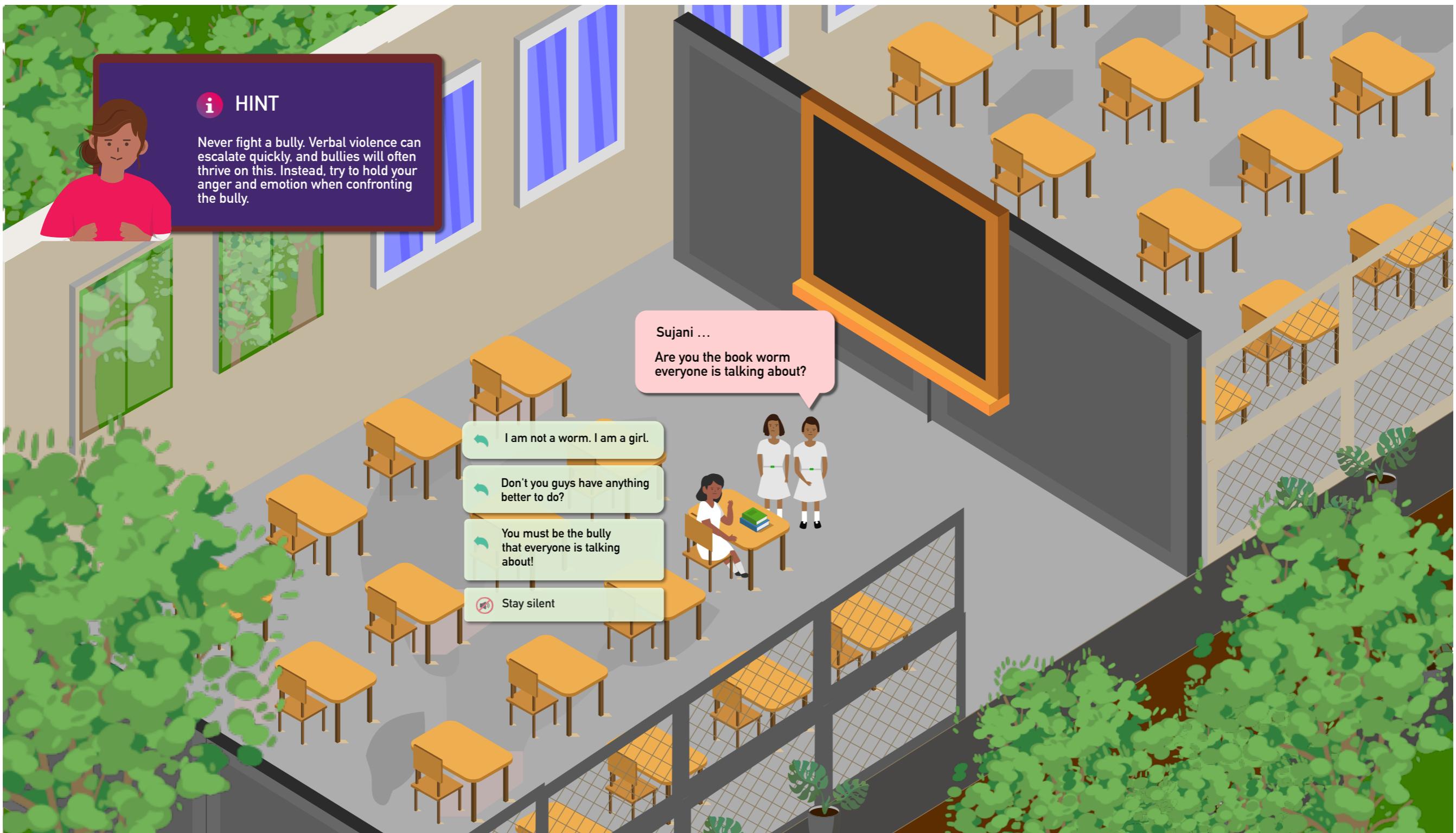
- If the user's guesses are correct, they are awarded a point and the boat moves across the screen denoting progress to the next range
- If the user is incorrect, the boat stays in place, and the contraception method moves back, allowing the user another chance to place them
- Each time the user advances a stage there is commentary and explanations from the character at the top left of the screen.
- At the end of the activity, a visualization of all contraceptive methods ranked by safety are provided.

Role play (example 1)



Roleplay (Example 2) (<https://youtu.be/dxbRQH7W7qw>)

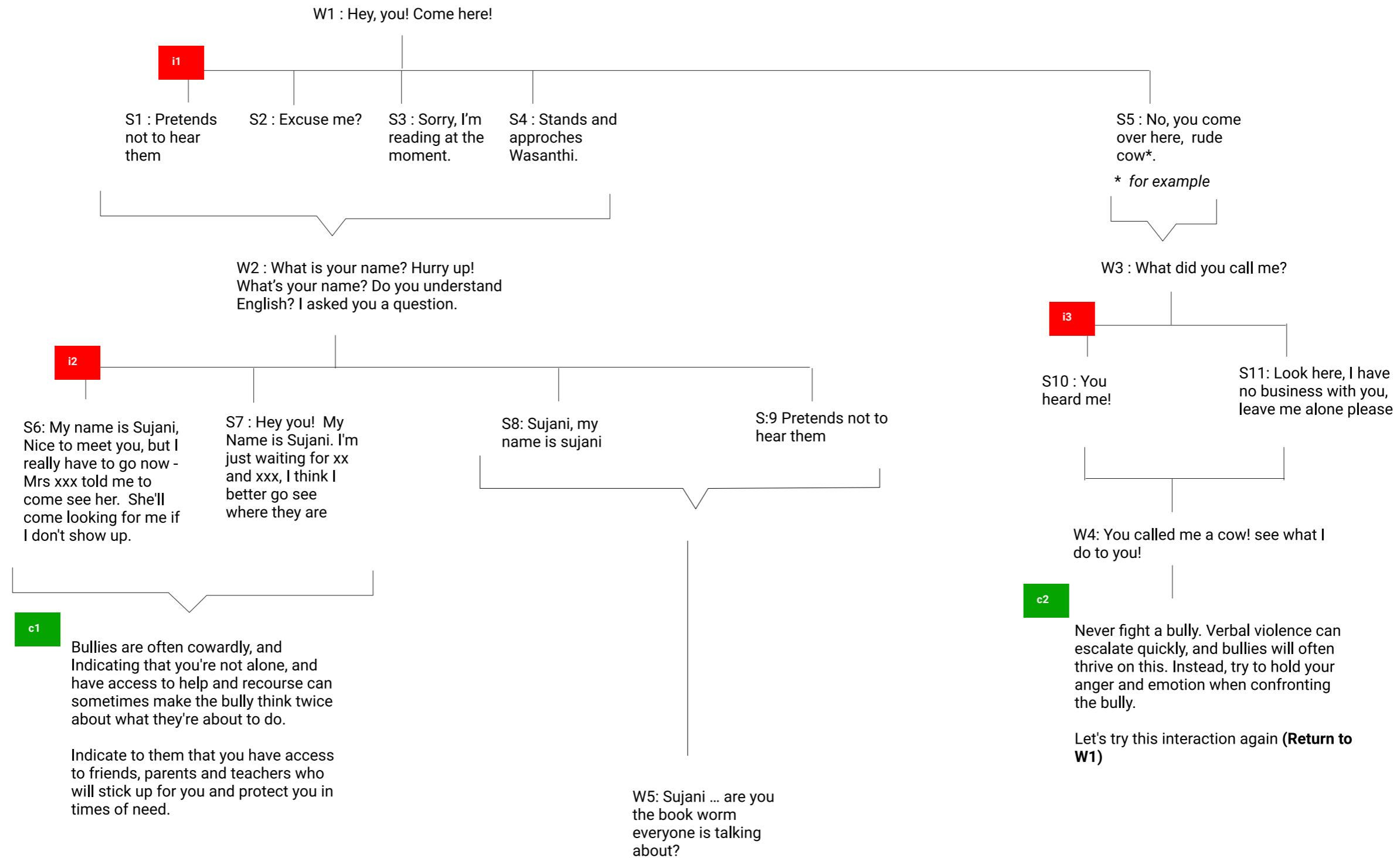
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For each scenario/roleplay, a flow diagram will be provided to the developer

#### Key actors

**Sujani and Wasanthi demonstrating the scene**  
An explainer character offering advice and comments based on the users inputs.



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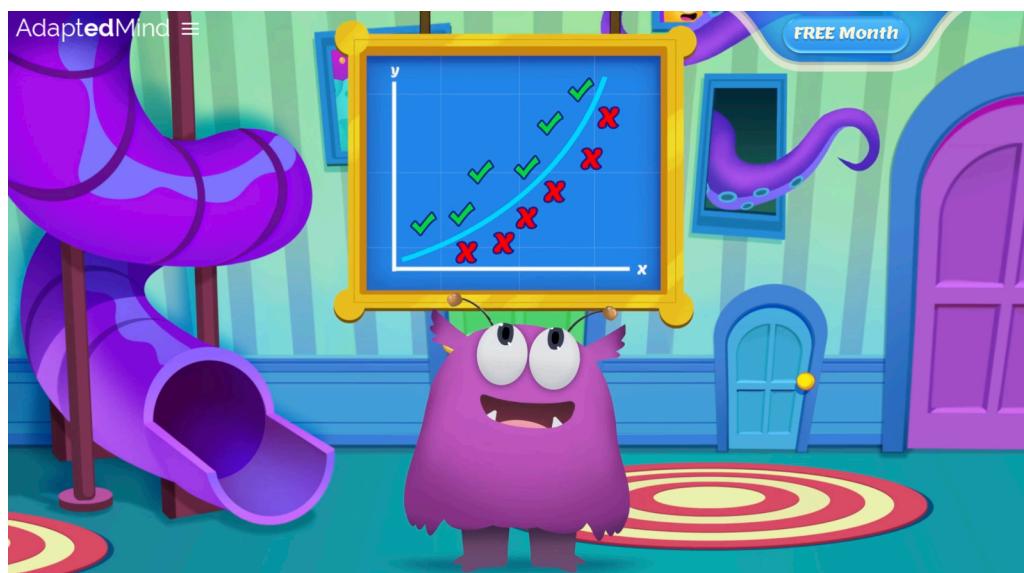
## Example 2

- In simple roleplay scenarios, a scripted conversation occurs between two or more characters, in the above example - the conversation is depicted to happen over text - it is also possible to have voiceover based conversations.
- As the fixed character speaks/texts, the player is able to select from 4 responses, depending on the response, the fixed character's response also changes. The message/response chain is displayed on the screen.
- In each step of the conversation, the helper character at the top left will provide commentary and explanations. Once a response is selected, if the response is appropriate, the helper character will endorse the response, if the response is inappropriate, the helper character will explain why.
- The activity will finish once a set number of back and forth responses have been completed.
- The scripts for these roleplay activities will be provided by the writing team sourced by the UNFPA
- These activities can be used to educate young people on a number of topics such as dealing with harassment, sexual exploitation, setting up boundaries, healthy communication between family, friends and in relationships etc.

## Other examples

- See : [www.adaptedmind.com](http://www.adaptedmind.com)

While we do not need to replicate the quality and sophistication of animation seen on [adaptedmind.com](http://www.adaptedmind.com), the use of interactive, character driven presentation of the site content is a general feature we would like to have.



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## Other examples

- See : <https://www.e-learningforkids.org/>

The combination of interactive navigation and traditional menu based navigation in the above example is something we would like to recreate on the platform.



- Developers may look towards the two above examples for further clarification of our intent.
- All interactive sessions will be 2D, with primarily point and click inputs
- The same underlying models can be used with different graphics for multiple topic areas to to add more diversity to the interactive experiences with relatively minimal effort.
- All scripts and concepts, along with flow diagrams etc will be provided by UNFPA
- The art direction and characters will be developed by UNFPA sourced artists, vectorized formats of artwork will be provided to the dialog team for animation.



# CONTENT

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## Organization of Content

- Our educational content consists of **18 key subject areas**, with several subtopics under each section constituting **69 subtopics in total**.
- Not all subtopics will have their own separate article as certain articles might cover more than one subtopic.
- All subtopics will of course have one or more paragraphs of explaining text, all subtopic will also have either a static image or an infographic.
- Each article may contain one or more video
- Each subject area will have at least one interactive experience.

## Top level breakdown

**! Please refer to appendix on content : Finalized Articles with Subject areas**

Topic	Details			
	No. Subtopics	No. Articles	No. Videos	No. Interactive ex
Relationships	4			
Puberty	2			
Sexuality	2			
Sexual Orientation	4			
Gender identity and expression	5			
Gender	4			
Consent	3			
Sexually transmitted infections	3			
Sex and pleasure	5			
Masturbation	2			
Pregnancy	4			
Parenthood	3			
Menstruation	6			
Contraceptives	3			
Emergency contraceptives	2			
Wellness and health	3			
Prevention of sexual and gender-based violence	7			
Living with HIV	4			

---

## ■ Relationships

Subtopics (4)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is a healthy relationship?	X	X					
How can I have a healthy relationship?	X	X					
What makes a relationship unhealthy?	X	X					
How to end a relationship?	X	X					

## ■ Puberty

Subtopic (2)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is puberty?	X	X					
What are puberty? changes in girls and boys?	X	X					

## ■ Sexuality

Subtopic (2)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is sexuality?	X	X					
History of sexuality in Sri Lanka	X	X					

## ■ Sexual Orientation

Subtopics (4)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is sexual orientation?	X	X					
How do I know my sexual orientation?	X	X					
What is coming out?	X	X					
What is homophobia?	X	X					

---

## █ Gender identity and expression

Subtopics (5)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is gender identity?	X	X					
What is transgender?	X	X					
What is transphobia?	X	X					
What is transition?	X	X					
What is the support available for transgender people in Sri Lanka?	X	X					

## █ Gender

Subtopics (4)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is sex and gender?	X	X					
What are gender roles and stereotypes?	X	X					
What is gender gap?	X	X					
How can we build gender equality?	X	X					

## █ Consent

Subtopics (3)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is consent?	X	X					
Age of consent in Sri Lanka?	X	X					
How do I talk about consent with my partners?	X	X					

---

## ■ Sexually transmitted infections

Subtopics (3)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What are STIs?	X	X					
What are common types of STIs in Sri Lanka? (including latest data)	X	X					
How do I know if I have a STI?	X	X					

## ■ Sex and Pleasure

Subtopics (5)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
How do people have sex?	X	X					
Is sex good for me?	X	X					
How do I talk to my partner about sex?	X	X					
What is sexual arousal?	X	X					
What happens in an orgasm?							

## ■ Masturbation

Subtopics (2)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is masturbation?	X	X					
Is masturbation good for me?	X	X					

## ■ Pregnancy

Subtopics (4)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
How does pregnancy occur?	X	X					
What is the best time to get pregnant?	X	X					
Pregnancy tests	X	X					
How do I terminate a pregnancy?	X	X					

---

## Parenting

### Parenthood

Subtopics (3)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is a planned pregnancy?	X	X					
What is the best time to become a parent?	X	X					
What are my options to become a parent?	X	X					

## Menstruation

Subtopics (6)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What is menstruation?	X	X					
How to maintain menstrual hygiene?	X	X					
What are the menstrual products available to me?	X	X					
What are the myth based practices around menstruation in Sri Lanka?	X	X					
How do I challenge myths around menstruation?	X	X					
What are the other health conditions that are related to menstruation?	X	X					

## Contraceptives

Subtopics (3)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What are the available methods of contraceptives in Sri Lanka?	X	X					
How can I access contraceptives in Sri Lanka?	X	X					
How much does contraceptives cost?	X	X					

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## ■ Emergency Contraceptives

Subtopics (2)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
What are emergency contraceptives?	X	X					
How do they work	X	X					

## ■ Wellness and health

Subtopics (3)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
Reproductive related cancer	X	X					
Sub-fertility and treatment	X	X					
Vaginismus / Endometriosis/ Sexual dysfunction	X	X					

## ■ Prevention of sexual and gender-based violence

Subtopics (7)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
Cyber exploitation	X	X					
Child abuse	X	X					
Sexual harassment in the world of work	X	X					
Harassment in public places	X	X					
Rape/incest	X	X					
Domestic violence	X	X					
Available support for survivors in Sri Lanka to respond to SGBV	X	X					

\*Each sub topic will include

A.Legal Framework

B.What it is with examples

C.Myths about each type of violence

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## ■ Living with HIV

Subtopics (4)	Features					Age	Related
	Text	Infographic	Video	Interactive	SOS		
Can I live with HIV?	X	X					
How can I live with HIV?	X	X					
Can I have a family while living with HIV?	X	X					
Can I have adolescents while living with HIV?	X	X					



## DELIVERY OF LEARNING CONTENT

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### Key priorities in learning content delivery

#### 1. Immediate and open accessibility of content

We aim to put minimal barriers between the user and the content, therefore the platform will make all content available to all end users free of registration or creation of a user account. Whereupon a user account is needed, it will be either for users to track their progress, or master accounts for teachers, parents and organizations to direct their students, adolescents, employees towards pre-selected lessons (see user accounts). We also require all content to be trilingual.

#### 2. Attractiveness and entertainment value

As the primary audience of the platform happens to be young adolescents, we require the platform to be visually striking, and all content as well as the presentation of the platform itself to have an entertainment value carried through by a strong focus on interactivity and the quality of audio-visual content.

#### 3. Clarity of presentation and content

The site navigation must be self explanatory, with abundant guidances for the audience to find their way around the site and maximize their return for the time invested in the site. We would need to embed in-situ tutorials on pages, for example to clarify following aspects

- At the home page, explaining different sections of the site, how to navigate the site, menus and features etc
- In an article page, explaining lesson structure, how to navigation to various parts of an article etc
- Tooltips within interactive experiences explaining how to progress through an interactive experience
- 
- 

#### 1. Relevance to user

We will tag each lesson in the platform by age relevance, and will put forward to the user content that is most relevant to their age, we will also need to ensure that we make suggestions to users based on their most viewed subject areas/lessons to ensure that we create non-linear pathways for users to

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explore content regardless of the point from which they start learning. Therefor each lesson, upon completion will propose to the several associated lessons that they can progress to.

## 2. **Multimodality and Responsiveness**

The usability of the site must be preserved from desktop to mobile, and there should be minimal visual compromises from one mode to the other. We would also like to explore optimization for smart-screens and other smart classroom applications. The developer should approach the development of particularly interactive content with the idea that at times, multiple versions of an interactive experience would have to be developed to ensure maximum usability on mobile as well as desktop.

## 3. **Connectedness**

We require heavy social media integration into the platform, with convenient ways to share articles, videos and activities prominently displayed wherever possible.

### **Deviation from Traditional LMS solutions**

**We prefer to deviate from traditional LMS solutions such as moodle for the following reasons**

1. We do not need the administrative complexity and feature richness of a fully fledged LMS with multiple user authorization levels, etc to deliver our learning content as our approach to delivering lessons is much simpler and self contained.
2. Most existing LMS solutions are too convoluted and too cumbersome for younger users, we require the platform to not carry the impression or the appearance of a traditional learning experience.
3. We were not able to replicate the interactivity, visual richness and fluidity that we require in our platform on traditional LMS solutions.

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## Platform as a rudimentary learning management system.

Rather than integrating a 3<sup>rd</sup> party LMS solution into the platform; the platform itself would be best treated as a rudimentary LMS; containing rudimentary interpretations of the following functions

### Functions available to all users.

**LEVEL 1**

1. User is able to progressively advance through a series of lessons
2. User is able to browse a catalogue of lessons and take lessons on demand
3. The progress of lessons can be punctuated with exercises and activities
4. User is able to browse and pick from a catalogue of activities and tests on demand
5. The platform is able to recommend lessons and tests to users based on age, as well as previously completed lessons/tests
6. A user can, if required - sign up for a user account and save their progress through the catalogue of lessons and activities; resuming from where they left off. \*

\*The final decision to implement a basic user account system will be made after a cost/benefit analysis - in the absence of a user account system; the end users will still have access to all content, albeit not being able to keep in track of progress.

### Functions for monitoring and classroom use

**LEVEL 2**

1. Teachers and guardians are able to make master user accounts.
2. Through these master accounts, teachers and guardians can pick out lessons and make custom lesson plans for young users, deploying them through sub accounts.
3. The platform will provide the tools for master account holders monitor the progress of these sub accounts.

### Functions for branding and certification

**LEVEL 3**

1. Schools and organizations can make master accounts, make custom lesson plans to multiple groups of users.
2. Organizations can monitor multiple accounts for progress
3. Organizations are able to generate custom, branded certificates via the platform; through a human verification process to upload their branding onto the platform.



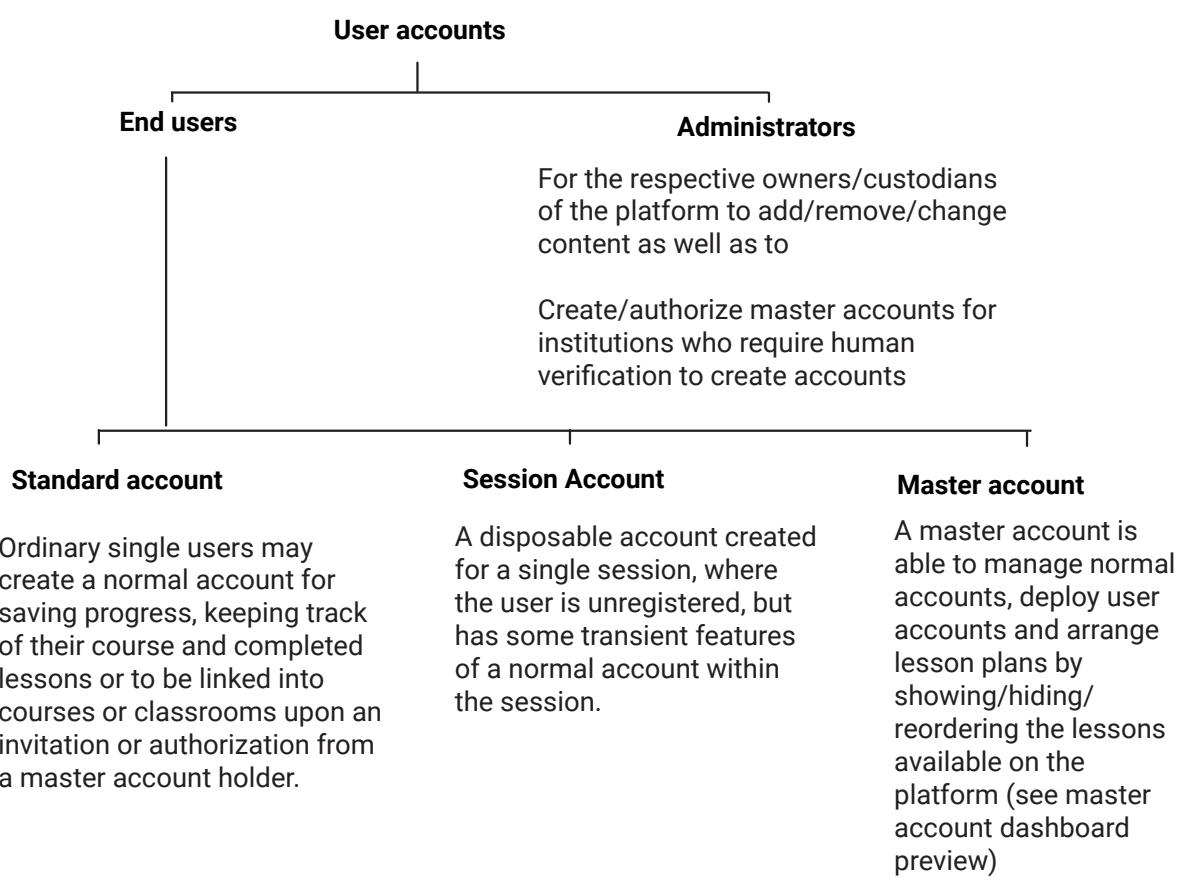
## ADMINISTRATION AND USER ACCOUNTS

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### Key account types, user facing and service-end administrative functions

The platform will rely on three distinct types of user accounts, **Standard or sub accounts/ Session accounts**, for all general users with no administrative features, **Master accounts**, with cursory administrative features applying only in a limited capacity within a student cohort or within an institution, and **Administrator accounts**, only available to the custodians of the platform to make changes and add content.

Master accounts are named such that their administrative are solely applicable with regards to one or more normal or sub accounts, for example, a teacher might design a lesson plan for a classroom with a master account; and would then deploy it through sub accounts belonging to students.



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## Master account features

<b>Course and content Management</b>	<ul style="list-style-type: none"><li>• Create and manage custom courses and lesson plans, by altering, showing/hiding various parts of the curriculum structure as well as by changing the order in which lessons appear to students.</li><li>• Assign instructors and manage class schedules.</li><li>• Track course progress and completion rates.</li></ul>
<b>Institutional functions</b>	<ul style="list-style-type: none"><li>• Ability to request human verification for institutional branding for certificate courses</li></ul>
<b>Session Management</b>	<ul style="list-style-type: none"><li>• Ability to host virtual classrooms</li></ul>
<b>User Management</b>	<ul style="list-style-type: none"><li>• Ability to create and deploy sub accounts to enroll students</li><li>• Ability to create one time login tokens for quizzes and classrooms</li><li>• Monitor user activity logs and history.</li></ul>
<b>Communication Tools</b>	<ul style="list-style-type: none"><li>• Send announcements and notifications to users.</li><li>• Direct messaging with users and instructors.</li></ul>
<b>Analytics and Reporting</b>	<ul style="list-style-type: none"><li>• Generate reports on user engagement, course performance, and content usage.</li><li>• Analyze quiz results and feedback to identify learning trends.</li><li>• Export data for further analysis.</li></ul>
<b>Dashboard/Overview</b>	<ul style="list-style-type: none"><li>• Cohort progress, course and lesson completion.</li><li>• Lessons taught, lessons pending</li><li>• New available lessons and content</li><li>• Overview of sub account activities, and key learning metrics, assignment/quiz completion and task completion.</li><li>• Quick links to course materials, lesson plans, and syllabi.</li></ul>



## My classes (10) ▼

**6A**

16 students

lesson plan {lesson plan name} : 3 subject areas - 18 lessons total

[Change](#)

6/18 Lessons complete



● Relationships : 4/6 completed



EST : 21/07/2023 - 30/08/2023

On target ▼

● Menstruation : 2/6 completed



EST : 21/07/2023 - 30/08/2023

Possible delay\* ▼

## My lesson plans (3) ▼

**{lesson plan name}**

3 subject areas - 18 lessons total

deployed to 3 classes - 48 students total

[Change](#)

## Certification Courses and Quizzes (12) ▼

**{cert course name}**

3 subject areas - 18 lessons total

deployed to 3 classes - 48 students total

[Change](#)

## Virtual Classrooms ▼

**{v.classroom name}**

3 classroom setups

deployed to 3 classes - 30 students total

**What's new?****Lesson added** : Family and Friendships**Lesson added** : Life at school and work**Quiz added** : Relationships (Part 2)**Feature update** : Virtual classrooms**Add classes, lessons and certificate courses**[Add new class](#)[Add new lesson plan](#)[Add new certificate course or quiz](#)**Users and enrollments**[See all enrollments](#)[Enroll students or deploy accounts](#)[Send one time login tokens](#)**Virtual classrooms**[Set up new virtual classroom](#)[Invite to virtual classrooms](#)**Help and support**[Learning aids and teacher training](#)[Using this platform](#)

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### **NOTE : SESSION ACCOUNTS (AS YET UNDETERMINED)**

*Session accounts exist primarily to enable unregistered users to interact with custom lesson plans or virtual classrooms, polls for one off or in-situ instances, for example, a teacher in a classroom might send out a custom quiz, accessible through a one time link, where the user is spared the effort of making a user account, or the user cannot create an account by themselves due to not meeting the minimum age of content - we propose the idea of session accounts to the developer for further feedback with regards to the fit for purpose or efficiency.*

### **Standard account features**

Saving progress and waypoints	<ul style="list-style-type: none"><li>Provides a re-accessible user profile that records all changes</li></ul>
Engagement with content	<ul style="list-style-type: none"><li>See completed and available journeys (lessons)</li><li>See completed and available games and scores</li><li>See badges and achievements based on user activity, lesson completion etc</li><li>See finished and pending quizzes</li><li>Ability to generate certificates with institutional branding if invited by an institutional master account holder</li></ul>
Updates and notifications	<ul style="list-style-type: none"><li>Updates on new content</li><li>Updates on sessions/quizzes or polls that a user is invited to join</li><li>Direct messages from relevant master account users</li><li>Updates on new achievements</li></ul>

### **Session account**

**No Saving progress and/or waypoints**

- Does not hold record of progress, is volatile.

**Engagement with content (Within the current session only)**

- See the content block or content blocks that a user is invited to see
- Enables user to interact in a collaborative learning environment such as virtual classroom or a poll.
- Enables user to take a quiz and generate a certificate with institutional branding if invited by an institutional master account holder. The user must complete the quiz before the expiry of the link.



[User\_name]



## Adventures ▼



## Badges ▼



The Conversationalist



The Defender



The Diamond

## My journeys (10) ▼

6A

Invited by {teacher name}

6/18 journeys complete



EST : 21/07/2023 - 30/08/2023 ▼

Relationships : 4/6 completed



Sexually transmitted inf : 2/6 completed



EST : 21/07/2023 - 30/08/2023 ▼

## My quizzes and tests (5) ▼

3/5 Quizzes complete



Parenthood : Completed (79%)



▼

Contraceptives : EST : 21/07/2023 - 30/08/2023 ▼

## Notifications



Virtual classroom

Contraceptives :  
5.30 PM | 30th Tuesday | May, 2024

You have been invited  
by {teacher name}



New Lesson Added  
Family and Friendships



New Badge

Congratulations!  
You have earned a new badge

The defender : Learn more  
about this achievement



New message

From  
{sender name}

msg heading : msg  
subtext.....



New message

From  
{sender name}

msg heading : msg  
subtext.....

Help and support



## CERTIFICATION

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### How are certificates obtained and deployed?

Certification features will produce proof of successful course completion, the user can download a printable digital copy of a certificate addressed in their name.

Certification may or may not contain branding belonging to a particular institution, any user with a general account is able to download a certificate addressed in their name with platform branding only.

If a sub account is connected to a Master account that has enabled institutional branding by means of human verification, the users (eg : students from a registered school referred by a teacher or employees of an institution referred by management) can download a certificate with institutional/corporate branding.

The standard pathway(s) to obtaining certification would be as follows;

- By taking the quiz/test at the end of a standard lesson
- By completing an interactive journey which asks questions as it progresses through a teaching experience
- By finishing a one or a series of custom or standard quizzes or a custom lesson plan a user is invited to complete by a Master account, where the certification is only issued upon finishing multiple quizzes across different dates/attempts rather than in one sitting.
- By successfully finishing a virtual classroom session, where each student participating is given a download link to the quiz at the end of class.

### Branding and Co-Branding of certification

Standard certificates meted out to users will contain only the branding of the platform, the subject area, the date and the student name (registered name) , the course/subject are for which the certificate is obtained as well as a grading.

The only discernible difference when it comes to an institutional certification would be the addition of an institutional logo, and a text block that enables the institutions to add their own notes/disclaimers to the certificate.

#### **NOTE : ADDITIONAL FEATURES TO INSTITUTIONAL CERTIFICATES**

*Upon further discussions with institutional stakeholders, we will finalize additional information such as certificate IDs and other information that they would like to include in certificates as standard.*

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### Standard certificate



### Registered institutional certificate



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## Badges and Tokens

Tokens of achievement that can substitute and/or complement certificates can be specially designed for younger age groups in specific instances. For example in field promotion and induction campaigns for the product, physical tokens that resemble digital badges that users will receive when they have achieved a particular learning objective can be recommended.

Each learning objective will have a token or badge attached to it, and the badge will be rewarded once these objectives are achieved by the user. For promotional and communications purposes, we expect these badges to open up an avenue to boost interaction and engagement by creating incentives to compete and regularly engage with the platform.

Badges and tokens can also, if required can feed into promotional material and merchandise, where achieving a certain number of badges will make the user eligible for a physical item.

While the extent to which the platform will spill over into physical products should be considered alongside the comms campaign and administrative/logistical challenges involved - it would be prudent to build in tracking facilities into the platform to aid these logistics.

## Leaderboards

- Platform wide leaderboards for the general user base are not generally recommended
- There can be cohort specific leaderboards for quizzes and interactive games.
- There can also be **institutional leaderboards**, which measure metrics such as
  - Cohort size, growth and retention
  - Total lessons completed
  - Number of custom lesson plans deployed and completed
  - Engagement in virtual classrooms

Institutional leaderboards and associated incentives will enable us to maintain constant enthusiasm and engagement with institutional stakeholders, whereupon institutions and institutional users achieving a set number of KPIs are rewarded. Institutional leaderboards will also allow an institution to see its performance in comparison to other institutions, by means of performance percentiles that do not reveal the identities of other profiles.



## ANALYTICS, MONITORING AND EVALUATION

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This section states a cursory list of KPIs that can be generally measured through site analytics and presented via dashboards as an administrative provision of the platform, further data gathering and evaluation, particularly for qualitative analysis and impact assessments will be provided in a secondary document once consensus has been achieved with all project stakeholders. When developing or integrating analytics tools, the following areas must be paid attention to:

### Key performance Indicator segments that need to be captured.

- **Exposure, growth and traction**
  - **Total visits**
  - *Total visits led by Social Media platforms*
  - *Total visits led by other means*
  - Growth of engagement overtime (Is the platform **gaining, maintaining or dropping users** )
  - Do registered members keep returning to the platform
  - Total instances of sharing on social media
- **Learner traction, origin and life cycle analysis**
  - **Comparative use of the different resources** (text, videos, interactive content) across different subjects areas
  - Correlation between **exposure** to course content and **assessment outcomes** (Do people actually follow the course before they attempt quizzes?)
  - Technology adoption (In particular, how often are features intended for institutional users such as virtual classrooms or certification is used)
  - User Authentication/Access Times per Individual User
  - learner access origin – home, school, workplace, etc/and general location from which platform is accessed
- **Institutional KPIs**
  - **Total human verified institutional registrations**
  - Institutional cohort sizes
  - Number of certificates generated

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## Basic site analytics

### Traffic

- Total number of visitors over time
- Total unique visitors over time
- Returning visitors over time

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### Engagement and Consumption Rate

- Average time spent on the platform per user
- Average pages viewed per session per user
- Bounce rate (percentage of users who navigate away from the site after viewing only one page)
- Frequency of engagement from registered users

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### Content Analytics:

- Total views by page
- Total instances of engagement by activity
- *Most viewed content/activities*
- *Least viewed content/activities*
- Average time spent on different types of content (articles, videos, inter experiences)

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### User Journey:

- Path analysis to understand how users navigate through the platform
- Identify drop off points/ discontinuation points in user journeys

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### Device and Location:

- Devices used to access the platform (desktop, mobile, tablet)
- Geographical location of users

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### Calls to action for utility functions

- Completion rates for various calls to action
  - Signing up with a user account
  - Sharing content on social media (Disaggregated by social media channels)

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### Feedback and Comments: [not through analytics]

- *User comments on content*
- *Feedback on user experience*

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## Analytics for Standard Accounts

<b>Signup and Volume</b>	<ul style="list-style-type: none"><li>• Number of new standard Accounts</li><li>• Proportion of standard accounts independently established versus led by a master account.</li><li>• Total number of standard accounts registered under an institution (Might need some manual work for analysis since names of institutions are not programmed into the platform, nor codified in a consistent manner)</li><li>• Number of registered returning visitors</li></ul>
<hr/>	
<b>Usage and Engagement</b>	<ul style="list-style-type: none"><li>• <b>Usage statistics (per user)</b><ul style="list-style-type: none"><li>• Active engagement time as standard user</li><li>• Total lessons visited</li><li>• Total lessons completed with a quiz</li><li>• Most frequent content choices ( Does the user prefer to scroll through text or are they more likely to find the video attached to a lesson?)</li><li>• Participation in sessions organized by a master account (Virtual classroom or quiz)</li><li>• Completion rate per collaborative learnign session session (Do users stay all the way through a virtual classroom?)</li><li>• No of Interaction instances in a virtual classroom (Does the user raise comments or ask questions)</li><li>• Most viewed lessons by selected age</li><li>• Most viewed lessons by selected gender</li><li>• Most followed lesson to lesson content paths</li></ul></li><li>• <b>Engagement and traction (per user)</b><ul style="list-style-type: none"><li>• Frequency of engagement over time</li><li>• Total shares on social media per account</li></ul></li></ul>

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## Analytics for Master Accounts

<b>Signup and Volume</b>	<ul style="list-style-type: none"><li>• Number of new Master Accounts (Disaggregated by purpose - parents/ teachers (institutional)/ teachers (personal))</li><li>• Institution details (Location, Name, Type, Size of Audience)</li><li>• Total number of human verified institutions</li><li>• Total number of master accounts per institution</li><li>• Returning master account visitors over time</li></ul>
<hr/> <b>Per Master Account</b>	<ul style="list-style-type: none"><li>• <b>Usage statistics</b><ul style="list-style-type: none"><li>• Active engagement time per session</li><li>• Active engagement time with sub users via virtual classrooms etc</li><li>• Custom lesson plan profile data (Does the user produce custom lesson plans?)</li><li>• Number of Sub users per collaborative learning session</li></ul></li><li>• <b>Cohorts and Certificates</b><ul style="list-style-type: none"><li>• Number of certificates generated by institutional users</li><li>• Cohort sizes for institutional master accounts</li></ul></li></ul>

**NOTE : ADDITIONAL ANALYTICS TO BE INCLUDED AFTER DISCUSSIONS WITH M&E PARTNERS, LIST NOT EXHAUSTIVE.**



## ACCESSIBILITY

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It is crucial to ensure that our platform is able to become an inclusive space that not only technically accomplishes accessibility, but actively acknowledges and attempts to remedy the compounded and/or differential impacts young people with disabilities suffer with regards to their sexual and reproductive health and rights.

### Catering to users with disabilities through

#### Features

A standard suite accessibility features that apply across the board to content and navigation as well as more fine tuned solutions to make interactive and narrative driven experiences more accessible is also quite crucial

The developers are requested, depending on the final agreement on the nature and the execution of interactive content, present best practice methods to make them more accessible.

#### Delivery Mediums

I would also recommend at least a few specialized, accessibility and inclusion focused content blocks, such as narrated audio-stories based on the characters and learning objectives that we aim to cover on the platform. These can be disseminated on the platform itself and on social media, as well as on all major podcasting spaces.

#### Content

**Would like to see the content writers' advise on this,** whilst not directly prescribed in the documentation on International technical guidance documentation on Comprehensive Sexuality Education (?), perhaps we have **an opportunity here to include content on disability, diversity and inclusion, particularly in contexts where they might be CSE adjacent.**

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## Basic suite of accessibility features

- An accessibility settings options should be displayed on the landing page and given enough prominence so that any users who might want to avail of it can easily see it.
- Similarly, on the legacy UI, the far right corner should contain an accessibility menu that provides the users with all options stated above.
- Due to the complexities that might arise in engineering accessibility solutions into the more interactive UI features of the platform, it would be more prudent to focus on enabling accessibility features on the legacy UI.

### Visual Impairments

- WCAG compliance with color
- Ensure compatibility with most commonly used screen-readers
- Dark and bright high contrast and scalable text support
- High contrast mode on text
- Alt text on images
- Ability to turn off navigational element animations
- Sound effects or auditory cues to provide feedback and alerts, allowing visually impaired players to perceive important game events and changes.
- Keyboard navigation support for the legacy UI

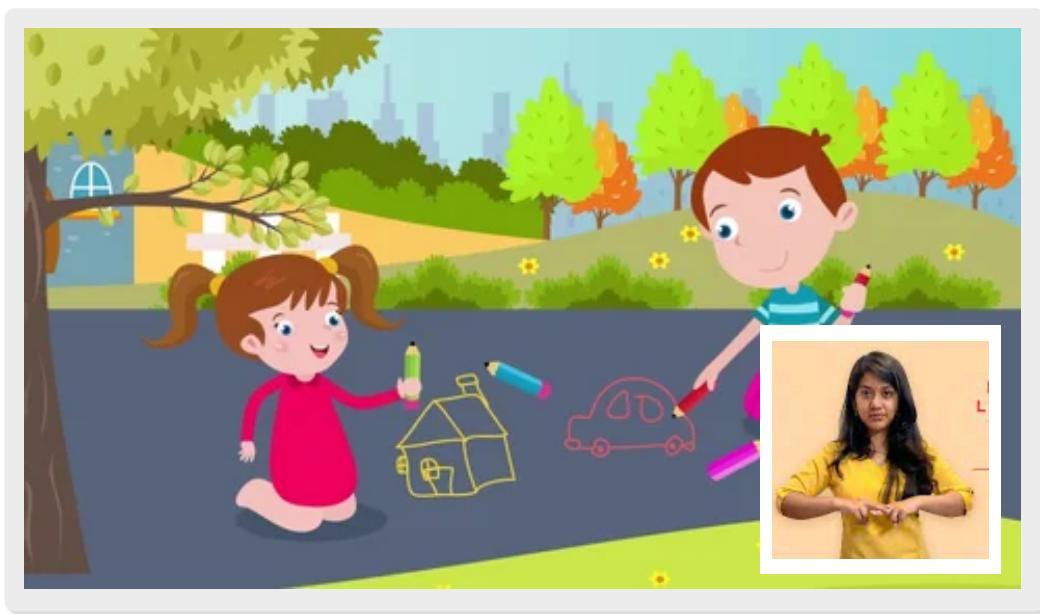
### Hearing impairments

- Closed captions and subtitles on all videos
- The video script, starting with a short summary must be available as readable text
- Ability to turn background music and sound effects off and isolate voice from interactive features
- Audio prompts in all interactive features must also be alerted on screen and must provide clear textual feedback for player actions and game events, ensuring that hearing-impaired players can understand the outcomes of their actions without relying on audio cues.
- Incorporate visual cues or indicators in interactive experiences to convey important auditory information, such as alarms, alerts, or environmental sounds. These visual cues can include flashing lights, icon animations, or text overlays.

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## Delivery mediums

- Audio stories/ podcasts/expert interviews, narrated by voice actors with scenarios and dialogues covering a select package of crucial learning objectives, these audio content can not only be embedded in the platform, but can be widely disseminated and made sharable across multiple content channels.
- Narrations on videos and animations that enable the users to grasp the concepts covered independently of the video, if this is successfully accomplished in the script, every audio track for a video then doubles up as a potential standalone listening feature that can even be disseminated separately.
- Keyboard controlled interactive journeys, where users can listen to the dialogue and select the next response by clicking a button
- Sign language interpretation videos embedded within or presented alongside animations and videos, enabling hearing impaired users to absorb visual content whilst also understanding what is being said.



Sign language interpretation does not need to be baked into the videos upon release, but can be implemented as an overlay, even at a later phase of the project where we may be able to secure assistance of institutions, collectives and organizations who might want to collaborate with us on making CSE content more accessible.

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- Utilizing collaborative learning mechanisms such as virtual classrooms that support accessibility features, allowing visually impaired users to participate in group discussions, share resources, and collaborate with peers and instructors.

## Guidance

- It is also imperative that the platform contains easily accessible guidance literature and tutorials for parents and educators to assist learners with disabilities to extract the most value out of the contents of the platform
- The overall accessibility toolkit, must be developed in consultation with field experts, whereupon we might be able to develop a standardized workshop template can also be integrated into the platform for institutions to address classrooms with disabilities.

The following is an example of an *interaction* between two variables in a scatter plot.

This particular example attempts, in a rudimentary way to capture :

- Typical number of interactions per journey (clicking, dragging and dropping) : 60-80*
- Typical number of characters per journey : 2 main, 6 background*
- Typical instances of background/environment changes : 5-10*
- Typical length of time taken to complete a journey - 15-20 minutes*

For example - can we integrate **Sex and Pleasure, Consent, and Communication** into our journey? do we need more time? should we bring the time ceiling down? understand that this might change from topic to topic, but for budgeting purposes

I would recommend that the most effective way to go about this would be to finalise a **content package** for younger users, and from there, review how we can intermingle the total number of interactive journeys to around 5-8 units.

total number of interactive journeys to around 5-8 units  
For now, please let me know if this is a generally suitable mod

For now, please let me know if this is a generally suitable model.

NIS

event, character or a conversation, or description of an environment, NIS typically incorporates animation as well as dialogue and background narration, users are not able to interact with the program when sequences are in effect

**INT**  
Interaction, where user has to provide input (by clicking or dragging) to advance to the next event

interaction, where user has to provide input (by clicking or dragging) to advance to the next event movement etc)

injected into an interaction, **NIS** differs from BC due to the fact that BC might more explicitly refer to commentary that happens within an interactive sequence

## 2. Rough seq

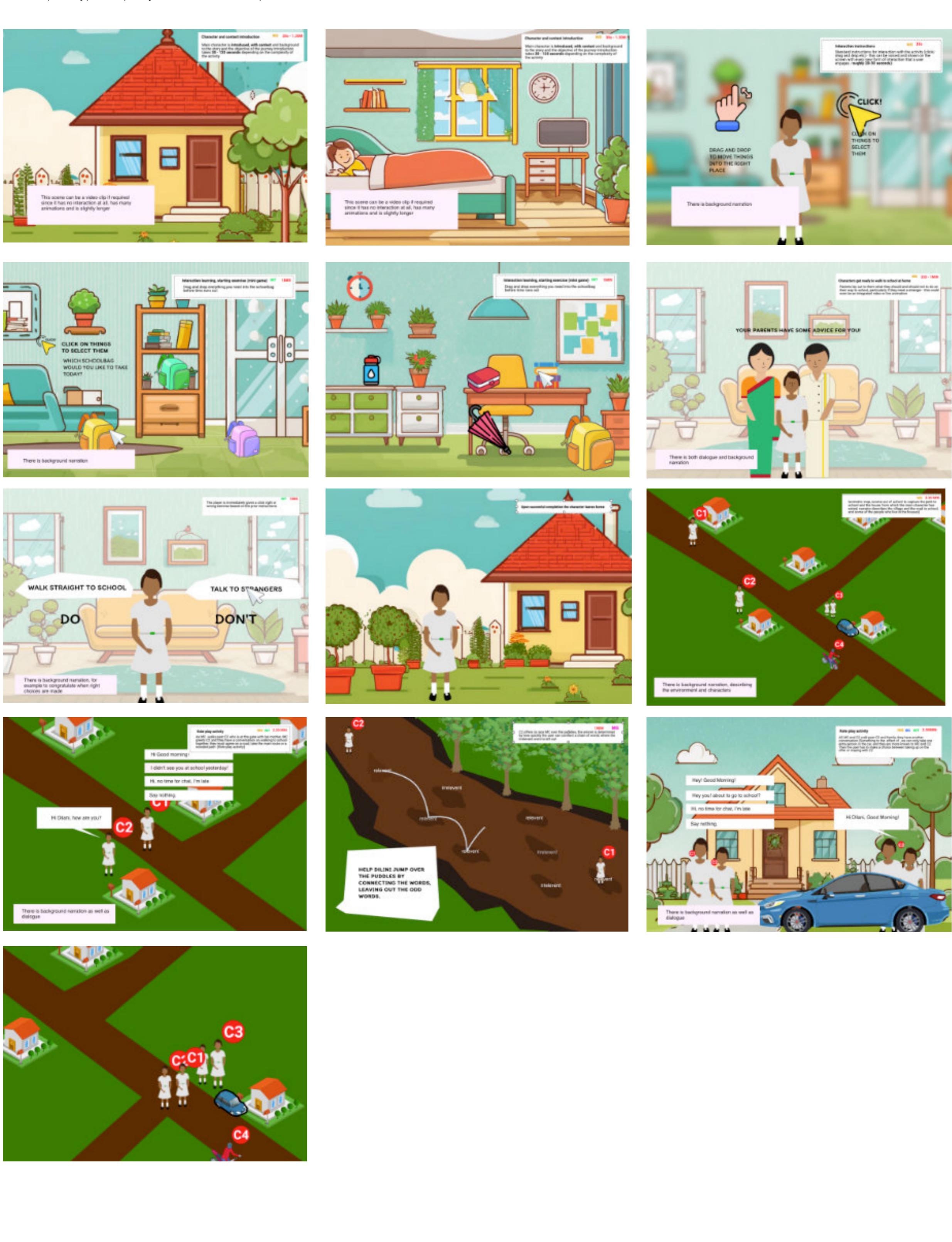
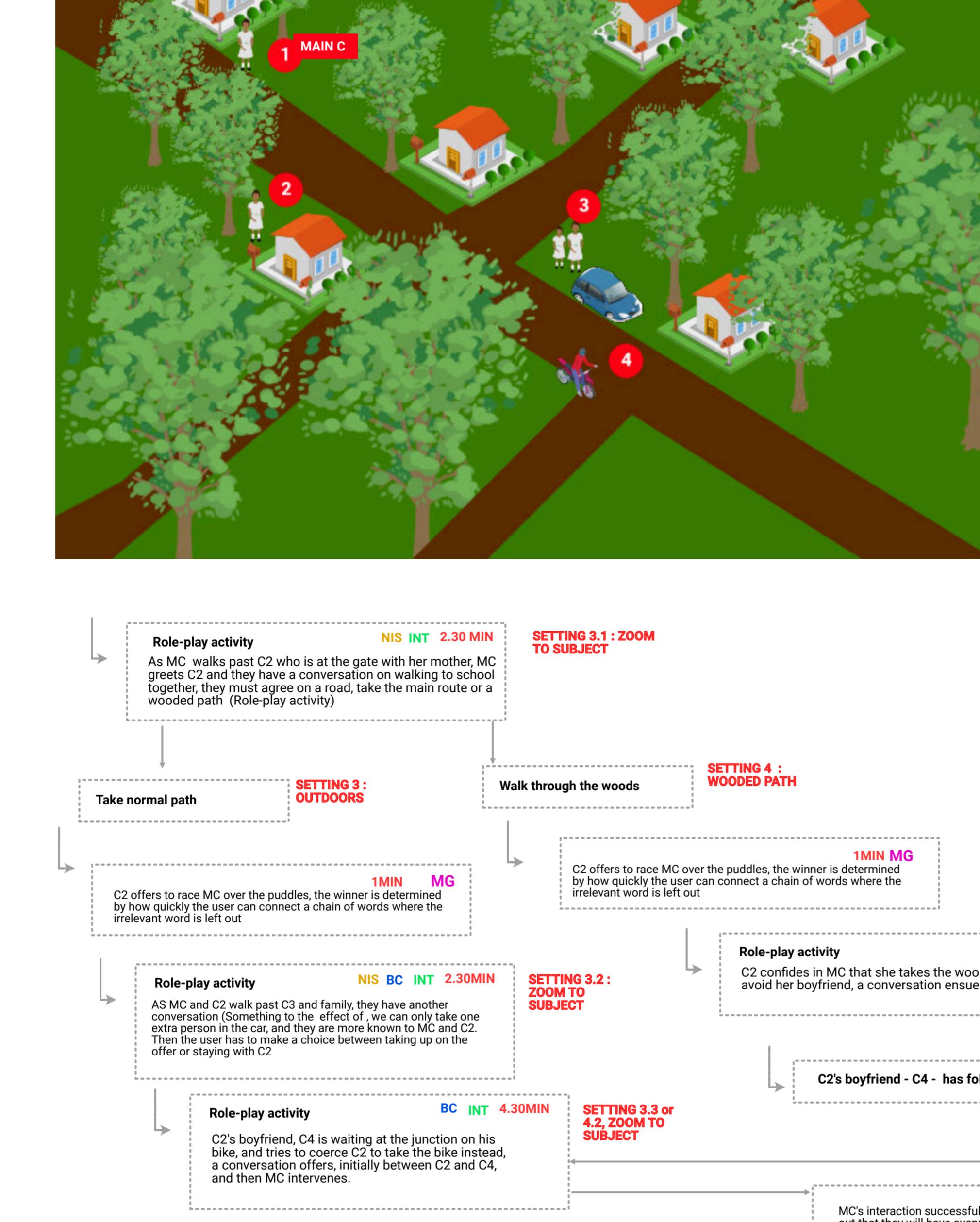
**Character and context introduction** NIS 30s

Main character is **introduced, with context** and background to the story and the objective of the journey. Introduction takes **30 - 120 seconds** depending on the complexity of the activity

```
graph TD; A[Activity opens up to the user] --> B[Interaction learning, starting exercise (mini game)  
Drag and drop everything you need into the schoolbag  
before time runs out]; B --> C[Characters get ready to walk to school at home];
```

**SETTING 1 : BEDROOM**

The player is immediately given a click right or **INT 1MIN**



Hi Diane, how are you?

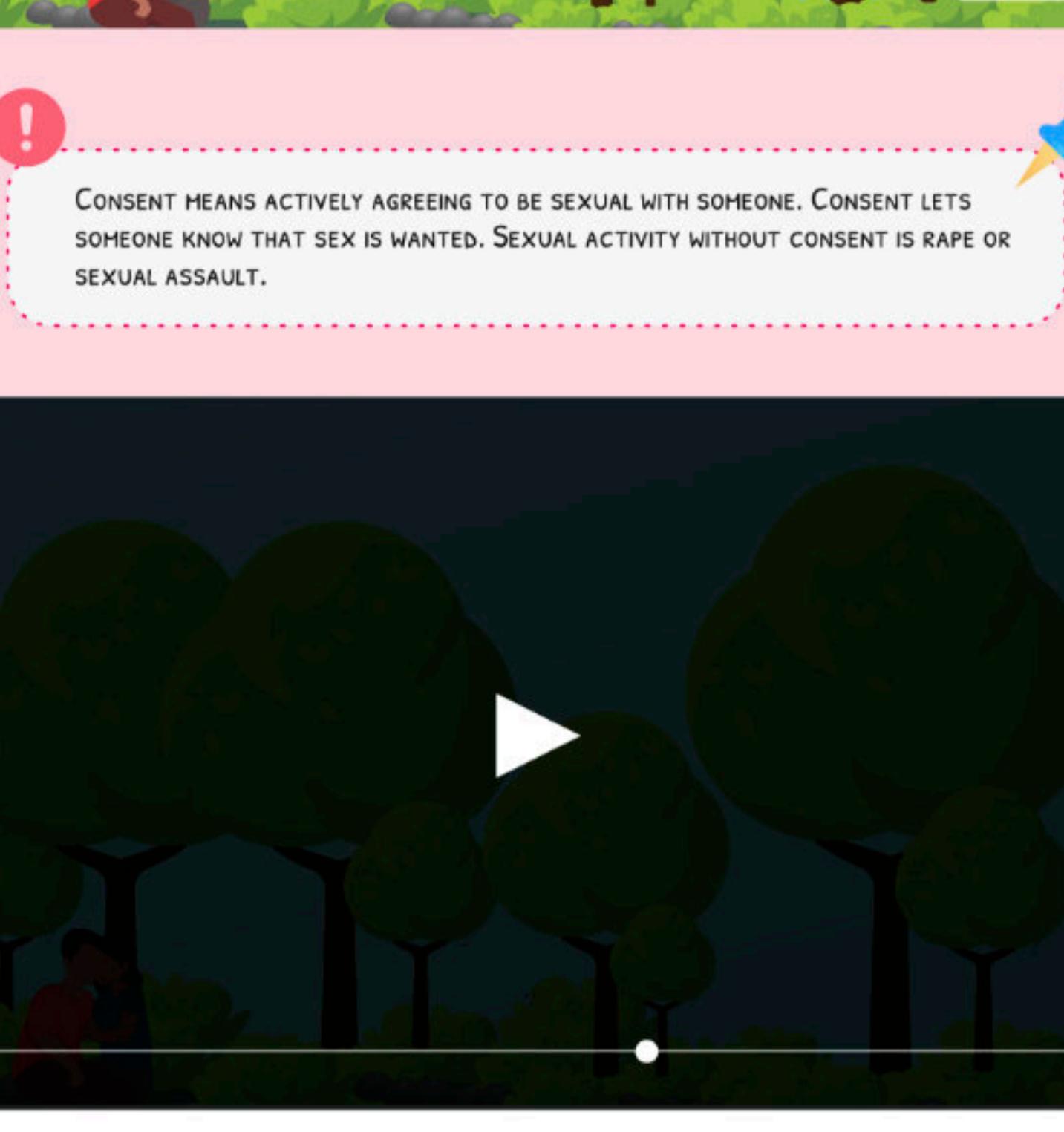
## Article

**BRAVE** | Kids | Teachers and Parents | Organizations and Employers | About BRAVE | Our Partners | SOS | E | S | T | X

### Relationships and Communication

# Why consent really matters

Share this lesson



CONSENT MEANS ACTIVELY AGREEING TO BE SEXUAL WITH SOMEONE. CONSENT LETS SOMEONE KNOW THAT SEX IS WANTED. SEXUAL ACTIVITY WITHOUT CONSENT IS RAPE OR SEXUAL ASSAULT.



Can't hear the video? read it here...

Sexual consent is an agreement to participate in a sexual activity. Before being sexual with someone, you need to know if they want to be sexual with you too. It's also important to be honest with your partner about what you want and don't want.

Consenting and asking for consent are all about setting your personal boundaries and respecting those of your partner – and checking in if things aren't clear. Both people must agree to sex – every single time – for it to be consensual.

Without consent, sexual activity (including oral sex, genital touching, and vaginal or anal penetration) is sexual assault or rape.

### WHAT IS CONSENT?

Sexual consent is an agreement to participate in a sexual activity. Before being sexual with someone, you need to know if they want to be sexual with you too. It's also important to be honest with your partner about what you want and don't want.

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CONSENT IS FREELY GIVEN.

If you really love me  
I'm breaking up with you  
If you really love me  
Come on!  
Please!

CONSENT IS REVERSIBLE.

Okay, stop, that's enough

CONSENT IS INFORMED.

Are you seeing anyone else?  
Do you have a condom?  
Do you really have a heart condition?

IF IT FEELS FORCED, IT'S NOT CONSENT!

NO MEANS NO, EVEN IF YOU'VE SAID YES BEFORE.

YOU HAVE THE RIGHT TO KNOW AND UNDERSTAND WHAT AND WHO YOU'RE CONSENTING TO.

IF YOU'RE NOT HAPPY AND EXCITED, IT'S NOT CONSENT.

SAYING YES TO ONE THING, DOESN'T MEAN YOU SAID YES TO OTHERS.

### WHY IS CONSENT IMPORTANT?

Consent is important because you get the final say over what happens with your body. It doesn't matter if you've hooked up before or even if you said yes earlier and then changed your mind. You're allowed to say "stop" at any time, and your partner needs to respect that.

Consent is never implied by things like your past behavior, what you wear, or where you go. Sexual consent is always clearly communicated – there should be no question or mystery. Silence is not consent. And it's not just important the first time you're with someone. Couples who've had sex before or even ones who've been together for a long time also need to consent before sex – every time.

There are laws about who can consent and who can't. People who are drunk, high, or passed out can't consent to sex. There are also laws to protect minors (people under the age of 18) from being pressured into sex with someone much older than them.

The age of sexual consent is how old a person needs to be in order to be considered legally capable of consenting to sex. Adults who have sex with someone younger than the age of consent face jail time and being registered as a sex offender. The age of consent varies in different parts of the U.S. and in different countries.



SHALINI HAS A BRIDGE TO CROSS, WILL YOU HELP HER?

Do you feel like you know about consent?

Use what you have learned to help Shalini cross this bridge and get home to safety.

Play this game

Share this game

Share this lesson

### WHAT TO READ NEXT



## Appendix

**Important!** : Finalized Articles with Subject areas

Topic	Subject Area	Age
1 What is abortion and status of abortion in Sri Lanka	Abortion	16+
2 Types of contraceptives available in Sri Lanka and the access to contraceptives	Contraceptives	16+
3 Emergency Contraceptives	Emergency contraceptives	16+
4 Sexual & Reproductive health concerns for women	Health and wellness	16+
5 Menstruation - Start to End	Health and wellness	16+
6 Sexual & Reproductive health concerns for Men	Health and wellness	16+
7 concerns of Trans individuals	Health and wellness	16+
8 Sexual and Reproductive anatomy	Health and wellness	16+
9 Maintaining sexual health	Health and wellness	16+
10 How pregnancy happens	Pregnancy	16+
11 How to plan a pregnancy?	Pregnancy	16+
12 Pregnancy related concerns - Ectopic pregnancy/ Miscarriage	Pregnancy	16+
13 Postpartum care	Pregnancy	16+
14 What is sexual orientation?	Sexual Orientation	16+
15 Sex and Gender - Norms, Stereotypes	Gender	16+
16 What is transgender	Gender	16+
17 Consent	Relationships	16+
18 Sex and Pleasure	Relationships	16+
19 Building healthy relationships	Relationships	16+
20 Sexual and gender-based violence and how to respond to it	Prevention of violence	16+
21 What the common types of STIs	Sexually transmitted infections	16+
22 What is Digital sphere and how to navigate it safely?	Digital sphere	16+
23 What is cyber sexual exploitation	Digital sphere	16+
24 Clinics and services	Support available	16+
25 Puberty changes	Growing up	14-16
26 Let's learn about consent	Relationships	14-16
27 Love, romance and sex in relationships	Relationships	14-16
28 Bullying, ragging and violence	Relationships	14-16
29 Tips for staying safe online	Staying safe online	14-16
30 Concerns about having sex – Consent, virginity, pregnancy, STI, influence of porn	Having sex	14-16
31 Who do I speak to about sex?	Having sex	14-16
32 Qualities of a healthy relationships	Relationships	11- 13
33 What makes a relationship unhealthy	Relationships	11- 13
34 Parts of my body	My body	11- 13
35 What are the changes I should expect as I grow up	My body	11- 13
36 How to keep my body clean	My body	11- 13
37 NO GO TELL	Personal safety, bullying and privacy	11- 13
38 No bully zone	Personal safety, bullying and privacy	11- 13
39 Things to do and not to do	Staying safe online	11- 13

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# **PLATFORM DESIGN BLUEPRINT FOR CSE PLATFORM**

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Produced by Vajira Sooriyaarachchi on behalf of the  
United Nations Population Fund, Sri Lanka

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WORKING DOCUMENT/ VER 1

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