



# **A CURSORY ANALYSIS OF SELECT DIGITAL PLATFORMS ENGAGING IN SRHR AND GBV EDUCATION AND KNOWLEDGE DISSEMINATION**

---

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

---

Delivered on 6<sup>th</sup> of May 2023

# CONTENTS

## SECTIONS

EXECUTIVE SUMMERY	3
SCOPE OF ANALYSIS	6
QUICK SUMMERY OF PLATFORMS EXPLORED	8
CONTENT ANALYSIS	18
ANALYSIS OF FINDINGS : CONTENT ANALYSIS	33
VOICE AND TONE ANALYSIS	41
REACH, TRACTION AND SUSTAINABILITY	43
GENERAL RECOMMENDATIONS	51
CONTENT TYPES, RESOURCES AND PLATFORMS FOR CONSIDERATION	52

## KEY DIAGRAMS

CONTENT MAP AND LINKAGES (DRAFT)	36
CONTENT TYPES AND MEDIUMS OF LEARNING	39
CHANNELS FOR REACH AND TRACTION	49
KEY ANALYSIS OF FAILURE POINTS	50



## ABRIDGED EXECUTIVE SUMMARY

---

**Three following issues are general to almost all platforms discussed in the report, they appear to impede the effectiveness and the vision of the platforms to various degrees. At times these limitations may also explain as to why some of these platforms are unable to stay afloat for considerable periods of time and grow in user base and influence. The following issues affect current users - who then may be dissuaded from using the platform any further. These issues will also obscure the platform to the potential new users and the general public.**

### User Facing Issues

#### Poor editorial/content creation choices

- Content is not relevant, timely or dynamic
- Content is not adequately localised; made relevant to local lived experiences, news cycle or context.
- Content is poorly written, or written in a way that is unappealing to the target age group/audience.

#### Poor user adaptability and suboptimal user experience

- Cumbersome, poorly deployed or poorly designed platforms will discourage users; younger users in particular will not favour sites that are too verbose or lacking in age appropriate visual appeal.
- Attempts at one size fits all solutions to accommodate a broad age range will often alienate users from multiple age groups.
- User experience is not rewarding/ does not provide persistent incentives/entertainment/intrigue to keep the users tied to the platform

#### Poor traction and exposure

- Platform provider/developer abandons or disregards the community aspect of a platform (User engagement and interaction)
- The platform is unable to scale or develop lateral publicity channels, or partner with other platforms to increase footfall and traction.
- The platform does not have or fails to generate a significant social media presence, thereby slowly fading into obscurity.

#### Inadequate support for Sinhala and Tamil Languages

- Local languages become afterthoughts/ Translations fail to capture cultural nuances ; sometimes, translations of English content will not capture the cultural subtleties and nuances of natural native expression; the content will therefore lose its communicative impact.

---

**User facing issues are often a manifestation of internal issues, and cannot be analysed or resolved independently from a deeper analysis into inner workings of each platform and the stakeholder involved.**

### **Internal Issues**

Technical deficiencies or skill gaps

- The party/institution that takes over the custodianship of a platform lacks the post-handover expertise and skills to maintain and incrementally improve the platform.
- Challenges to sourcing contingent or replacement expertise: With time, as original content creators leave or become otherwise occupied; the quality of the platforms content declines, or the content becomes obsolete or stagnant overtime.
- Opportunity costs associated with focusing technical resources to peripheral projects such as an externally produced platform would mean that even institutions with adequate resources might sideline the sustained maintenance of the platforms overtime.

Lack of clear directions for content generation

- Lack of guides, checklists, content calendars and standardisation for both written and visual content would mean that overtime, the platform will put forth inconsistent and/or potentially sub-par content. Lack of a well scheduled content strategy would also mean that there will be little to no incentive to regularly update a platform's content.
- Lack of sustained multi partner support for written and visual content creation: Of the platforms reviews, the only platform that sources content from a number of external sources and partners is Bakamoono.lk; this has greatly contributed to the sites continued traction, relevance and richness of content.

Lack of constructive feedback loops

- Incremental improvements based on user feedback is a must for sustained growth. Certain institutions, particularly public sector will lack the cultural impetus to self-reflect and identify failures, therefore, without feedback from a wider community of regular users and contributors the custodians of the platform will not be able to recognise what issues to improve on and resolve overtime.

Lack of propriety or ownership

- Lack of clearly defined roles and responsibilities; without a clear human resource management structure for the platform that can be trained and implemented within an organisation; overtime, confusions will arise as to who bears responsibility over a given part/aspect of a platform.

- 
- Lack of incentives for sustained ownership; without any incentive or benefit of owning or being responsible for a platform, most organisations overtime will gradually lose the interest or the justification to contribute to the platform.
  - Lack of internal and external monitoring and evaluation; once a platform is handed over, the impetus to periodically analyse the site and rectify/improve it will dissipate, leading to the platform losing traction overtime. Unless a multi partner monitoring and evaluation process is established in the conception stage, ensuring the continued success a platform will be challenging.

This analysis will outline the aforementioned issues in detail and provide a comprehensive breakdown of several select platforms. While this analysis does not seek to address the drawbacks or deficiencies of each platform individually, it provides insight into a number of common failure points that may hinder CSE platforms from performing as intended.

While this analysis attempts to provide general directions for improvements, it does not conceptualise at this stage, an acute/exhaustive list of improvements/overhauls or characteristics of a new platform; developing a blueprint for definitive improvements or a new platform has to be conducted with the involvement of technical, creative, and subject-expert resources as well as all UNFPA and governmental stakeholders involved - this document will hopefully serve as a baseline for the forthcoming.



## SCOPE OF ANALYSIS

---

**The key purpose of this analysis is to evaluate a select number of online platforms that educate and inform young adults on Sexual and Reproductive Health and Rights (SRHR), both in terms of content and user experience. The platforms selected for this analysis are as follows;**

- Yowun Piyasa ([www.yowunpiyasa.lk](http://www.yowunpiyasa.lk))
- We Hear You ([www.wehearyou.lk](http://www.wehearyou.lk))
- Bakamoono ([www.bakamoono.lk](http://www.bakamoono.lk))
- SLCOG Youthzone
- Road to Adulthood (Decommissioned)

**The analysis will focus on the following key aspects:**

- **Content:** The analysis will evaluate the presence and relevance of the content provided on the platforms, and how they align with the International technical guidance documentation on Comprehensive Sexuality Education (CSE). The content analysis will be carried out in the form of a keyword based gap analysis, set against the topics and a glossary of key learning objectives in the *CSE Guidance documentation*\*. The consultant will interpret the quantitative results in the context(s) within which certain keywords are identified.
- **Voice and Tone analysis :** The voice and tone analysis will check for the following;
  - Is the language used conducive to target audiences the platforms intend to serve?
  - Do the voice and tone of the platforms facilitate a 'Rights Based/ Rights focused' narrative style? or is the content tonally neutral? Can the presentation styles as well as voice and tone adopted by the platforms create a strong, empowering, and lasting impression, particularly in the context of the human rights, civil liberties, right to bodily autonomy, and access to care and safety related components of the CSE guidance?
- **Medium(s) of delivery :** The analysis will attempt to capture how the aforementioned content is delivered to the audience, the technologies used and how well they are deployed and the extent to which they contribute to the communicative impact of the content.

---

\*International technical guidance documentation on Comprehensive Sexuality Education (CSE)  
<https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf>

---

- 
- **User Experience:** The analysis will evaluate the user experience of the platforms, including ease of navigation, interactivity, and design; technical aspect of the user experience such as mobile friendliness. Accessibility/enhanced usability features will also be noted.

The UX analysis will be relatively terse. Rather than commenting on the design of each platform extensively, the consultant has elected instead to provide an array of best case examples from which a future redesign or a design overhaul can be conceptualized. If a platform is to be earmarked for a design overhaul, a more focused and extensive review will be conducted after consultations with all relevant stakeholders.

- **Reach, Traction and Sustainability:** The analysis will evaluate whether the platforms have built in strategies\* and contingencies to ensure sustained user interest, reach and traction. The analysis will look at a platform's ability and inclination to respond to timely occurrences and emergent scenarios in the GBV and SRHR landscape/discourse; to further this analysis, the extent of a each platform's integration with social media and community tools will be looked at.

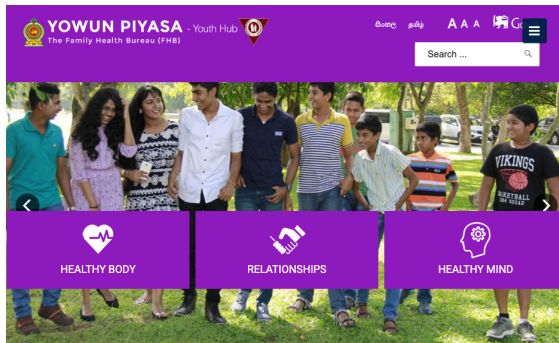
\*The report will also evaluate whether the platforms provide mechanisms and feedback loops for users to provide feedback on the content and user experience.

\*It must be noted that the extent to which this cursory analysis can successfully and conclusively comment on **Reach, Traction and Sustainability is minimal**. This analysis does not have all the necessary insight into the management and backend operations of the platforms without a primary data survey involving all contributing stakeholders.

However, the consultant will attempt to make reasonable inferences and assumptions based on the performance of the platform in these areas



## QUICK SUMMARY OF PLATFORMS EXPLORED



### What's New

Open invitation to our Young writer/artist cum nature enthusiasts  
Read More...

### Adolescent & Youth Health

#### Welcome

Are you in 15-24 years in age?

Yowun Piyasa (Youth Hub) is for you to get to know about your body, health and relationships.

[Learn about your body](#)  
[Care for your health](#)

### Yowun Piyasa's Landing Page



### A nested content page in Yowun Piyasa

<https://www.yowunpiyasa.lk/>

Yowun Piyasa (Youth Hub) is aimed at young adults, 14-25 years of age, and provides information on a range of topics such as bodily health and anatomy, mental health and emotional wellbeing, relationships, gender, sexuality, sexual health etc.

Although the information provided is mostly clear and concise, it risks being verbose at times. The information is accessed through a drop-down menu, and then a series of collapsible tabs; minimal attention has been given to enhancing the user experience through interactivity, visual storytelling or multimedia content integration to make the site more attractive/compelling to younger audiences.

While the platform is functional, from a design, user experience and communications perspective, the site is largely un compelling and bland. Yowun piyasa's limitations are best expressed in its contrasting comparison(s) to the other platforms discussed in this report.

The one key benefit of Yowun Piyasa is its ability to make authoritative, and conclusive statements on the legal and civil landscape of SRHR in the country; owing to the fact that it is a verified public sector website.

### Delivery

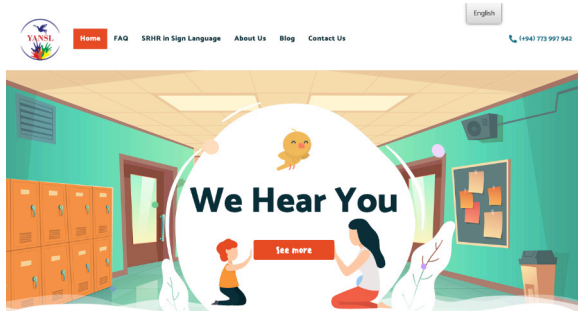
#### Primary :

Website accessible via : [www.yowunpiyasa.lk](http://www.yowunpiyasa.lk)

#### Social Media/Community :

On Facebook;  
<https://www.facebook.com/www.yowunpiyasa.lk>

While Yowun Piyasa does have a facebook page which regularly shares information from media stations and government institutions such as the Family Health Bureau etc, its community engagement shows little to no traction, with posts often receiving responses in the single digits.



<https://www.wehearyou.lk/>

Aimed at ages 13 and upwards, wehearyou.lk provides curated, subject expert written content on Sexual and Reproductive Health and Rights; the content is peer reviewed by members of the site's target audience, and therefore ensures more tone appropriate and accessible content delivery.

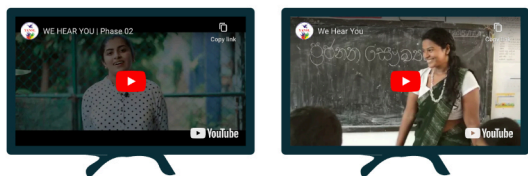
The site attempts to distill complex and otherwise content dense topics into a series of bite-sized, step-by-step reading cards; this approach encourages sustained focus and continued flow through the site's content; particularly within younger users of the platform.

The overall colorful and playful visual design aids in minimizing/dissipating the usual cultural weight and unease attributed to the topics discussed, thus creating an atmosphere of safety and a sense of belonging within younger audiences.

The use of videos accompanied by sign language interpretation further enhances accessibility and reach.

## We are the youth demanding control over our own body.

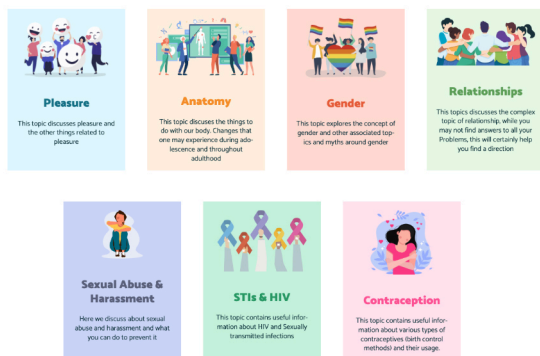
Project We Hear You is a joint effort of Youth Advocacy Network Sri Lanka and the British Council. Our main objective is to improve the access to SRHR Sexual and reproductive health and rights services to people living with disabilities. Project We Hear You commenced in 2014 and have been working with people living with hearing disabilities. We hope to expand our scope through website and reach more people!



- Please be advised the below content is most suitable for ages 13 and above -

## Encouraging the youth to move forward

We have gathered the most asked questions in relation to SRHR and their answers divided into 7 thematic areas. The information is compiled in the format of questions and answers. These questions are compiled by a professional and have been peer reviewed by youth from all around Sri Lanka. If you do not find the answer to your problem from our Content, you can always contact us through the messenger button below!



## We Hear You's Landing Page



We Hear You's content pages presenting a series of question and answer based fact-cards, Clicking on a question will generate cards such as shown above, briefly answering a question with a corresponding graphic

### Delivery

#### Primary :

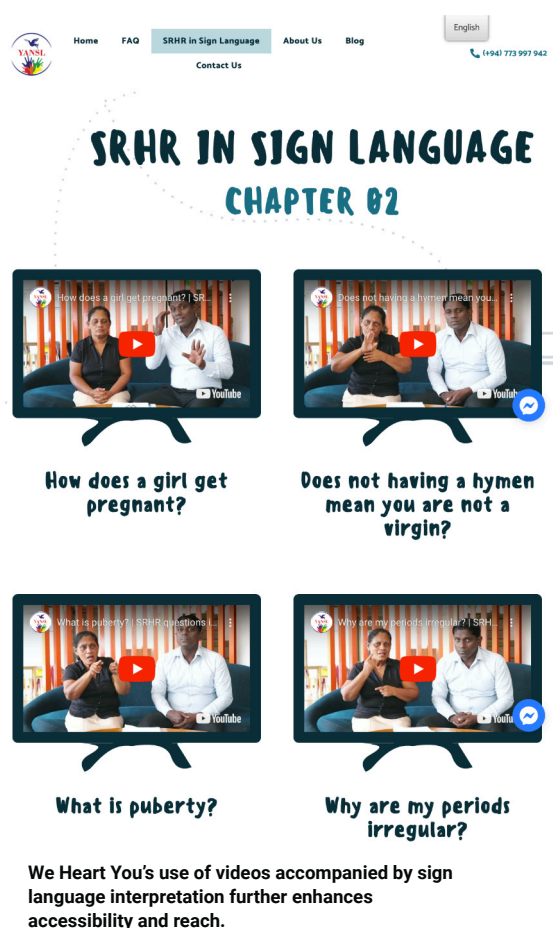
Website accessible via [www.wehearyou.lk](http://www.wehearyou.lk)

#### Social Media/Community

The social media channels cited in wehearyou.lk takes the user to YANSL's social media channels.

There does not appear to be a content specific social media channel that aims to solely broadcast the central educational content in wehearyou.lk; this is largely a missed opportunity since the simple, user centric storytelling techniques employed on-site will lend itself very easily and quite effectively to carousel-based content exploration deployed on **Facebook and Instagram**.\*

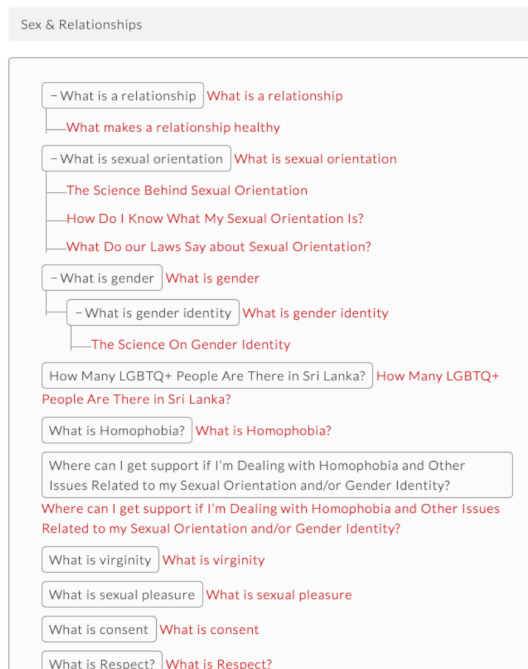
\*(YANSL social media channels are beyond the scope of this review, while they contain educational SRHR content; they operate on a different, and much broader scale and objective than the core offering of the much more focused, wehearyou.lk)



We Hear You's use of videos accompanied by sign language interpretation further enhances accessibility and reach.



We Hear You's Landing Page



A nested content page in Yowun Piyasa

<http://www.bakamoono.lk/>

Bakamoono.lk is intended for audiences above the age of 16, bakamoono aims to provide information on living with HIV, relationships, sexual and reproductive health and rights and violence prevention from a principally rights based approach.

Bakamoono's core educational content is comprehensive and well written, however, the interface, in terms of layout and UI, has room to improve.

The site adopts a Myth vs Fact approach to content presentation where information is communicated within the context of prevalent commonplace misinformation around Sex, gender, STDs, Sexual and Reproductive Health etc.

This approach carries much more 'punch' and communicative ballast, for instance compared to Yowun Piyasa's more neutral approach – where bakamoono.lk is better poised to alleviate a young person's doubts and anxieties arising from cultural conditioning and misinformation by directly confronting, and even highlighting untruths rather than passively disseminating facts.

In terms of visual style and tonality, Bakamoono does the opposite of wehearyou.lk; where visual elements and style of presentation is more confrontational and brings forth the risky, taboo, darker cultural subtext around the subject matter. It positions itself as a countercultural actor with a set of vociferous beliefs and opinions.

This approach is much more fitting of the site's higher recommended age, and much better at maintaining sustained traction and community engagement, particularly on social media.



හැම ඉරිදා දවසකම -  
 යක් ඉඩ්ඩාගේ කතාවක්  
 - Episode 2  
 [with English  
 subtitles]

[Read more](#)



හැම ඉරිදා දවසකම -  
 යක් ඉඩ්ඩාගේ කතාවක්  
 - Episode 1  
 [with English  
 subtitles]

[Read more](#)



[#RatifyC190](#)

[Read more](#)



[#RatifyC190](#)

[Read more](#)



[#SexEdinSL](#)

[Read more](#)



[#harshrealities](#)

[Read more](#)

Bakamoono.lk use a diverse array of presentation devices such as videos (top), comic formats (middle), and the 'meme' format (bottom) to emphasize key talking points and distil content into easily digestible, bite-sized items. This multi format approach also aids them to share content on social media and ultimately achieve better social media integration.

## Delivery

### Primary :

Website accessible via [www.bakamoono.lk](http://www.bakamoono.lk)

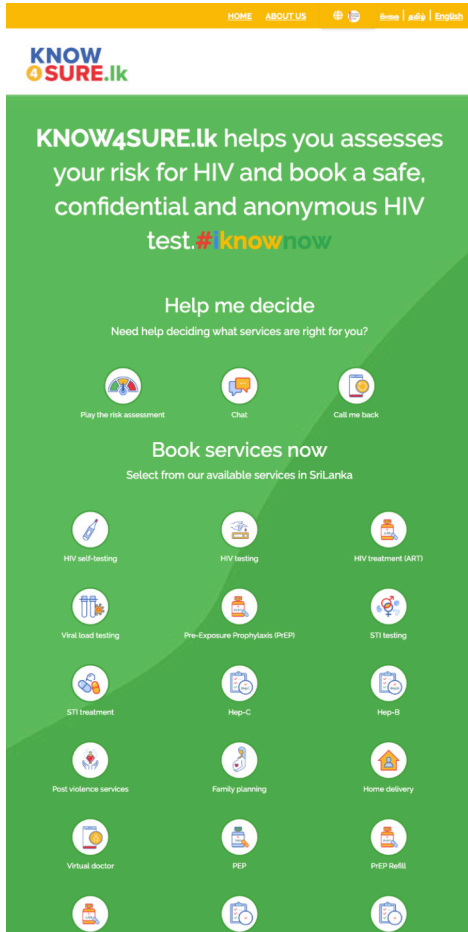
### Social Media/Community

<https://www.facebook.com/bakamoonosl>  
<https://www.instagram.com/bakamoono.lk/>

Bakamoono's language and content strategy has proven more effective than all other platforms analyzed in maintaining sustained traction and community engagement on social media. Bakamoono's timely responses to news, public discourse, and current topics ensure that their social media presence remains relevant and highly engaged.

By using a variety of presentation devices, Bakamoono is able to distil complex information into easily digestible content that is shareable on social media, leading to increased community engagement and sustained traction.

The use of a diverse array of presentation devices such as videos, comics, and memes also appeals to younger audiences who are more likely to engage with visual content. Overall, Bakamoono's language and content strategy helps to establish them as a trusted source of information on sexual and reproductive health, and enhances their social media presence by making their content accessible, engaging, and shareable.



**Know4Sure Users can quickly identify and select the service they require, without the need for complex navigation or searching through multiple pages. This simplicity also helps to reduce user frustration and increase the likelihood of users returning to the site for future needs. By presenting the services in a concise and straightforward manner, the site also ensures that users can easily find the information they need, without being overwhelmed by too much content or options.**

<https://www.know4sure.lk/>

Know4Sure curates a comprehensive array of SRH services by bridging together various government and NGO partners to connect those in need of SRH interventions to places and institutions that provide testing and care.

The benefits of the platform are twofold, primarily, it exposes users to a wide variety of SRH services, most of which due to associated stigma, are not openly discussed. It is likely that most users of this site may even be potentially unaware that certain services can be obtained safely, legally and with relative ease.

Secondly, KnowForSure offers well connected, accessible pathway for people to connect with institutions that provide care; particularly in cases where people shy away from in making in person about very delicate inquiries; notably, the site enables users to make appointments and receive information incognito.

### Delivery

#### Primary :

Website accessible via : [www.know4sure.lk](http://www.know4sure.lk)

#### Social Media/Community :

On Facebook;  
<https://www.facebook.com/know4surelk>

Know4Sure uses a standard social media post format intertwined with videos on various SRHR topics. The videos often involve celebrities or public figures; regardless of Know4Sure's use of celebrity influence and mixed medium social media content strategy, the page has not been able to maintain considerable traction.

**Make your reservation**

1 SERVICE PROVIDER 2 TIME 3 CONFIRM 4 DONE

1  
Select location

KALUTARA

MATARA

GALLE

KURUNEGALA

ANURADHAPURA

HAMBANTOTA

JAFNA

**Make your reservation**

1 SERVICE PROVIDER 2 TIME 3 CONFIRM 4 DONE

1  
Select service provider

Filter by service: HIV SELF-TESTING

**KALUTARA**

MATARA

GALLE

KURUNEGALA

ANURADHAPURA

HAMBANTOTA

JAFNA

**STD CLINIC**  
Kalutara City

Free

Services Offered: HIV self-testing, HIV testing, HIV treatment (ART), Viral load testing, STI testing, STI treatment, Call me back, PEP, ART Refill.

STD Clinic, District General Hospital, Kalutara.

SecMap

034-229937

You can book appointments online and reserve a date and time for your clinic visit. Our staff will assist you to attend the clinic and to serve you in greatest possible fashion.

**You are reserving at STD clinic Kalutara**  
Kalutara City

You can book appointments online and reserve a date and time for your clinic visit. Our staff will assist you to attend the clinic and to serve you in greatest possible fashion.

Wednesday <b>03</b> May 2023	09:00 AM	10:30 AM	10:00 AM	10:30 AM
Thursday <b>04</b> May 2023	09:00 AM	11:30 AM	11:30 AM	12:30 PM
Friday <b>05</b> May 2023	09:00 AM	10:30 AM	10:00 AM	10:30 AM
Monday <b>08</b> May 2023	09:00 AM	11:30 AM	11:30 AM	12:30 PM
Tuesday <b>09</b> May 2023	09:00 AM	10:30 AM	10:00 AM	10:30 AM

The platform demonstrating a user looking an appointment at an STD clinic in under 4 simple steps. The simplicity and the straightforwardness of the website enables users to access a considerable array of services quickly, and anonymously with no human interaction.

09:00 AM on Thursday 4 May 2023 at STD clinic Kalutara

**Notes**

You can book appointments online and reserve a date and time for your clinic visit. Our staff will assist you to attend the clinic and to serve you in greatest possible fashion.

**Select services**

- HIV self-testing (LKR, FREE)
- HIV testing (LKR, FREE)
- HIV treatment (ART) (LKR, FREE)
- Viral load testing (LKR, FREE)
- STI testing (LKR, FREE)
- STI treatment (LKR, FREE)
- Call me back (LKR, FREE)
- PEP (LKR, FREE)
- ART Refill (LKR, FREE)

Total cost as selected: LKR. 0

**Cost notes: No payment is made on this website. Payment will be made at the clinic during your appointment.**

**Contact information**

Last step! Your phone number is required to book services. Your phone number is kept confidential and used by the KNOWSURE virtual counselor to provide you free follow-up services.

1. I am booking an appointment for  
 myself  someone else

2. Name or nickname

3. Phone number: (include only the last 9 digits except zero)

## Anonymous code

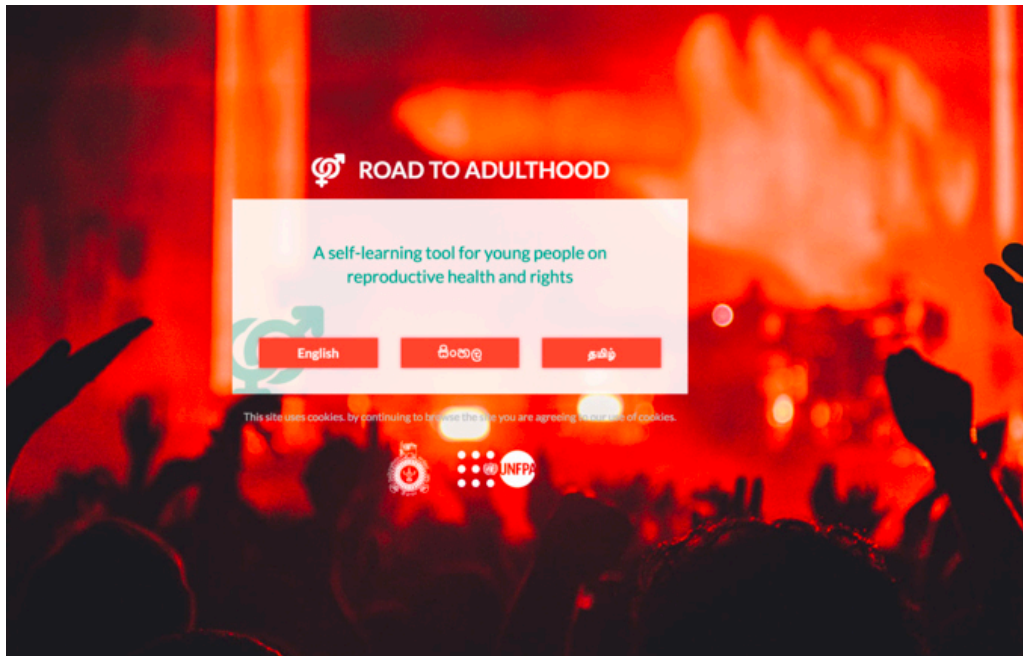
To confirm your appointment, we collect an anonymous code built by asking a few questions. This helps us measure our project results while still protecting your privacy.

Enter the first letter your first name as it appears in the NIC:

\_\_\_\_\_

Enter the first letter of your second name as it appears in the NIC:

\_\_\_\_\_




### Roadtoadulthood.lk

The Road To Adulthood (RTA) website is a self-learning tool designed for young people over the age of 18 who want to learn about reproductive health and health rights. The website provides access to six e-modules on various topics related to reproductive health and rights, including sexuality and gender, reproductive organs, contraception, sexually transmitted infections (STIs), HIV and AIDS, and drug abuse.

To use the website, users need to create an account and select their preferred language to log in. The website is available in three languages: Sinhala, Tamil, and English. The goal of the website is to help young people navigate risks related to sexually transmitted infections and unwanted pregnancies and create awareness about reproductive health to avoid making risky choices for themselves.

The RTA website is Sri Lanka's first online trilingual platform for youth to access information related to reproductive health and their rights. Upon completion of all six e-modules, users can qualify for a certificate endorsed by the UNFPA Sri Lanka and the University Grants Commission. **The now decommissioned Road to Adulthood site does not have any social media handles.**

**ROAD TO ADULTHOOD** 

**Welcome to Road to Adulthood!**

As a young person, it is important to develop accurate knowledge and attitudes about your body, health, relationships, and your rights.

Road to Adulthood is a self-learning tool that will prepare you in the transition from adolescence to adulthood - a time when sexuality and relationships are challenging.

This platform contains six modules where you can learn more about your reproductive health and rights:

	Completed	Scores
Sexuality and Gender		-
Reproductive System		-
Contraception		-
STIs		-
HIV/AIDS		-
Drug Abuse		-
Final Test		-

**OPTIONAL:** If you would like to obtain the Road to Adulthood e-certificate, you must score 80% or above on each module quiz, and on the Final Test.


To learn more about how to use Road to Adulthood, [click here](#), or Select a module to begin!

RTA listing the 6 modules a user will have to take to be eligible to take the final test.

Do you think there is a lot of pressure among your peers to have sexual intercourse, even if they might not be ready?

Click Play Video to see a scene that may be familiar to you.

[Play Video](#)



RTA uses dramatizations of real world scenarios to better enable the audiences to relate to the lessons learned.

Read each statement below to see if you know the difference between sex and gender. After each statement, check either the Sex or Gender box and then press submit to check your answers.

	Sex	Gender
Women give birth to babies; men don't.	<input type="radio"/>	<input type="radio"/>
Boys' voices change at puberty; girls' voices generally do not	<input type="radio"/>	<input type="radio"/>
Young men are unable to resist their sexual urges.	<input type="radio"/>	<input type="radio"/>
Females prefer to have one sexual partner, while males prefer to have more than one.	<input type="radio"/>	<input type="radio"/>
Boys are better at science and math, while girls are better at languages and the arts.	<input type="radio"/>	<input type="radio"/>
Males, due to the way their genitals and skin are formed, are somewhat less susceptible to being infected with HIV than females.	<input type="radio"/>	<input type="radio"/>
Girls are sensitive and gentle, while boys are strong and tough.	<input type="radio"/>	<input type="radio"/>
Women can breast feed babies, and men can bottle feed babies.	<input type="radio"/>	<input type="radio"/>
Women should be virgins when they marry.	<input type="radio"/>	<input type="radio"/>

A typical Quiz presented to the user by RTA

RTA is well developed, easy to use, well articulated and positions itself as a reasonably comprehensive resource to learn about SRHR.

The combination of videos, diagrams, quizzes, reading material as well as the guiding of users to other platforms for more comprehensive content are notable positives about the RTA.

The lack of any social media or a community built around learning, as well as the lack of a natural pathway to bring users *external* to universities, would mean that if the institutional incentives to make use of the platform cease to exist, the platform too will eventually loses traction and relevance, thereby gradually fading into obscurity.



<https://slcog.lk/youthzone/>

Youthzone lives on the Sri Lanka College of Obstetricians & Gynecologists website, and provides information on a number of SRHR related issues in Sinhala and Tamil.

The single page presentation is extremely simple to follow, but also fails to deliver the content in a way that would enthruse or excite young users. This, coupled with the lack of any social media attached is will likely render the site obscure. While the content itself has been analysed against the CSE Guidance documentation, the site scores very low across all Reach, Traction and Sustainability indicators

01 | මූලික සහ ප්‍රජනන සෞඛ්‍යය හැඳින්වීම

**මූලික සෞඛ්‍ය කියන්නේ මොනක්ද?**

ප්‍රජනන සෞඛ්‍ය කියන්නේ ප්‍රජනන පද්ධතිය හෝ ජීවි මූලාසාරවලට හා සම්බන්ධව පවත්වාගැනීම සඳහා වන සෞඛ්‍ය කියවීමයි. ප්‍රාණ සාධක, ආර්ථික සහ සාමාජික යහපතටදායකයි.

ජීවිතයේ ප්‍රති ප්‍රතිපත්තිමය ප්‍රජනන පද්ධතිය, මුදාහැරීම සහ සාධකයන් වලදී ස්ත්‍රී සහ පුරුෂ ප්‍රජනන සෞඛ්‍ය කියවීමේදී වෙනස් වෙනස් වනු ඇත. සාමාජික සහ ආර්ථික මූලික ජීවිතයන් සහ සාධක ප්‍රදානය වීමත්, දැරුවත් ග්‍රාමීය සාධකවල වෙනස් වෙනස් වීම් සහ සාධක ප්‍රදානය වීමත්, සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.

සාධකයන් වන පුරුෂ ජීවිතය සඳහා සාධක ප්‍රදානය වීමට හැරවීමට ප්‍රමුඛ සාධක සඳහා සම්බන්ධ වීමට, සාමාජික ප්‍රජනන සෞඛ්‍ය සඳහා මූලික සහ ප්‍රජනන සෞඛ්‍ය පිළිබඳ දැනුම ප්‍රති සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.

මුල් සෞඛ්‍ය සාධක, සාධකයන් මුදාහැරීම සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සෞඛ්‍ය සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සෞඛ්‍ය සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සෞඛ්‍ය සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.

**ප්‍රජනන සෞඛ්‍ය කියන්නේ මොනක්ද?**

මූලික සෞඛ්‍ය කියන්නේ මූලික සෞඛ්‍ය සාධක, ජීවිතය සහ සාමාජික යහපතටදායකයි.

ජීවිතයේ ප්‍රති ප්‍රතිපත්තිමය ප්‍රජනන පද්ධතිය, මුදාහැරීම සහ සාධකයන් වලදී ස්ත්‍රී සහ පුරුෂ ප්‍රජනන සෞඛ්‍ය කියවීමේදී වෙනස් වෙනස් වනු ඇත. සාමාජික සහ ආර්ථික මූලික ජීවිතයන් සහ සාධක ප්‍රදානය වීමත්, දැරුවත් ග්‍රාමීය සාධකවල වෙනස් වෙනස් වීම් සහ සාධක ප්‍රදානය වීමත්, සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.

සාධකයන් වන පුරුෂ ජීවිතය සඳහා සාධක ප්‍රදානය වීමට හැරවීමට ප්‍රමුඛ සාධක සඳහා සම්බන්ධ වීමට, සාමාජික ප්‍රජනන සෞඛ්‍ය සඳහා මූලික සහ ප්‍රජනන සෞඛ්‍ය පිළිබඳ දැනුම ප්‍රති සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සාමාජික සෞඛ්‍යයේ සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.

මුල් සෞඛ්‍ය සාධක, සාධකයන් මුදාහැරීම සහ සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සෞඛ්‍ය සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී. සෞඛ්‍ය සාධක ප්‍රදානය වීමත් සම්බන්ධව පවතී.





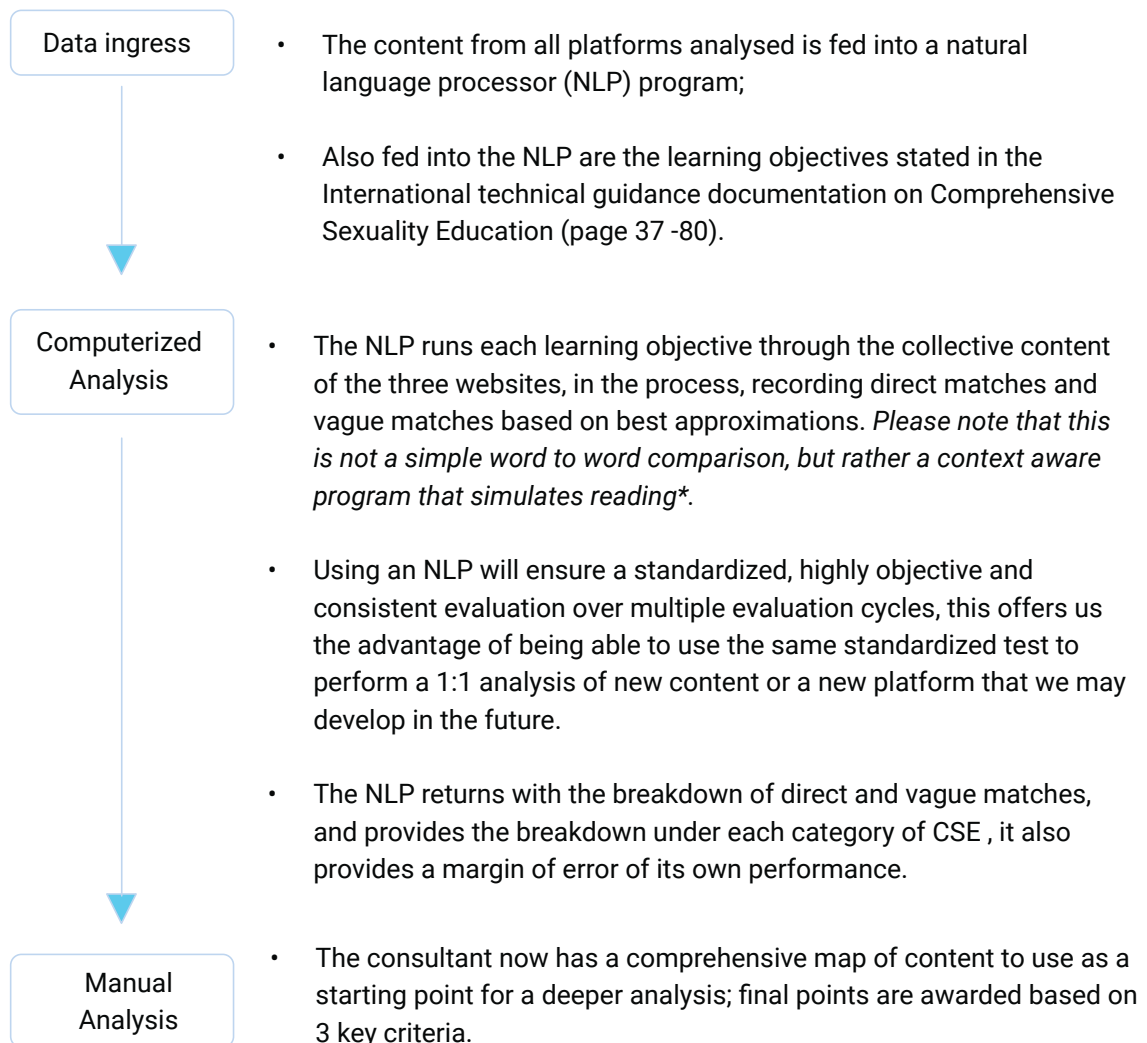
## CONTENT ANALYSIS

---

### Methodology

The following analysis attempts to quantify the gaps between the content presented in the three candidate platforms and the learning outcomes proposed in the International technical guidance documentation on Comprehensive Sexuality Education (CSE).

The analysis has been devised as follows;



The report will examine the content from each platform against the learning objectives prescribed by CSE guidelines to determine the extent to which the topics have been discussed/ where topics have been explored inadequately/ or where the topics might cover certain subjects in a way that is at odds with the learning objectives prescribed by the CSE guidelines.

---

The report will also pay particular attention to the localised cultural and political context/within which this information is deployed; this qualitative analysis will enable us to pinpoint, or pick out the learning objectives that are urgent or critical to the local context; thereby enhancing the transformative impact, traction and ultimately the value to the end user of any future platform(s) that will be produced.



Explicit references to the topic/  
Explores the topic to a reasonable degree

- Is straightforward, often directly provided as a topic of interest and provides enough detail for the end user to understand the concept. Is not too broad or ambiguous and covers the learning outcome objective very closely. Preserves the originally intended messaging in the CSE guide.



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide dedicated or detailed exploration of the topic

(0.5pts)

- Does not address the learning outcome directly, or is presented as part of a broad concept that happens to merely touch on the concept covered in the CSE guide.
- The point is addressed, but is hidden amongst or obscured by other content that makes it difficult to discover as a standalone piece of information.
- Does not provide enough context or detail, particularly for somewhat older users who may need additional information and guidance.
- Content needs improvement or repositioning within the platform to be made more prominent



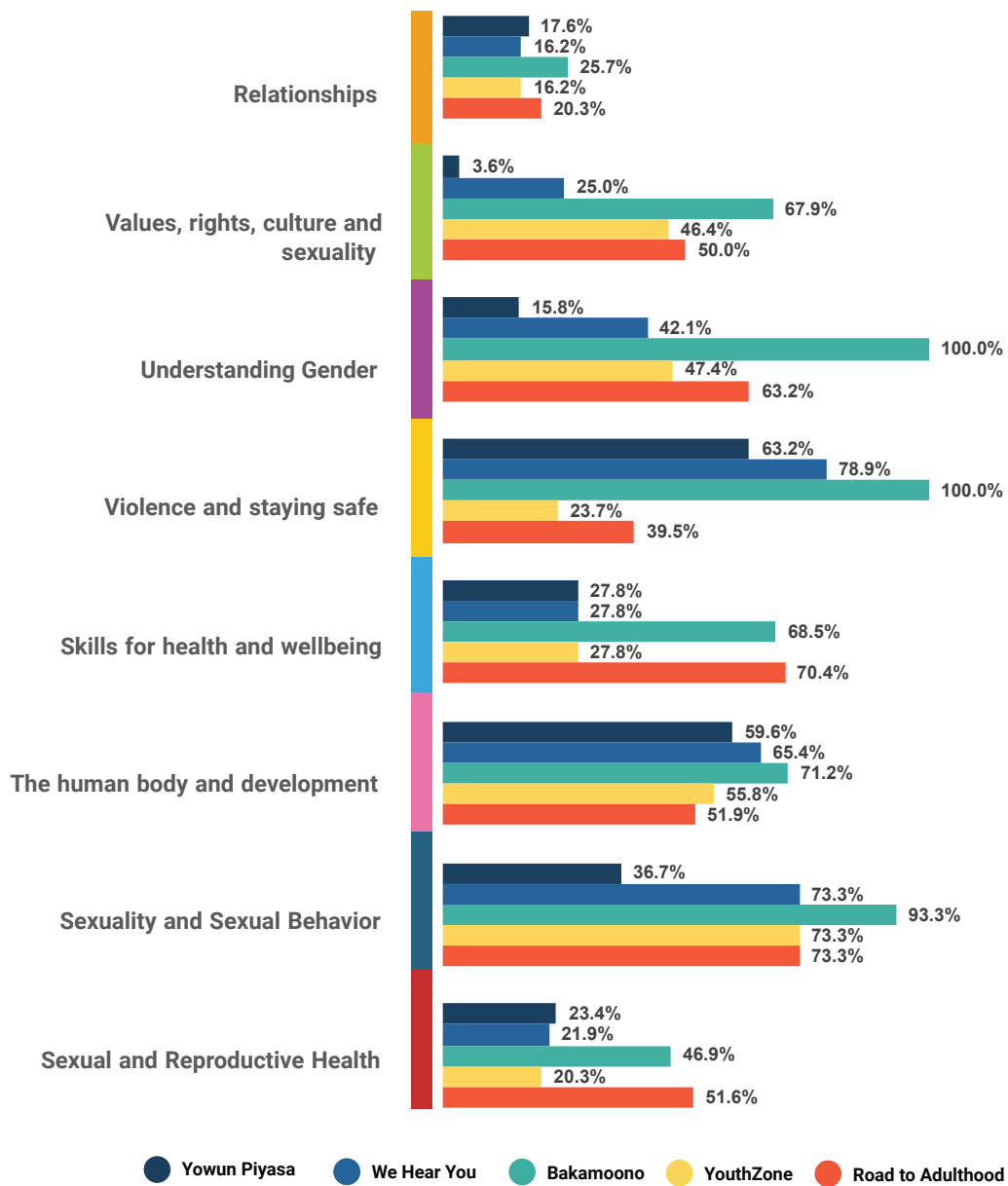
No references/ topic or subject area is not explored/covered.

(0pts)

- Subject is not covered at all, and new content has to be produced to fill the gap

Following top level scores have been derived by adding up the total points scored by each learning objective for a given platform, and presenting them as a percentage of the number of total learning outcomes per key concept in CSE literature. It must be noted that these scores are not a reflection of the quality of the platform, but rather a quantification of the content gap between the platform and the CSE literature. Overall scores of less than 50% may serve as a good general indication as to the extent of new content creation needed per category)

**Content Gap Scoresheet (Higher the score, smaller the gap)**



## Relationships



Explicit references to the topic/Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide dedicated or detailed exploration of the topic



No references/ topic or subject area is not explored/covered.

### 1.1 Families

	Yowun Piyasa (0/12)	WeHearYou (2/12)	Bakamoono (1/12)	YouthZone (0/12)	RTA (0/12)
There are many different kinds of families that exist around the world	●	●	●	●	●
Family members have different needs and roles	●	●	●	●	●
Gender inequality is often reflected in the roles and responsibilities of family members	●	●	●	●	●
Family members are important in teaching values to children	●	●	●	●	●
Parents/guardians and other family members help children acquire values and guide and support their children's decisions	●	●	●	●	●
Families can promote gender equality through their roles and responsibilities	●	●	●	●	●
Health and illness can affect families in terms of their structure, capacities and responsibilities	●	●	●	●	●
Growing up means taking responsibility for oneself and others	●	●	●	●	●
Conflict and misunderstandings between parents/guardians and children are common, especially during adolescence, and are usually resolvable	●	●	●	●	●
Love, cooperation, gender equality, mutual caring and mutual respect are important for healthy family functioning and relationships	●	●	●	●	●
Sexual relationships and health issues can affect family relationships	●	●	●	●	●
There are support systems that young people and family members can turn to when faced with challenges related to sharing or disclosure of information related to sexual relationships and health issues	●	●	●	●	●

### 1.2 Friendship, Love and Romantic Relationships

	Yowun Piyasa (4.5/12)	WeHearYou (2.5/12)	Bakamoono (3.5/12)	YouthZone (0.5/12)	RTA (3/12)
There are different kinds of friendships	●	●	●	●	●
Friendships are based on trust, sharing, respect, empathy and solidarity	●	●	●	●	●
Relationships involve different kinds of love (e.g. love between friends, love between parents, love between romantic partners) and love can be expressed in many different ways	●	●	●	●	●
There are healthy and unhealthy relationships	●	●	●	●	●
Friendship and love help people feel positive about themselves	●	●	●	●	●
Friendship and love can be expressed differently as children become adolescents	●	●	●	●	●
Inequality within relationships negatively affects personal relationships	●	●	●	●	●
Friends can influence one another positively and negatively	●	●	●	●	●
There are different kinds of relationships	●	●	●	●	●
Romantic relationships can be strongly affected by inequality and differences in power (e.g. due to gender, age, economic, social or health status)	●	●	●	●	●
There are healthy and unhealthy sexual relationships	●	●	●	●	●
There are different ways to express affection and love as one matures	●	●	●	●	●

### 1.3 Tolerance, Inclusion and Respect

	Yowun Piyasa (1.5/4)	WeHearYou (1/4)	Bakamoono (4/4)	YouthZone (4/4)	RTA (4/4)
Every human being is unique, can contribute to society and has a right to be respected	●	●	●	●	●
Stigma and discrimination on the grounds of differences (e.g. HIV, pregnancy or health status, economic status, ethnicity, race, origin, gender, sexual orientation, gender identity, or other differences) are disrespectful, harmful to well-being, and a violation of human rights	●	●	●	●	●
Stigma and discrimination are harmful	●	●	●	●	●
It is important to challenge stigma and discrimination and promote inclusion, nondiscrimination and diversity	●	●	●	●	●

### 1.4 Long-term Commitments and Parenting

	Yowun Piyasa (0.5/9)	WeHearYou (0.5/9)	Bakamoono (1/9)	YouthZone (1.5/9)	RTA (0.5/4)
There are different family structures and concepts of marriage	●	●	●	●	●
Child, early and forced marriages (CEFM) are harmful and illegal in the majority of countries	●	●	●	●	●
Long-term commitments, marriage and parenting vary and are shaped by society, religion, culture and laws.	●	●	●	●	●
Culture and gender roles impact parenting	●	●	●	●	●
There are many responsibilities that come with marriage and long-term commitments	●	●	●	●	●
People become parents in various ways and parenthood involves many different responsibilities	●	●	●	●	●
Child, early and forced marriage (CEFM) and unintended parenting can lead to negative social and health consequences	●	●	●	●	●
There are many factors that influence if, why, and when people decide to have children	●	●	●	●	●
Children have a variety of needs that parents/guardians have a responsibility to fulfill	●	●	●	●	●

## Values, rights, culture and sexuality



Explicit references to the topic/  
Explores the topic to a reasonable  
degree



References to the topic are vague,  
circumstantial, has to be inferred  
through context or fails to provide any  
further exploration of the topic



No references/ topic or subject  
area is not explored/covered.

### 2.1 Values and Sexuality

	Yowun Piyasa (0/4)	WeHearYou (2.5/4)	Bakamoono (2/4)	YouthZone (0.5/4)	RTA (2/4)
Values are strong beliefs held by individuals, families and communities about important issues	●	●	●	●	●
It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them	●	●	●	●	●
Values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behaviour and decision-making	●	●	●	●	●
It is important to know one's own values, beliefs and attitudes, in order to adopt sexual behaviours that are consistent with them	●	●	●	●	●

### 2.2 Human Rights and Sexuality

	Yowun Piyasa (0/5)	WeHearYou (0/5)	Bakamoono (4.5/5)	YouthZone (4/5)	RTA (1/5)
Everyone has human rights	●	●	●	●	●
It's important to know your rights and that human rights are outlined in national laws and international agreements	●	●	●	●	●
Everyone's human rights include rights that impact their sexual and reproductive health	●	●	●	●	●
There are local and/or national laws and international agreements that address human rights that impact sexual and reproductive health	●	●	●	●	●
It's important to know and promote human rights that impact sexual and reproductive health	●	●	●	●	●

### 2.2 Culture, Society and Sexuality

	Yowun Piyasa (0.5/5)	WeHearYou (1/5)	Bakamoono (3/5)	YouthZone (2/5)	RTA (4/5)
There are many sources of information that help us learn about ourselves, our feelings and our bodies	●	●	●	●	●
Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behaviour in society, and these factors evolve over time	●	●	●	●	●
Culture, religion and society influence our understanding of sexuality	●	●	●	●	●
It is important to be aware of how social and cultural norms impact sexual behaviour while developing one's own point of view	●	●	●	●	●
It's important to know and promote human rights that impact sexual and reproductive health	●	●	●	●	●

## Understanding Gender



Explicit references to the topic/  
Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 3.1 The Social Construction of Gender and Gender Norms

	Yowun Piyasa (0.5/8)	WeHearYou (4/8)	Bakamoono (8/8)	YouthZone (6/8)	RTA (7.5/8)
It is important to understand the difference between biological sex and gender	●	●	●	●	●
Families, individuals, peers and communities are sources of information about sex and gender	●	●	●	●	●
Gender roles and gender norms influence people's lives	●	●	●	●	●
Romantic relationships can be negatively affected by gender roles and gender stereotypes	●	●	●	●	●
Social and cultural norms and religious beliefs are some of the factors which influence gender roles	●	●	●	●	●
The way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected	●	●	●	●	●
It is important to challenge one's own and others' gender biases	●	●	●	●	●
Homophobia and transphobia are harmful to people of diverse sexual orientation and gender identity	●	●	●	●	●

### 3.2 Gender Equality, Stereotypes and Bias

	Yowun Piyasa (0/6)	WeHearYou (1/6)	Bakamoono (6/6)	YouthZone (3/6)	RTA (4.5/8)
All persons are equally valuable, regardless of their gender	●	●	●	●	●
Gender stereotypes and bias impact how men, women, and people of diverse sexual orientation and gender identity are treated and the choices they can make	●	●	●	●	●
Gender equality can promote equal decision-making about sexual behaviour and life planning	●	●	●	●	●
Gender inequalities and differences in power exist in families, friendships, relationships, communities and society	●	●	●	●	●
Stereotypes about gender can lead to bias and inequality	●	●	●	●	●
Gender inequality, social norms and power differences influence sexual behaviour and may increase the risk of sexual coercion, abuse and GBV	●	●	●	●	●

### 3.3 Gender-based Violence

	Yowun Piyasa (2.5/5)	WeHearYou (3/5)	Bakamoono (5/5)	YouthZone (0/5)	RTA (0/5)
It is important to know what GBV is and where to go for help	●	●	●	●	●
All forms of GBV by adults, young people and people in positions of authority are a violation of human rights	●	●	●	●	●
All forms of GBV are wrong and a violation of human rights	●	●	●	●	●
Intimate partner violence is harmful, and support exists for those who experience it	●	●	●	●	●
Everyone has a responsibility to advocate for gender equality and speak out against human rights violations such as sexual abuse, harmful practices and other forms of GBV	●	●	●	●	●

## Violence and staying safe



Explicit references to the topic/  
Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 4.1 Violence

	Yowun Piyasa (4/6)	WeHearYou (3/6)	Bakamoono (6/6)	YouthZone (0/6)	RTA (0/5)
It is important to be able to recognize bullying and violence, and understand that these are wrong					
It is important to be able to recognize child abuse and understand that this is wrong					
It is important to understand that violence between parents or romantic partners is wrong					
Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them					
Sexual abuse, sexual assault, intimate partner violence and bullying are a violation of human rights					
Everyone has a responsibility to advocate for people's health and well-being free from violence					

### 4.2 Consent, Privacy, and Bodily Integrity

	Yowun Piyasa (4/6)	WeHearYou (6/6)	Bakamoono (6/6)	YouthZone (4.5/6)	RTA (3.5/8)
Everyone has the right to decide who can touch their body, where, and in what way					
Everyone has the right to privacy and bodily integrity					
Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognize consent from their partners					
It is important to understand what unwanted sexual attention is and the need for privacy when growing up					
Consent is critical for healthy, pleasurable and consensual sexual behaviour with a partner					
It is important to be aware of factors that can impact the ability to acknowledge or give consent					

### 4.2 Safe use of Information and Communication Technologies (ICTs)

	Yowun Piyasa (4/7)	WeHearYou (6/7)	Bakamoono (7/7)	YouthZone (0/7)	RTA (4/7)
The Internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people, including children, at risk of harm					
The Internet, cell phones and social media can be sources of unwanted sexual attention					
Sexually explicit media and images can be sexually arousing and potentially harmful					
Internet and social media use require special care and consideration					
Sexually explicit images and media are easily accessible through social media and can promote harmful gender stereotypes.					
Social media use can result in many benefits, but also has the potential for moral, ethical and legal situations that require careful navigation					
Sexually explicit media can result in unrealistic expectations about sexual behaviour, sexual response and body appearance					

## Skills for health and wellbeing



Explicit references to the topic/  
Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 5.1 Norms and Peer Influence on Sexual Behaviour

	Yowun Piyasa (1/7)	WeHearYou (3/7)	Bakamoono (4/7)	YouthZone (1/7)	RTA (7/7)
Peer influence can exist in different ways and be good or bad	●	●	●	●	●
Social and gender norms and peer influence can affect sexual decision-making and behaviour	●	●	●	●	●
Peers can influence sexual decisions and behaviour	●	●	●	●	●
There are strategies for challenging negative peer influences on sexual decisions and behaviour	●	●	●	●	●
Peers can influence decisions and behaviours related to adolescence and sexuality	●	●	●	●	●
There are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexuality	●	●	●	●	●
It is possible to make rational decisions about sexual behaviour	●	●	●	●	●

### 5.2 Decision-making

	Yowun Piyasa (3/7)	WeHearYou (1/7)	Bakamoono (5/7)	YouthZone (3.5/7)	RTA (6.5/7)
Everyone deserves to make their own decisions and all decisions have consequences	●	●	●	●	●
The process of making decisions about sexual behaviour includes consideration of all positive and negative potential consequences	●	●	●	●	●
There are factors that can make it difficult to make rational decisions about sexual behaviour	●	●	●	●	●
Decision-making is a skill that can be learned and practiced	●	●	●	●	●
There are multiple influences on decisions, including friends, culture, gender-roles stereotypes, peers and the media	●	●	●	●	●
Sexual decision-making has consequences on oneself and others, including social and health consequences	●	●	●	●	●
Sexual decision-making can result in possible legal consequences	●	●	●	●	●

### 5.3 Communication, Refusal and Negotiation Skills

	Yowun Piyasa (2/5)	WeHearYou (2/5)	Bakamoono (5/5)	YouthZone (2/5)	RTA (2.5/5)
Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others	●	●	●	●	●
Gender roles can affect communication between people	●	●	●	●	●
Good communication is essential to personal, family, school, work and romantic relationships	●	●	●	●	●
Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries	●	●	●	●	●
Effective communication is key to expressing personal needs and sexual limits	●	●	●	●	●

#### 5.4 Media Literacy and Sexuality

	Yowun Piyasa (0.5/4)	WeHearYou (0.5/4)	Bakamoono (3.5/4)	YouthZone (0/4)	RTA (0/4)
There are different forms of media, which present information that may be correct or incorrect	●	●	●	●	●
Some media portray unrealistic images about sexuality and sexual relationships, which can influence our perceptions of gender and self esteem	●	●	●	●	●
Media can positively or negatively influence values, attitudes, and norms about sexuality and gender	●	●	●	●	●
Negative and inaccurate media portrayals of men and women can be challenged to influence behaviour positively and promote gender equality	●	●	●	●	●

#### 5.5 Finding Help and Support

	Yowun Piyasa (1/4)	WeHearYou (1/4)	Bakamoono (1/4)	YouthZone (1/4)	RTA (3/4)
Friends, family, teachers, religious leaders and community members can and should help each other	●	●	●	●	●
It's important to assess sources of help and support, including services and media sources, in order to access quality information and services	●	●	●	●	●
There are different sources of help and support in school and the wider community	●	●	●	●	●
Everyone has the right to affordable, factual and respectful assistance that maintains confidentiality and protects privacy	●	●	●	●	●

## The human body and development



Explicit references to the topic/Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 6.1 Sexual and Reproductive Anatomy and Physiology

	Yowun Piyasa (3/6)	WeHearYou (4/6)	Bakamoono (4.5/6)	YouthZone (3/6)	RTA (4.5/6)
It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs	●	●	●	●	●
Everyone has a unique body that deserves respect, including people with disabilities	●	●	●	●	●
During puberty and pregnancy, hormones impact many processes involved with maturation and reproduction	●	●	●	●	●
All cultures have different ways of understanding sex, gender and reproduction, and when it is appropriate to become sexually active	●	●	●	●	●
Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them	●	●	●	●	●
Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction	●	●	●	●	●

### 6.2 Reproduction

	Yowun Piyasa (5.5/8)	WeHearYou (6/8)	Bakamoono (7/8)	YouthZone (4.5/8)	RTA (7/8)
Men's and women's bodies change over time, including their reproductive and sexual capacities and functions	●	●	●	●	●
A pregnancy begins when an egg and sperm unite and implant in the uterus	●	●	●	●	●
Pregnancy generally lasts for 40 weeks and a woman's body undergoes many changes during the span of a pregnancy	●	●	●	●	●
There are differences between reproductive functions and sexual feelings and these can change over time	●	●	●	●	●
In order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus	●	●	●	●	●
The menstrual cycle has different stages, including the time around ovulation in which, if sperm are present, pregnancy is most able to occur	●	●	●	●	●
There are common signs of pregnancy, which should be confirmed through a pregnancy test that can be taken as soon as the menstrual period is missed or late	●	●	●	●	●
Not everyone is fertile and there are ways of trying to address infertility for those who would like to conceive	●	●	●	●	●

### 6.3 Puberty

	Yowun Piyasa (7/7)	WeHearYou (7/7)	Bakamoono (7/7)	YouthZone (7/7)	RTA (2/7)
Puberty is a time of physical and emotional change that happens as children grow and mature	●	●	●	●	●
Puberty is a time of sexual maturation that leads to major physical, emotional, social and cognitive changes that can be exciting as well as stressful throughout adolescence	●	●	●	●	●
Puberty signals changes in a person's reproductive capability	●	●	●	●	●
During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy	●	●	●	●	●
Menstruation is a normal and natural part of a girls' physical development and should not be treated with secrecy or stigma	●	●	●	●	●
Hormones play a major role in a person's emotional and physical changes over their lifetime	●	●	●	●	●
During puberty, adolescents may experience a variety of physical responses (e.g. erections and wet dreams)	●	●	●	●	●

---

### 6.3 Body Image

	Yowun Piyasa (0/5)	WeHearYou (0/5)	Bakamoono (0/5)	YouthZone (0/5)	RTA (0/5)
All bodies are special and unique and people should feel good about their bodies	●	●	●	●	●
People's feelings about their bodies can affect their health, self-image and behaviour	●	●	●	●	●
A person's physical appearance does not determine their worth as a human being	●	●	●	●	●
There is wide variation in what people find attractive when it comes to a person's physical appearance	●	●	●	●	●
Unrealistic standards about bodily appearance can be challenged	●	●	●	●	●

## Sexuality and Sexual Behavior



Explicit references to the topic/Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 7.1 Sex, Sexuality and the Sexual Life Cycle

	Yowun Piyasa (0/5)	WeHearYou (3/5)	Bakamoono (5/5)	YouthZone (4.5/5)	RTA (3.5/5)
It is natural for humans to enjoy their bodies and being close to others throughout their lives					
Sexual feelings, fantasies and desires are natural and occur throughout life although people do not always choose to act on those feelings					
Human beings are born with the capacity to enjoy their sexuality throughout their life					
It's natural to be curious about sexuality and important to ask a trusted adult questions					
Sexuality is complex and includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan					

### 7.1 Sexual Behavior and Sexual Response

	Yowun Piyasa (5.5/10)	WeHearYou (8/10)	Bakamoono (9/10)	YouthZone (6.5/10)	RTA (7.5/10)
People can show love for other people through touching and intimacy					
Children should understand what is and what is not appropriate touching					
The sexual response cycle is about how the body reacts physically to sexual stimulation					
Every society, culture and generation has its own myths about sexual behaviours and it's important to know the facts					
People have a sexual response cycle, whereby sexual stimulation (physical or mental) can produce a physical response					
It is important to be able to make informed decisions about sexual behaviour, including whether to delay sex or become sexually active					
There are ways to avoid or minimize risk of sexual behaviours that can impact negatively on one's health and well-being					
Transactional sexual activity, the exchange of money or goods for sexual favours, can pose risks to one's health and well-being					
Engaging in sexual behaviours should feel pleasurable and comes with associated responsibilities for one's health and well-being					
Sexual decision-making requires prior consideration of risk-reduction strategies to prevent unintended pregnancy and STIs, including HIV					

## Sexual and Reproductive Health



Explicit references to the topic/Explores the topic to a reasonable degree



References to the topic are vague, circumstantial, has to be inferred through context or fails to provide any further exploration of the topic



No references/ topic or subject area is not explored/covered.

### 8.1 Pregnancy and Pregnancy Prevention

	Yowun Piyasa (4.5/11)	WeHearYou (4/11)	Bakamoono (6/11)	YouthZone (6/11)	RTA (8.5/10)
Pregnancy is a natural biological process and can be planned	●	●	●	●	●
It is important to understand the key features of pregnancy	●	●	●	●	●
Modern contraception can help people prevent or plan pregnancy	●	●	●	●	●
Gender roles and peer norms may influence decisions about contraceptive use	●	●	●	●	●
Different forms of contraception have different effectiveness rates, efficacy, benefits and side effects	●	●	●	●	●
Contraceptive use can help people who are sexually active to prevent pregnancy, or plan if and when to have children, with important related benefits for individuals and societies	●	●	●	●	●
Young people who are sexually active and could benefit from contraception should be able to access it without significant barriers, regardless of ability, marital status, gender, gender identity or sexual orientation	●	●	●	●	●
Unintended pregnancies occur, and all young people should be able to access the services and protections necessary for their health and well-being	●	●	●	●	●
There are health risks associated with too early child-bearing and closely spaced births	●	●	●	●	●
Adoption is an option when someone is not ready or able to become a parent	●	●	●	●	●
There are practices that can contribute to or threaten a healthy pregnancy	●	●	●	●	●

### 8.2 HIV and AIDS Stigma, Care, Treatment and Support

	Yowun Piyasa (3/9)	WeHearYou (3/9)	Bakamoono (9/9)	YouthZone (0.5/9)	RTA (8/9)
People living with HIV have equal rights and live productive lives	●	●	●	●	●
There are effective medical treatments that can help people living with HIV	●	●	●	●	●
It's important for people living with HIV to be able to talk about their HIV status in a safe and supportive environment	●	●	●	●	●
A person living with HIV will have unique needs for care and treatment, some of which may come with possible side effects	●	●	●	●	●
HIV and AIDS can affect family structure, family roles and responsibilities	●	●	●	●	●
With the right care, respect and support, people living with HIV can lead fully productive lives free from discrimination	●	●	●	●	●
Everyone, including people living with HIV, have the equal right with all others to express sexual feelings and love for others, through marriage and long-term commitments – should they choose to do so	●	●	●	●	●
Support groups and programmes run by and with people living with HIV can be helpful	●	●	●	●	●
With the right care, respect and support, people living with HIV can lead fully productive lives across the lifespan	●	●	●	●	●

### 8.3 Understanding, Recognizing and Reducing the Risk of STIs, including HIV

	Yowun Piyasa (10/12)	WeHearYou (10/12)	Bakamoono (12/12)	YouthZone (5.5/12)	RTA (12/12)
The immune system protects the body from illness and helps people stay healthy	●	●	●	●	●
People can have an illness and look healthy	●	●	●	●	●
STIs such as chlamydia, gonorrhoea, syphilis, HIV and HPV can be prevented and treated or managed	●	●	●	●	●
Everyone, whether they have an illness or not, needs love, care and support	●	●	●	●	●
People can acquire STIs, including HIV, as a result of having sex with someone who already has an STI, and there are ways people can lower their vulnerability to infection	●	●	●	●	●
HIV is a virus that can be transmitted in various ways, including unprotected sex with someone who is living with HIV	●	●	●	●	●
There are ways that people can reduce their vulnerability to STIs, including HIV	●	●	●	●	●
Testing is the only way to know for sure whether someone has an STI, including HIV, and treatment exists for HIV and most STIs	●	●	●	●	●
Sexual health services can offer HIV testing, treatment, provision of condoms, and some may provide PrEP and PEP or VMMC, among other services that can help people assess their vulnerability to HIV and access testing and treatment as needed	●	●	●	●	●
Communication, negotiation and refusal skills can help young people to counter unwanted sexual pressure or reinforce the intent to practice safer sex (i.e. consistently using condoms and contraception)	●	●	●	●	●
Among those who are sexually active, the decision about which strategy to use to reduce vulnerability is influenced by one's self-efficacy, perceived vulnerability, gender roles, culture and peer norms	●	●	●	●	●
Sexual health services can offer condoms, HIV testing, treatment; and some may provide PrEP and PEP or VMMC, among other services such as testing and treatment for other STIs, contraception and gender-based violence, which can help people assess their vulnerability to HIV and access testing and treatment as needed	●	●	●	●	●



## **ANALYSIS OF FINDINGS : CONTENT ANALYSIS**

---

### **1. Following key content areas are identified as requiring attention;**

#### **Under Relationships**

##### **Families**

- Attitudes, aspirations and cultural life of Sri Lankan families.
- Single parent and child led households, people living together, and various forms of cohabitation.
- Gender roles, gender stereotypes and traditional hierarchies and power gradients within the family unit.
- Avoiding and safeguarding from abusers within family units, understanding power gradients within family units and avoiding coercion.
- Families, values and intergenerational miseducation of sex, sexuality and taboo subjects.

##### **Friendship, Love and Romantic Relationships**

- Exploring love, sexual attraction, power imbalances in relationships, Skills to safeguard young adults from manipulation, coercion and predatory behavior.
- Healthy courtship, healthy approaches to communication of interest, ongoing negotiation, reaffirmation and clarification of consent in relationships and marriages.

##### **Long-term Commitments and Parenting**

- Child marriages, forced marriages and coerced marriages
- Responsibilities and challenges of parenthood and marriage, particularly for young parents; cultural expectations and gender roles of traditional heterosexual relationships, financial and social freedom within relationships and right to individuality whilst being in a relationship.
- Dealing with unintended pregnancies and unintended parenthood, resources, services, care and social safety nets available to young adults.
- Information for parents, importance of exposing and explaining culturally sensitive topics to children, information for parents of LGBTQI children; importance of understanding of a child's discovery of gender alignment, sexuality and sexual expression as they step into early adulthood.

---

### **Under Community, Social interaction and Peer Groups.**

- Understanding peer groups, subcultures, peer pressure and collective attitudes towards sex, sexuality, gender, gender roles and gender based violence; importance of forming one's own opinions and finding one's own footing and perspective.
- Importance of challenging and resisting peer pressure and potentially damaging and/or miseducated peer pressure and collective consensus.
- The importance of rational, and informed decision making about oneself, one's sexuality, relationships and body; negative effects of group conformity on decision making.
- Escaping community and institutional echo-chambers that reinforce negative/damaging stereotypes and prejudices about gender, gender roles, sexuality and sexual orientation.

### **Rights, liberties and institutions**

- The concept of '**rights holders**' and '**duty bearers**'. Understanding your obligations towards society and society's obligations towards you.
- Understanding the importance of knowing and asserting one's rights, particularly as a young adult - understanding prejudicial and targeted use of power, understanding profiling based on race/gender/physical appearance/expression/economic status.
- Understanding universal human rights, one's rights to fair and equal treatment under law and one's ability to seek recourse for injustices and unfair treatment, understanding the importance of speaking out or seeking support systems that enable you to have recourse and protection from abuses of power.
- Understanding your right to individuality, individual freedom, bodily autonomy and non-conformity; understanding how culture, norms and prejudices affect institutions and inform the way they operate and interact with marginalized groups and individuals.

### **Communication, interaction and negotiation skills**

- Communication of consent, communication of your right to feel safe, communication of your right to use contraception in sexual encounters.
- The nature of consent, the idea that consent can be revoked, the idea that consent has to be explicitly stated and enthusiastic.
- Negotiating and understanding issues around consent in Sri Lanka, challenging everyday depictions of coercive and forced consent under persisting duress, understanding that expressing enthusiastic consent does not diminish one's worth or fullness of character.

---

### **Body Image**

- Disability, the rights of persons with disabilities, and the value and the importance of including persons with disabilities in sexual health and reproductive rights dialogue
- Gender based violence and disability, abuse and the increased vulnerability of persons with disabilities in public, at home and in institutions
- Body confidence, colourism, and the social perceptions of value and image.

### **Mental health and emotional wellbeing**

- Communication of consent, communication of your right to feel safe, communication of your right to use contraception in sexual encounters.
- The nature of consent, the idea that consent can be revoked, the idea that consent has to be explicitly stated and enthusiastic.
- Negotiating and understanding issues and misapprehensions around consent in Sri Lanka, challenging everyday, normalizing and trivializing depictions of coercive and forced consent under persisting duress, understanding that expressing enthusiastic consent does not diminish one's worth or fullness of character.

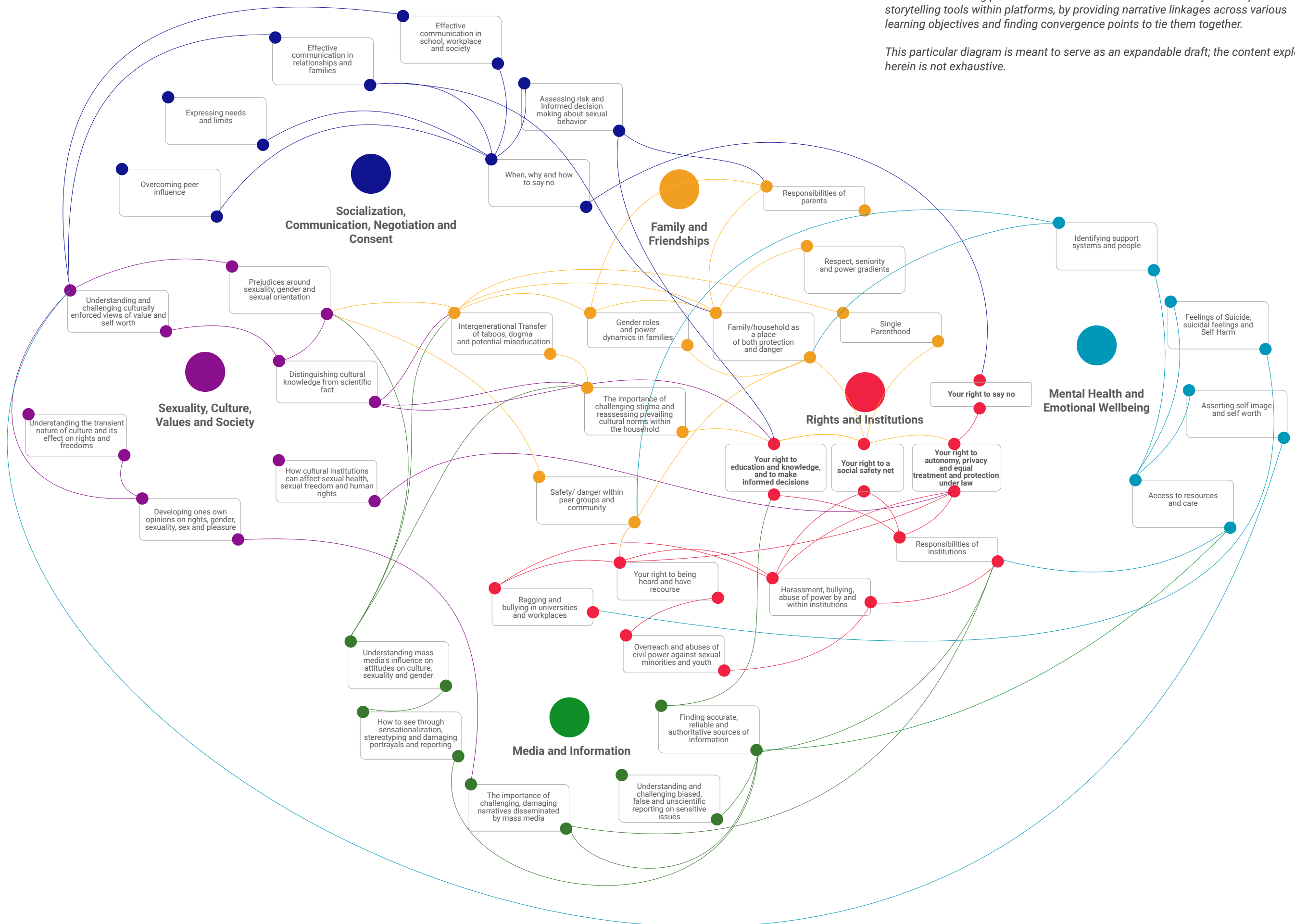


# MAP OF CONTENT NOTED IN THE CONTENT GAP ANALYSIS (DRAFT)

This diagram has been developed by observing the key content gaps noted in the content analysis. It aims to provide content creators and platform planners a bird's eye view of potential linkages from one broad learning objective (or gap thereof) to another.

This can potentially help in determining from what entry point(s) and how to inject new content into existing platforms and content structures. This may also help in creating storytelling tools within platforms, by providing narrative linkages across various learning objectives and finding convergence points to tie them together.

This particular diagram is meant to serve as an expandable draft; the content explored herein is not exhaustive.



---

## 2. Bakamoono is consistently content rich across all key concept areas; We hear you makes a tradeoff in content volume for ease of content

**Bakamoono** has scored particularly high in almost all concept categories; the volume of content covered by bakamoono can be even more starkly observed in concept areas (Values, Rights, Culture and Sexuality, Understanding Gender) where bakamoono's coverage is double that of the two other platforms compared.

Bakamoono happens to be the oldest platform of the three, therefore naturally, content has tricked in through the years; however, the higher score should also be attributed to the **Learn** section, where, coupled with highly detailed explanations of concepts, ample opportunity for deep exploration is facilitated by the site acting as a hub for external information; either as embedded text or links to external sites.

**Yowun Piyasa**, despite taking a very similar visual approach to content presentation; is populated much more sparsely; is updated much less frequently and provides content with very minimal or loosely written explanations.

**We hear You's** low content density can be excused considering that it has a much lower age floor (13+) and by design is aimed to provide bite sized nuggets of information to capture the attention of an audience; volume of content almost always comes at a tradeoff with retaining attention; where content is covered, We Hear You is able to deliver the crux of the information in an attractive fashion.

Ideally, what we should aim to create is a platform that combines We Hear You's ambition to make content fun and accessible, with the content richness of Bakamoono; we discuss later how this could be achieved by developing an **age stratified** platform, where entering a user's age will adjust the user experience accordingly; and will provide all users the opportunity to view the same content in various ways, bitesize or extended.

---

**3. It is inherently challenging to develop one size-fits all content for an age range as transformative and impressionable as 13 -25; an age stratified platform could be the solution.**

**Early teens**

*Best served by platforms such as We Hear You with interactive features and storytelling*

Early Teens (ages 13-14): This audience requires content that is engaging and interactive, with a focus on visuals and multimedia. They have a shorter attention span and are more likely to engage with content that is presented in a fun and playful way. Content should be straightforward and easy to understand, with a focus on basic concepts and terminology.

**Mid teens**

*While served by platforms such as We Hear You, might appreciate some of the more traditional, content dense products such as reading material and videos.*

Mid Teens (ages 15-16): This audience is more mature and requires content that is presented in a more serious tone. They are interested in learning about more complex concepts and are willing to engage with longer-form content. Multimedia elements are still important, but should be used more sparingly and with a specific purpose in mind.

**Late Teens**

*While preferring reading material and videos to interactive contents and slow paced storytelling- late teenage years will thrive on the community aspects of the online experience; often preferring to discuss and explore subjects through peer interaction*

Late Teens (ages 17-19): This audience is transitioning into adulthood and is interested in more nuanced discussions of SRHR issues. They require content that is more in-depth and may be willing to engage with longer articles or video content. Interactive elements and multimedia are still important, but should be used to enhance rather than distract from the content.

**Mid to later adulthood**

*Served best by platforms that have practical utility and function such as Know4Sure which can provide filtered and specific and pointed information on demand;*

Mid to Later Adulthood (ages 20+): This audience is interested in information that is practical and actionable. They require content that is presented in a straightforward and professional manner, with a focus on providing specific guidance and advice. Interactivity and storytelling elements are less important, and content should be presented in a way that is easy to navigate and find relevant information quickly.



**CONTENT TYPES AND MEDIUMS OF LEARNING**

Used often with a high degree of consistency/ used as main technique of content delivery  
 Used sparsely and not consistently/ not used as main technique of content delivery  
 Not used at all or used very minimally

	Short-form/ concise text	Long-form/ dense text	Still images and graphics	Videos	Animations	Interactions with static objects	Interaction with animated objects	Direct access to tools and services
● Yowun Piyasa	●	●	●	●	●	●	●	●
● WeHearYou	●	●	●	●	●	●	●	●
● Bakamoono	●	●	●	●	●	●	●	●
● YouthZone	●	●	●	●	●	●	●	●
● Road to Adulthood	●	●	●	●	●	●	●	●
● Know4Sure	●	●	●	●	●	●	●	●

*Would be particularly suitable for*

13-14  
Early teens  
 15-16  
Mid teens

20+  
Mid to later adulthood  
 17-19  
Late Teens

15-16  
Mid teens  
 17-19  
Late Teens

13-14  
Early teens  
 15-16  
Mid teens  
 17-19  
Late Teens  
 20+  
Mid to later adulthood

13-14  
Early teens

15-16  
Mid teens  
 17-19  
Late Teens

13-14  
Early teens

20+  
Mid to later adulthood  
 17-19  
Late Teens

---

#### **4. Digital platforms require social media integration to gain traction, remain in the public eye and remain relevant.**

Users tend to discover platforms through their respective social media interactions and channels, and not vice versa; if there is inadequate social media integration from the very beginning, the platform will become stale and obscure.

The more a platform is self contained, and is disassociated from other platforms and services, it will not be able to develop footpaths that lead new users in. There has to be significant crosstalk and collaboration between platforms that aim to achieve similar objectives (Even if they are at competition with each other) to ensure that the entire digital SRHR landscape is kept afloat and kept in circulation.

A sense of community, community interaction and collective engagement will determine the sustained success of modern online information/learning platforms; focusing on the community aspect enables a platform to localize its perspective, better cater to users' lived experiences, provide content that is timely, and newsworthy, enabling the users to better situate them around the information shared

#### **5. Content needs to be relevant to local scenarios, cultural nuances and context**

If content is not adequately adapted to local contexts and scenarios, the user base will not be able to immediately and strongly connect the learning objectives disseminated via the platform to their lived experiences; this in-turn makes the platform feel contrived, forced and overall much less impactful than it can be.

What happens when everything that is available to be learned, has been learned? Users are unlikely to visit the site repeatedly if it merely serves as a fixed information bank; digital platforms require returning visitors for long term sustenance; if a platform is unable to offer something fresh, frequently - the platform will lose traction

***A comprehensive failure point map has been deployed to discuss these points in more detail and show how these issues are often connected with, or compounded by each other.***



## VOICE AND TONE ANALYSIS

---

The voice and tone analysis uses two key criteria

- **The use of language on the spectrum of formal to casual:**

This criterion assesses the level of formality in the language used on the platform. Formal language uses complex words and at times medical jargon, which may be off putting for young users, and make the use of the platform feel contrived.

On the other hand, casual language uses simpler words and structures, and it is associated with informal contexts, such as social media and messaging apps.

The use of language is important for a successful SRHR platform because it can affect how the platform is perceived by its target audience. **If the language is too formal, it may be seen as alienating and inaccessible to young people, while if it is too casual, it may be perceived as unprofessional and lacking in credibility. Striking the right balance between formality and informality, as well as tailoring the language to fit the target age group or user segment is key to making the platform engaging and effective.**

- **The voice of the platform (positive or normative)**

This criterion assesses the tone of the platform, specifically whether it takes a positive or normative stance on the issues related to SRHR. A positive voice presents facts and information without expressing any particular opinion or judgment. A normative voice, on the other hand, takes a clear ideological position and aims to persuade readers to adopt a particular perspective.

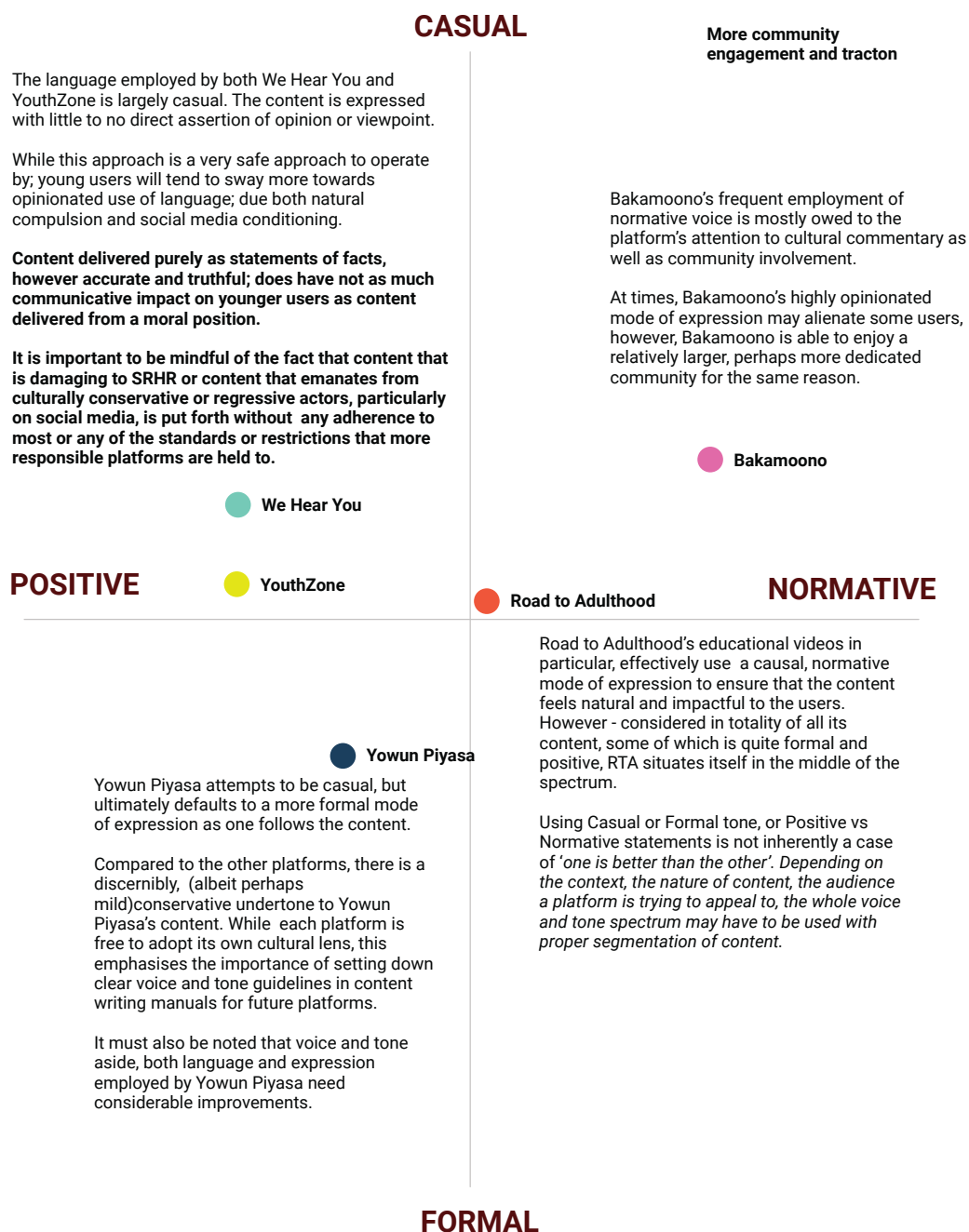
The voice of the platform matters because it can influence how young people perceive and respond to the information presented.

**While a positive voice can help to establish trust and credibility, it can also at times undermine the significance or the persuasive power of the point being made. In a context where misinformation and cultural resistance to change has to be actively questioned and challenged, a purely positive tone may not have enough punch to emphasise the value and the impact of the learning outcomes discussed.**

**While a normative voice can inject a certain sense of emotional engagement and persuasion to the matters discussed, if not carefully handled, can come across as preachy and alienating and may be less effective in reaching and engaging young people who hold different beliefs or values.**

Striking the right balance between formality and informality, and adopting a positive voice that presents facts without judgment, can help to make the platform accessible, engaging, and effective in reaching and educating young people about sexual health and reproductive rights. These analyses are carried out in the anticipation that future efforts to develop SRHR platforms must consider an age stratified approach to managing expectations of different age groups, thereby optimising the tone and voice to maximise the chances of making successful and long lasting impressions.

No platform aligns precisely with extreme ends of the voice and tone gamut of the analysis; depending on a number of factors, the voice and tone can change significantly over various parts of the platform or across time or content type. **Therefore the analysis is based on how frequently a given voice and tone characteristic is maintained on the platform.**





## REACH, TRACTION AND SUSTAINABILITY

---

The analysis will look at a platform's ability and inclination to respond to timely occurrences and emergent scenarios in the GBV and SRHR landscape/discourse; to further this analysis, the extent of a each platform's integration with social media and community tools will be looked at.

**The overall score is constituted by 7 different components.**

- **Does the platform directly engage with the community/users?**

A digital platform that directly engages and interacts with its users and the community is more likely to foster trust and build a loyal following. Platforms that offer interactive elements such as forums, chat rooms, or social media channels where users can engage with the content, ask questions, or share experiences tend to be more effective in engaging with their audience. **This interaction (when carefully moderated) can also help to create a sense of community, and a safe space, where users can share experiences and support each other on delicate issues that they might otherwise feel hesitant to share or explore.**

- **Does it respond to the news cycle and timely occurrences, is there a consistent flow of content ?**

A platform that responds to the news cycle and timely occurrences is able to gain traction and reach via 'piggybacking' on news stories. In the SRHR landscape, this has to be done delicately, respectfully and with tact. **The stronger the brand image and perceived evidence based authority of a platform, the more likely it is that users will rely on it to inform their own views and opinions. The most effective way to educate an audience would be to demonstrate or discuss the learning objective in the content of real world, timely examples.**

- **Does the site have any satellite products/additional channels?**

A digital platform that has satellite products or additional channels can reach a wider audience and provide different ways of accessing information. This may include multiple social media channels, podcasts, newsletters etc. Providing multiple channels, the platform can meet the needs of different users, preferences, and accessibility. **It also enables the platform to develop multiple traction points, brand exposure points and audience footpaths into the core offering by multiplying the ways in which users can discover and interact with the platform.**

- **Is the trilingual support adequate?**

A digital platform that provides **Sinhala, Tami and English support with the same degree of care and attention can cater to a wider audience and improve accessibility.** This is particularly important in the field of SRHR, where language and cultural barriers can be significant. This report will also touch on **localization** where failure to situate

---

content within the cultural and idiomatic nuances of each language can make certain audiences feel skeptical or alienated

- **Does the platform reach out to similar content creators for collaborations?**

A digital platform that collaborates with similar content creators can build partnerships, increase reach, and leverage expertise. Collaborating with other organizations or content creators can help to share resources, avoid duplication of efforts, and build a broader network. This can also help to build credibility and provide access to diverse perspectives and expertise. **Platforms that operate in isolation often cannot develop the traction or the reach of those that are willing to open up and collaborate.**

- **Does the platform have built-in mechanisms to gather user input and feedback?**

A digital platform that has built-in mechanisms to gather user input and feedback can improve user satisfaction, engagement, and relevance. This can include feedback forms, surveys, or other tools that allow users to provide input on the content, usability, or accessibility of the platform.

By incorporating user feedback, the platform can improve its content and features and demonstrate that it values the input and needs of its users. While Interaction with the community can naturally aid the gathering of user input and feedback; even platforms that do not have a community aspect should have basic tools to gather feedback.

- **Does the platform provide strong incentives/utility to the user ?**

Due to the vast amount of content competing for one's attention in the digital era, a platform that fails to adequately incentivize a user's attention is very unlikely to sustain itself.

A platform might incentivize an individual to its use by several means; primarily, it can provide a unique and entertaining experience to the user, thereby offering a compelling experiential value; this will work particularly well with younger users to whom entertainment is often a strong delivery vehicle for education.

Older users will be incentivized by utility, information that has a direct, specific, urgent and time-limited value or impact to their lives; for example; someone who suspects that they may have an STD might find value in a platform such as Know4Sure that provides easy and hassle free access to sexual health clinic appointments around the country.

A stronger incentive or incentive(s) may be institutional, where demonstrating that one has grasped the educational outcomes of a platform might be mandated by an institution such as a university or an employee; and a certification attesting to the fact will have a meaningful impact on one's life and career.

Social incentives, such as a sense of community, engagement and interaction can also incentivize young adults to gather around a platform.

## Methodology

- To allocate points from 0-10 for each of the above criteria, each platform will be reviewed based on the information available on their website, social media pages, and other online sources.
- For each criterion, a score will be assigned on how well the platform fulfills the criteria, with **0 indicating that the feature is unavailable or implemented poorly, and 10 indicating that the feature is available and well implemented**. The total score will be calculated by adding up the scores for each criterion, with a maximum possible score of 70.
- This scoring system will enable a quantitative evaluation of each platform's effectiveness in engaging with users, responding to timely occurrences, providing multiple channels, providing trilingual support, collaborating with similar content creators, and gathering user input and feedback.

## Overall scores

**6/70**

Youthzone

**8/70**

Yowun Piyasa

**35/70**

Know4Sure

**30/70**

We Hear You

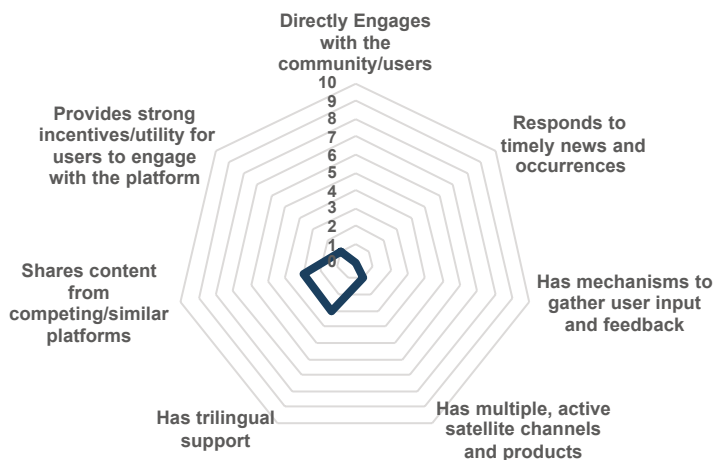
**48/70**

Bakamoono

**17/70**

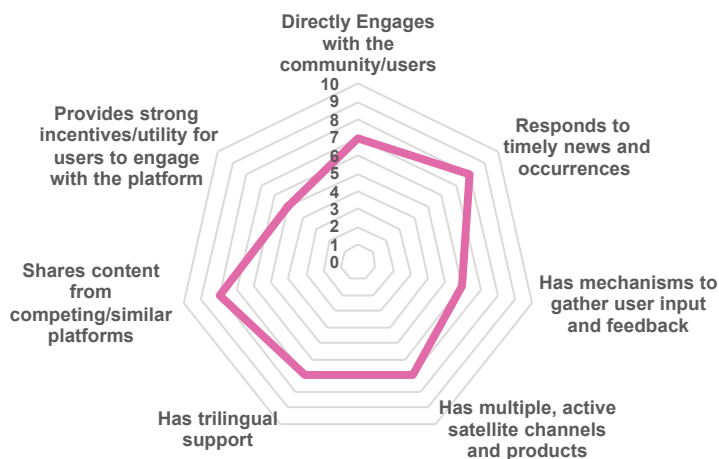
RTA

## Yowun Piyasa



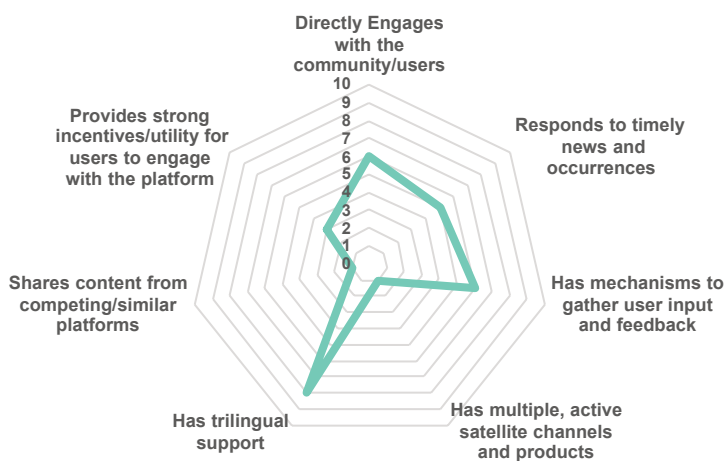
- The platform does not directly engage with its users via the main site or social media.
- Neither the site nor its social media accounts share newsworthy or timely content.
- The site only provides a basic contact us page, the *Ask a Question* section is still under construction
- The site does not have any satellite channels or content partnerships.
- While Tamil language support is present, Sinhala language support is sparse.
- The site's social media page occasionally shares similar content from other gov't sector players and media.

## Bakamoono



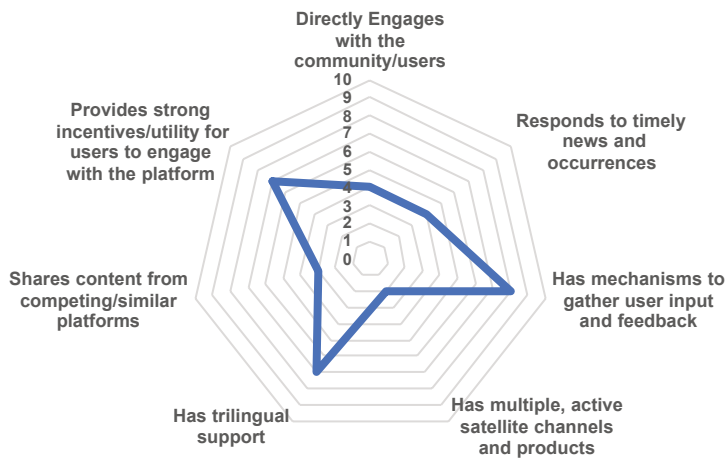
- The platform engages with users/community via forums, polls, community contributors etc.
- The platform provides opinion pieces, articles and stories based on prevalent conversations and current events,
- The platform will often share content from other, external platforms quite extensively.
- The community aspect plays a significant role in incentivising the users to keep engaging with platform.

## We Hear You



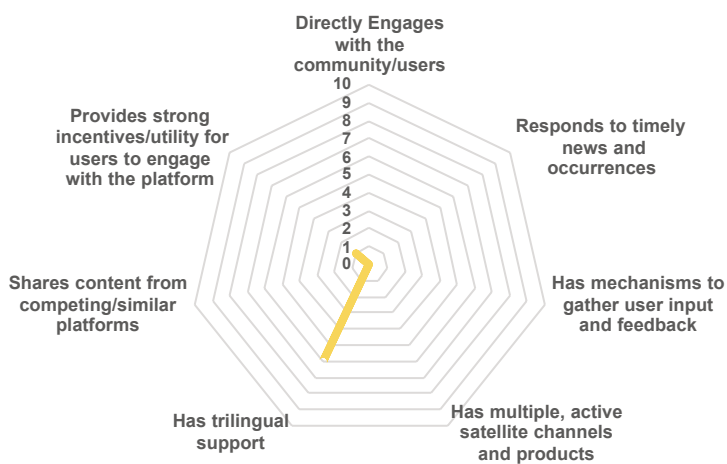
- The site's blog as well as YANSL's social media operations appear to have the opportunity and capacity to deal with emergent issues, but these opportunities have not been utilized fully.
- The site does not have any satellite channels or alternative offerings
- The site does not engage directly with the community/users.

## Know4Sure



- The platform does not directly engage with its users via the main site or social media; however, offers a plethora of social media chat services for those wanting to ask questions or reach out for more information.
- While the platform is merely a support/service access portal, its social media channels attempt to address timely issues.
- There is a significant utility value to the platform, as it provide quick and safe access to sexual healthcare service providers, this enables the platform to secure a certain degree of sustained traction.

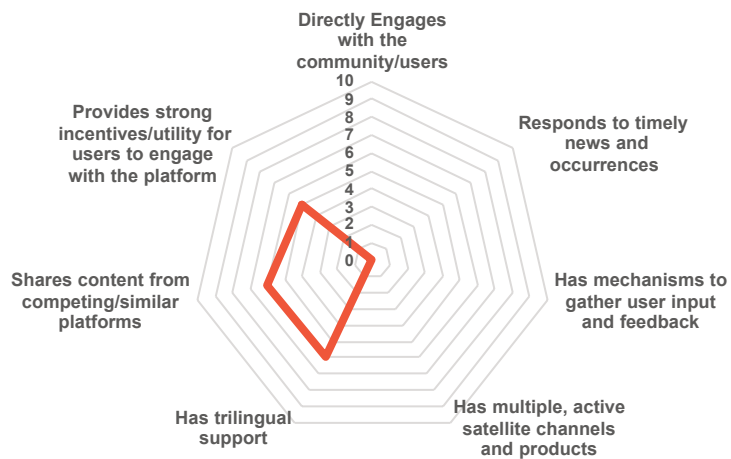
## YouthZone



- Youth Zone scores low across all categories due to an almost complete lack of any mechanism(s) to promote or expose the content to a general audience.

---

## Road to Adulthood



- RTA lays out an institutional, incentive to use the platform where demonstrating that one has grasped the educational outcomes of a platform expected and encouraged by universities.
- However, due to the same reasons that plague many of the other platforms analyzed here, it has no pathways to attract an outside audience who are not institutionally incentivized

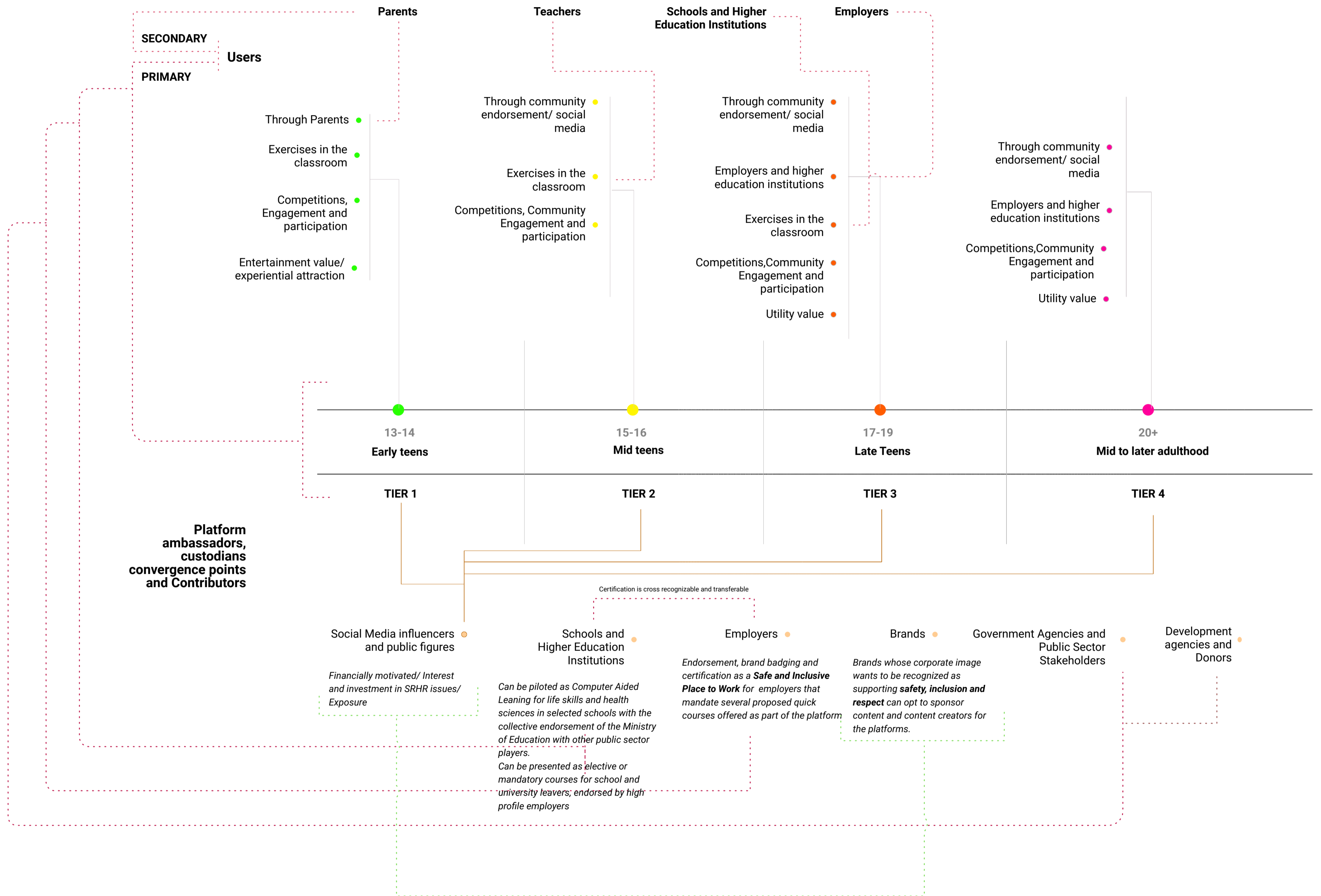


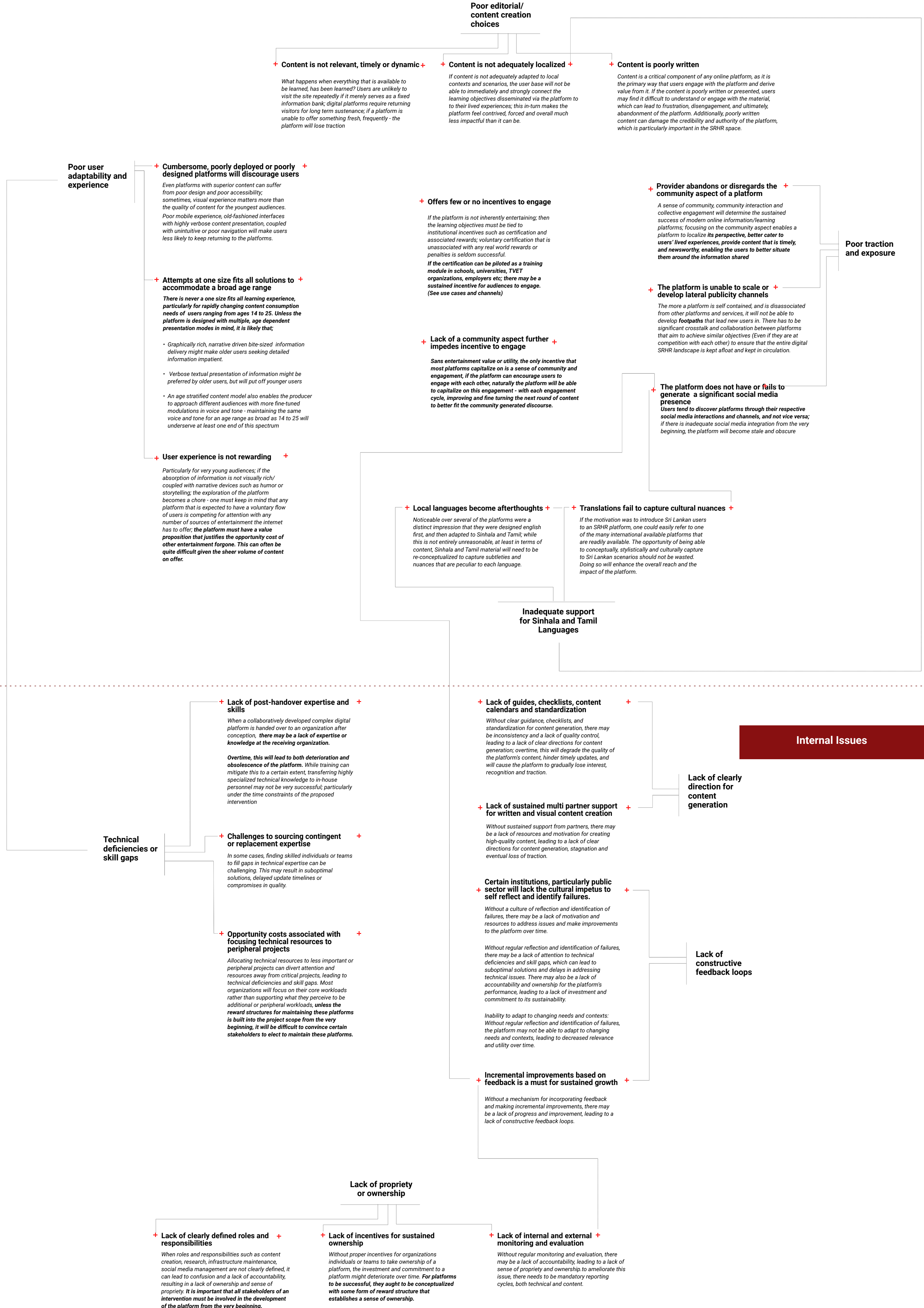
**CHANNELS FOR REACH AND TRACTION**

This diagram attempts to capture potential interactions points between the platform, its users and other stakeholders such as platform ambassadors, custodians, convergence points and contributors.

This diagram may serve useful as a general reference guide to understanding the relevance of each type of interaction and incentive to each group of users.

It will also paint a rough picture of how to create feedback loops and incentives for all stakeholders to sustainably contribute to the platform.







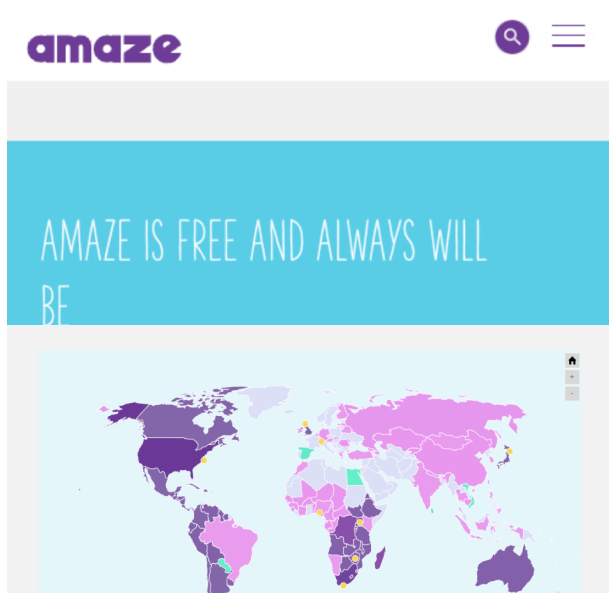
## GENERAL RECOMMENDATIONS

---

1. Reimagine the platforms to allow for more interaction, more community participation and interconnectedness.
2. Make the platforms age stratified, thereby fine-tuning content and interactivity to fit to age subgroups;
3. Identify appropriate voice and tone, as well as the right mediums of content delivery that will be most appropriate to the various age strata (*See content types and mediums of learning diagram*)
4. Make the content more contextualized and specific to the Sri Lankan lived experience, explore and explain learning objectives to better fit the prevalent cultural expectations of audiences by means of test audiences and content screening.
5. Make the platform(s) more responsive to the local news cycle, leverage current SRHR topics in the public eye to boost relevance, as well as to provide the public with clear, evidence-based analysis of real-world scenarios.
6. Ensure that social media is an integral part of the what drives the reach and popularity of a platform.
7. Create a system of incentives for users to interact with the platforms via parents, schools, universities, TVET organizations and employees.
8. Partner with other platforms/content providers/ both within and outside the SRHR landscape to increase reach and traction.
9. Establish Ambassadors, convergence points and contributors to the platform and routinely incentivize and monitor their participation (*See use cases and channels diagram*)
10. By using both social media and other platforms as well as featuring independent contributors, ensure that attention can converge onto the platform from multiple sources.
11. Ensure adequate short to medium term support and training is provided to the custodians of the platform. Ensure regular reporting of training and platform performance .



## CONTENT TYPES, RESOURCES AND PLATFORMS FOR CONSIDERATION



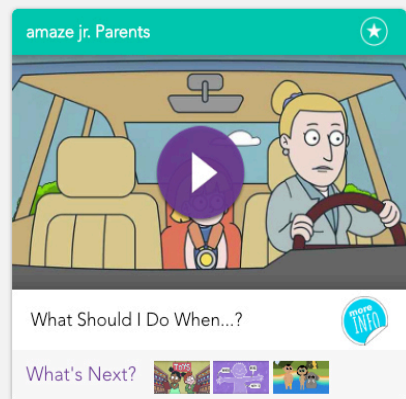
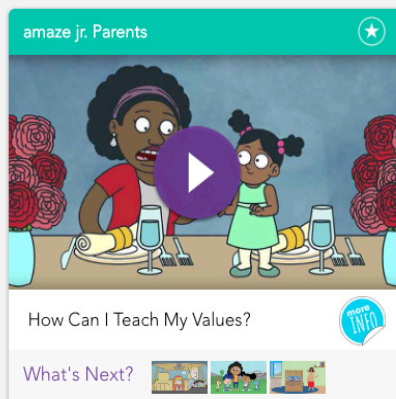
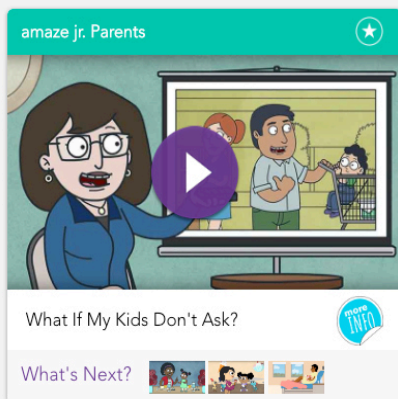
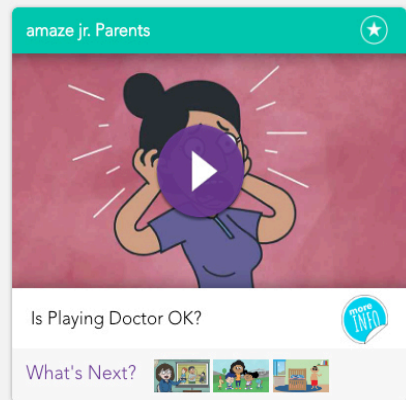
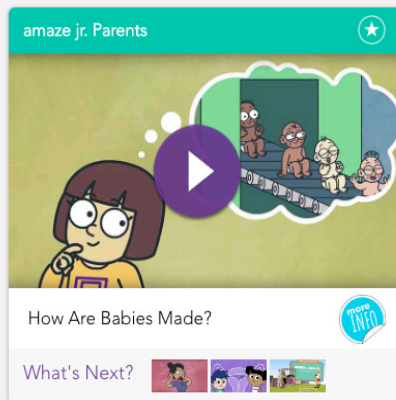
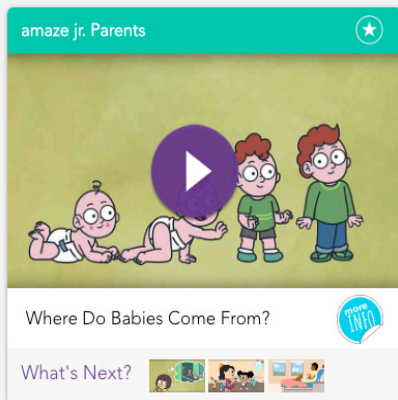
**Amaze :** <https://amaze.org/>

A highly comprehensive SRHR resource which should be noted for its content integration and localisation.

Amaze.org is primarily a content-based website that provides sexual health and reproductive rights education for young people. Its core technological offering is its interactive, educational videos that aim to demystify puberty, sexual health, and healthy relationships. The website features animated videos covering topics such as sexual health, puberty, and gender identity.

The videos use age-appropriate language and imagery to make the content engaging and relatable for young people. Each video also includes a set of discussion questions to facilitate conversations between young people and their parents or educators. Amaze.org's videos are available in English and Spanish and can be accessed through the website or through YouTube.

In addition to its videos, Amaze.org also offers a variety of educational resources, including lesson plans for educators, tips for parents, and quizzes for young people to test their knowledge. The website's content is evidence-based and reviewed by a team of sexual health experts, ensuring that it is accurate and up-to-date.



<https://www.scarleteen.com/>

Scarleteen provides comprehensive and inclusive sex education and support for young people.

The website offers a wide range of articles, resources, and advice on topics such as sexual health, relationships, consent, identity, and more.

Scarleteen aims to empower young people with accurate information and tools to make informed decisions about their bodies and sexuality. The website also provides a safe and non-judgmental space for users to ask questions and seek support from trained staff and volunteers.

Particularly notable takeaway is the extensive community involvement of the website, through social media and directly on the platform itself, which has ensured a longstanding, dedicated user base.

**Dorling Kindersley's illustrated, interactive early childhood education products**  
 (DK pioneered interactive computer aided learning platforms in the late 90s and early to mid 2000s; both their new and old products provide detailed examples on how to design content for younger audiences)

<https://www.dkfindout.com/uk/human-body/>

**Edcraft**

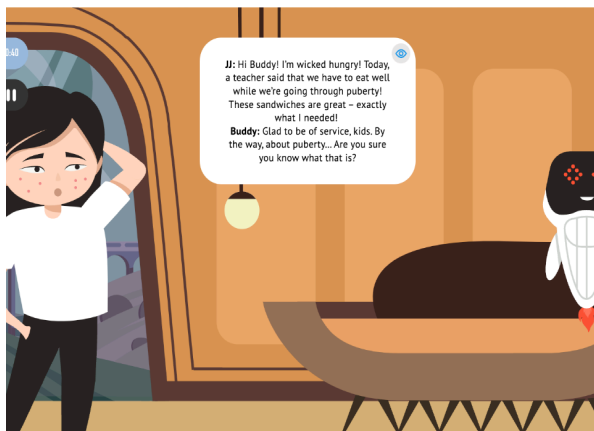
EdCraft uses game-like methods, (visualization progress, getting to the next level, winning virtual prizes) which are familiar to children today so they can comfortably enjoy an effective educational experience.

The difficulty increases as the student progresses through the course from beginner to competition level. The lessons also consider the different training levels of the students as well as their interests and capabilities.

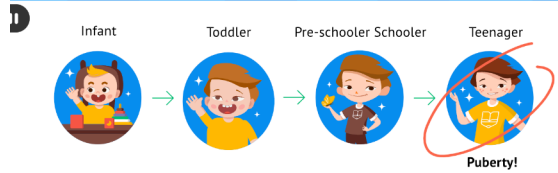
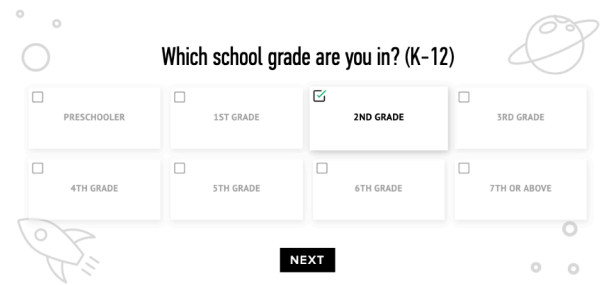
<https://edcraft.io/about-project>



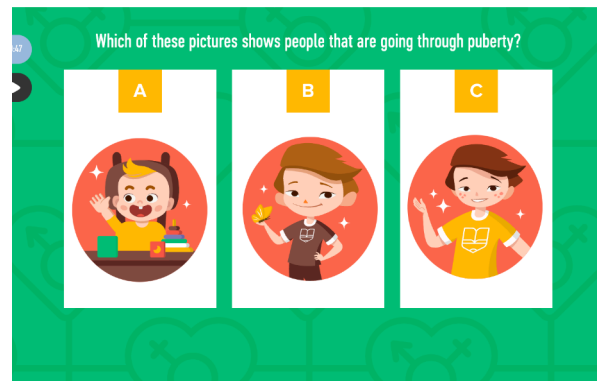
INTRO  
**Why are we different?**

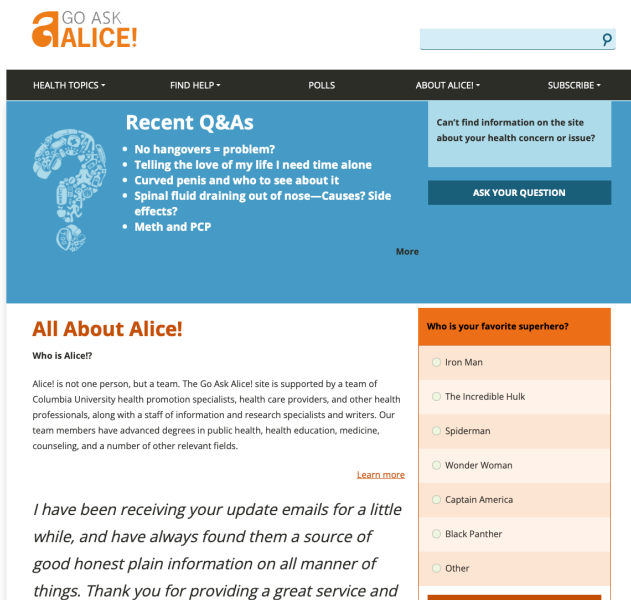


**EDCRAFT**



Puberty is a period in life when the bodies of boys and girls develop and turn into the bodies of adults. Typically, this happens between 10 and 16 years of age.



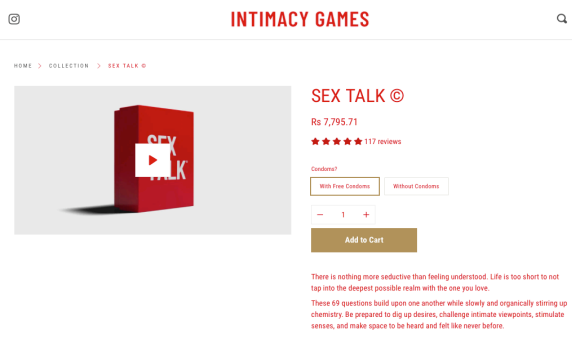


**Go ask Alice :**  
[www.goaskalice.columbia.edu/](http://www.goaskalice.columbia.edu/)

Go Ask Alice attempts to personify a platform, where every interaction with the platform is made to feel like an interaction with a person;

The site is supported by a team of Columbia University health promotion specialists, health care providers, and other health professionals, along with a staff of informationals and research specialists and writers. Our team members have advanced degrees in public health, health education, medicine, counseling, and a number of other relevant fields.

this is a rare and refreshing strategy - with the advent of new AI tools as well as adaptive human voice generators, a tool such as this can be improved/ attempted even with relatively modest resources; particularly supporting Sinhala and Tamil Languages.



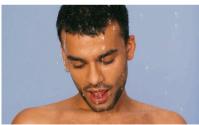
**SEX TALK : A CARD PACK**

While not a platform, a group experience such as this can be replicated online; where multiple users are able to interact with the program; leading to discovery and conversion around SRHR issues; this highlights the user to user interaction and community aspect of the platform; where engagement with other people, set up with an entertaining premise adds an experiential value to the platform.

## Our Bodies

Everybody's bodies are different, but there are some basic parts that are the same. Here you can learn about how your body and other people's bodies work. We will also discuss how they change during puberty and how to take care of your body.

### FACTS



MALE BODY

#### Men's hygiene

When you kiss or have sex, it's nice if you're clean and smell nice. Brush your teeth, shower regularly and wear clean clothes.



MALE BODY

#### What is ejaculation?

If you get really aroused, you have an orgasm or 'come'. You then ejaculate - semen comes out of your penis.



MALE BODY

#### What is a Penis?

MALE BODY  
FEMALE BODY

### RELATED STORIES

- 1 Hormones: top five facts
- 2 What makes a voice sexy?
- 3 How I discovered my clitt!
- 4 'Addicted' to Masturbation? Here's what you can do!
- 5 'Was my vagina tight for him?'
- 6 Top tips for healthy penis and testicles

VIEW ALL

## lovematters.in

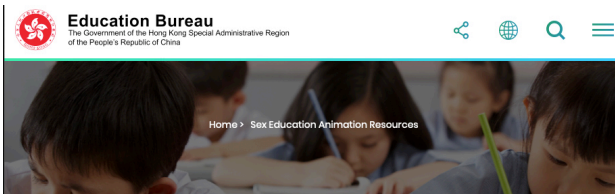
Love Matters is India's leading digital Sexual and Reproductive Health and Rights (SRHR) information platform catering to the needs of young people. Lovematters provides science-based information on love, sex and relationships using innovative media formats.

The platform claims to operate at the **"intersection between media and public health, specializing in media for social change. Harnessing the power of technology, popular culture, design thinking and storytelling, we seek to bridge the gap between young people, SRHR organisations and experts and service providers."**

Using websites, social media platforms, Discussion Boards, campaigns, podcasts, radio programs, videos including animation and virtual reality, augmented reality; the aim is to give complete and unbiased SRHR information to young people. The platforms are publically available and are free of cost.

Also : Other SRHR platforms in india;

<http://www.ieshlearning.com/> | <https://www.pratisandhi.com/> | [www.superschoolindia.org](http://www.superschoolindia.org) |



## Sex Education Animation Resources

No	Suggested Key Stage (KS)	Title	Download (Please play the animations by the browser supporting MP4)		
1	KS 1	Stay-at-Home Dad Theme: Gender Equality in Daily Life	(50 Mb)	(0.7Mb)	(1.5Mb)
2	KS 1	Protect Ourselves, Disclose the Secret Theme: Prevention of Sexual Child Abuse	(41 Mb)	(0.6Mb)	-
3	KS 2	The Intimate Couple Theme: Public Display of Affection	(38 Mb)	(0.7Mb)	(1.0Mb)
4	KS 2	Intimacy Boundary Theme: Sexual Harassment among Peers	(52 Mb)	(0.3Mb)	-
5	KS 2 or 3	The Temptation of Online Pornography Theme: Impacts of Browsing Online Pornography	(55 Mb)	(0.2Mb)	-
		The Confusion of Yuet			

### Comprehensive curriculum development resources

Education Bureau of Hong Kong.

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/sea/sea.html>

Covers a number of CSE topics with presentations, animations and lesson plans that content creators may derive inspiration from.