VOICE 4

Leading **change**, one **VOICE** at a time

Annual Report

2025-26





TABLE OF CONTENTS

- Board of Trustees 1
- Co-Executive Directors 2
- Letter from the Co-Executive Directors 3
- About VOICE-4 5
- VOICE Ecosystem 6
- Our Impact 7
- V4*Girls* 8
- V4*Women* 13
- V4*Policy* 15
- V4*Innovation* 16
- Strengthening VOICE 20
- Highlights 24
- Financial Snapshot 27
- Partnerships and Engagements 28

BOARD OF TRUSTEES



Ragini brings over two decades of experience in development finance, with expertise in gender-lens investing, education, climate finance and impact investing. She currently serves on various advisory and investment committees and brings a collaborative approach to her work.

Ragini Bajaj Chaudhary



Tapan has over two decades of experience in building and scaling programmes and organisations from the ground up to national scale. He focuses on strengthening systems and teams, working closely with governments and partners. He is committed to building organisations ready for what lies ahead.

Tapan Das



Jaya comes with three decades of experience in sustainable social development, with a deep commitment to gender equity. At VOICE-4 and a political school for young women, she nurtures future leaders and connects people and ideas. She has co-edited "Anchoring Change", a book that highlights non-linear transformation in grassroots.

Jayapadma RV

CO-EXECUTIVE DIRECTORS

Vanitha Prabu is an advocate for youth empowerment and gender equality, working to create change through her role at VOICE-4. She holds a Master's degree in public policy and brings 18+ years of experience across sectors, with expertise in girl child programming, research, and monitoring. Passionate about empowering adolescent girls and women, Vanitha believes education enables them to question stereotypes and become leaders in their communities.



Vanitha Prabu
Co-Executive Director



Nayonika Roy
Co-Executive Director

Nayonika is a development sector professional working across girl child education, social justice, gender equality, and women's leadership. An alumna of the Tata Institute of Social Sciences and the Indian School of Business, she has worked with various institutions including the Ministry of Women and Child Development. She has experience in adolescent programming, training and mentorship. She is also a founding cohort member of the Sehyogi Fellowship and a fellow in the Women Emerging Expedition on women's leadership.

LETTER FROM THE CO-EXECUTIVE DIRECTORS

Dear Friends of VOICE,

As we look back on the year gone by, we find ourselves thinking about how much can change in a year.

This was a year of building on our new identity and our shift from **VOICE 4 Girls to VOICE-4**. It was also the year we stepped into a model of shared leadership. Both transitions made us pause and reflect on what we have built, what we have learnt, and what we want to build next.

The change in our name was not simply a rebrand. Our work has always centred around girls and creating spaces for them to speak. Over the past year, that work grew to include the people and institutions that shape the lives of girls and women. This evolution took shape through **VOICE4Girls, VOICE4Women, VOICE4Policy and VOICE4Innovation.**

We have continued to deepen our work with girls and young people, while also asking ourselves an important question: What does it take to create an ecosystem where girls and young women can truly thrive?

Our experience has reinforced that change cannot rest with girls alone. While creating safe spaces for girls to find their voice, understand their rights, and imagine new possibilities remain central to our work; we are increasingly looking at the wider



Vanitha Prabu
Co-Executive Director

Nayonika Roy
Co-Executive Director

ecosystem around them, their peers, families, teachers, communities, institutions and systems. This shift is helping us move from individual empowerment towards creating environments that enable agency and sustain change.

Our work also moved into larger conversations. We hosted our first flagship event, **Together 4 Change**, bringing together the wider ecosystem that shapes the lives of girls and women. We also flipped the usual format of a panel. Instead of young people being invited to simply share their experiences, our young leaders took the forefront and spoke about what women and girls in their communities actually need.

We experimented, built new partnerships and took our learning into new spaces. VOICE has always been known for its gamified, interactive and activity-based approach to learning. Through **VOICE4Innovation,** we have begun partnering with organisations that are adapting the Girl-4-Girl approach and bringing gamified learning into their own work.

For us, one of the most significant transitions was also personal. As Anusha moved into her role as Founder and Strategic Advisor, we stepped into leadership together. It has been a year of learning what it means to carry forward a strong legacy while also making room for something new.

As we look ahead, we want to build on this momentum. We want to create stronger pathways from **participation to leadership**, deepen our work, strengthen our research and reach young people.

But beyond the numbers, our hope is simple: that more girls and women have the space, support and opportunity to shape their own lives and the world around them.

We are grateful to our young people, our team, our partners and our supporters for walking with us through this year of change. We began the year asking what VOICE-4 could become. We end it knowing that **we are still becoming, and we are excited for what comes next.**

With gratitude,

Vanitha Prabu & Nayonika Roy
Co-Executive Directors, VOICE-4

ABOUT VOICE-4



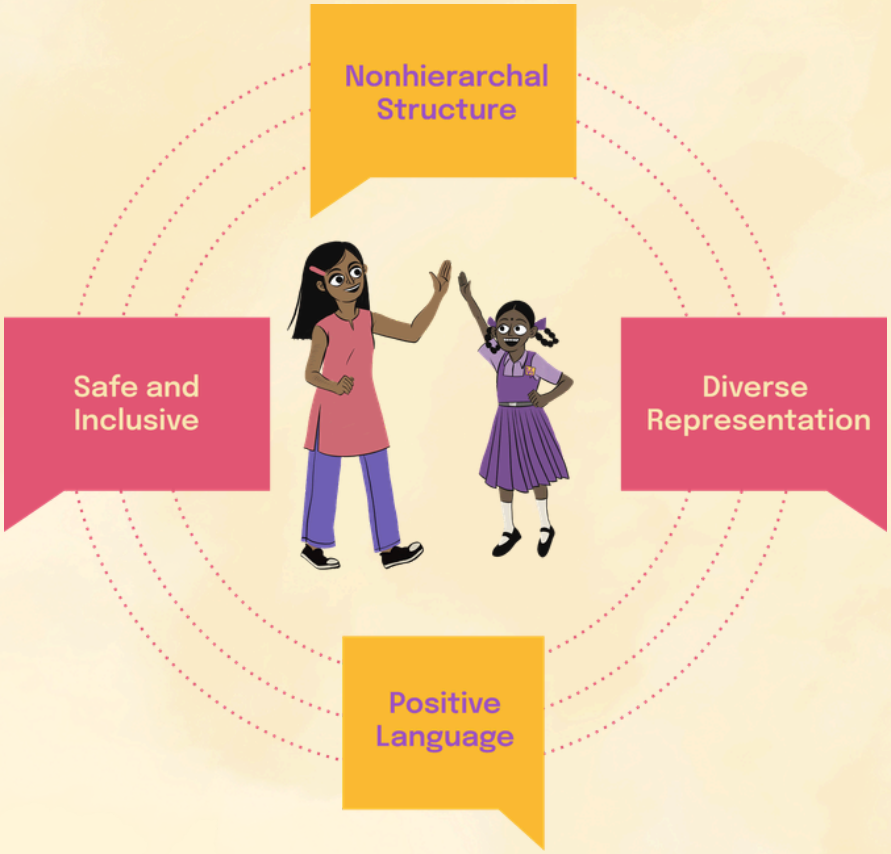
VISION

An ecosystem where girls and women thrive by breaking intergenerational oppression and taking charge of their futures, their families, and their communities.

MISSION

VOICE-4 creates gender transformative safe spaces to unlock the agency of girls and women through critical knowledge and feminist leadership, so that they emerge as changemakers.

VOICE-4 (For VOICE 4 Girls, registered under the Indian Trusts Act, 1882) is an evolving organisation dedicated to creating gender transformative safe spaces that empower adolescents, women and youth, while driving systemic change through innovative programmes and advocacy. In over a decade of our work, we have had the privilege of impacting over **3,50,000** lives through our programmes. Our unique Girl-4-Girl movement has enabled us to strengthen the voices of adolescent girls across India.



VOICE ECOSYSTEM

Our transition into VOICE-4 reflects how our work has evolved over the past decade. While adolescent girls remain at the heart of our mission, our experience has shown us that sustaining their agency requires us to engage with the wider ecosystem around them.

This means looking beyond individual change to the environments in which people grow, learn and make decisions. Families, schools, communities, institutions and systems all play different roles in shaping what is possible for adolescent girls, youth and women.

VOICE-4 brings these interconnected areas of work together, expanding our focus across adolescents, youth and women while deepening our engagement with policy and systems change. At its core, our commitment remains unchanged: to unlock agency, foster feminist leadership and contribute to transforming the communities and systems in which people live.

OUR 4 PILLARS



V4Girls

Equipping adolescents with critical knowledge and life skills.

V4Women

Empowering young women through gender and leadership programmes.

V4Policy

Advocating to address systemic gender barriers and foster equitable development.

V4Innovation

Pioneering new ideas and scalable solutions to foster gender equality.

OUR IMPACT

19,948
adolescent girls and boys reached
V4Girls

3
programmes & flagship event piloted
V4Innovation



2
research studies conducted
V4Policy

120
young women reached
V4Women

20,068
adolescents and young women reached



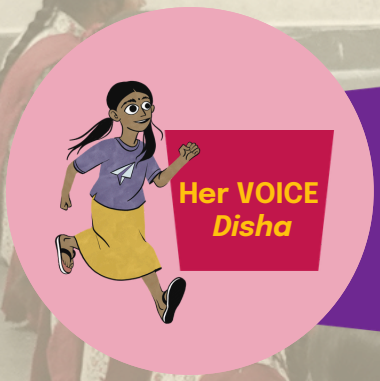
3,557
girls reached

4 QUALITY EDUCATION

5 GENDER EQUALITY

643
boys reached

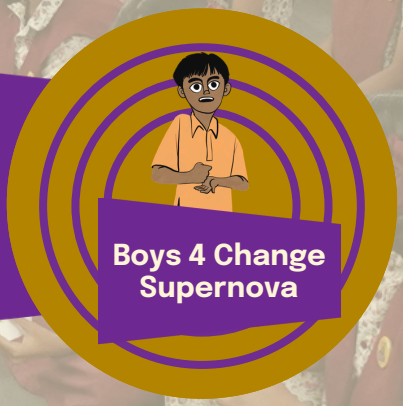




5,758
girls reached

8 DECENT WORK AND ECONOMIC GROWTH

1,825
boys reached



10 REDUCED INEQUALITIES



3,276
girls reached

17 PARTNERSHIPS FOR THE GOALS

3,312
girls reached



512 young women and 116 young men were recruited as counsellors across programmes

STORIES OF CHANGE

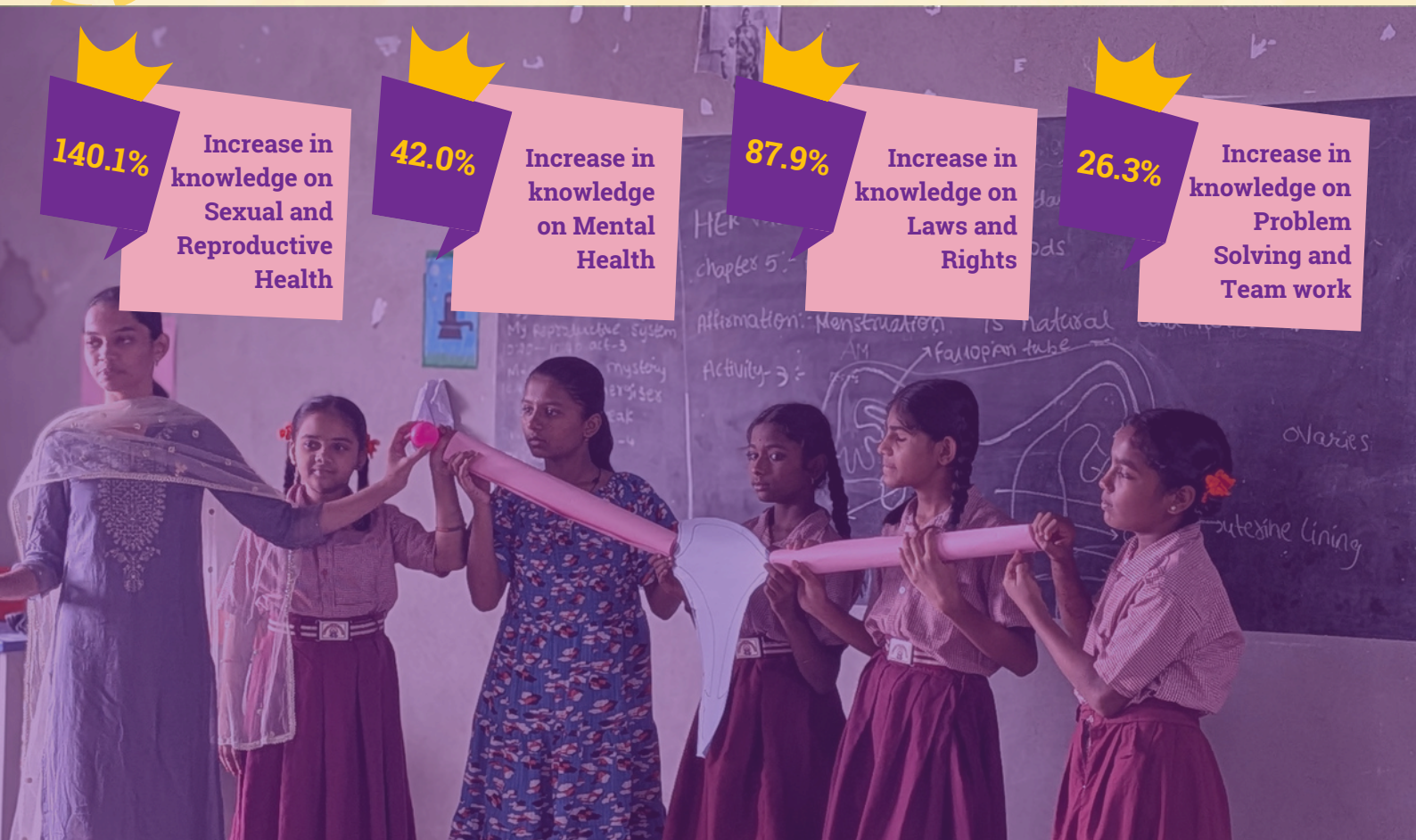
Khushi's journey from adopting beliefs to questioning them

Khushi, a 13-year-old, lived in a lively home in Bangalore. Her father worked in a different city, and her mother took care of them and the household. Always full of energy, Khushi loved playing sports, reading stories, and enjoying time with her siblings. When she got her first period, she was in class 7. Like many girls, her first experience of menstruation was shaped by what her mother told her at home. She was asked to stay out of the kitchen and avoid going to the temple. She was also not allowed to wash her hair during the three days of her period.



In class 8, while participating in the Rewa sessions at school, Khushi watched a video that explained the menstrual cycle with facts and science instead of traditions. For the first time, she understood that menstruation was a normal biological function and that period blood was not dirty. The akka taking the session talked about menstruation normally, and encouraged them to speak about their experiences too.

Khushi discussed what she had learnt with her older sister, and together they helped each other understand the changes in their own bodies. Being able to talk about it changed how Khushi saw her own body, menstruation, and the shame she had previously felt talking about it. Now, Khushi wants her younger sister to have a different experience with menstruation. She plans to sit with her and share everything she has learnt about taking care of herself. Khushi also hopes to talk to her mother to help her see that girls are not impure during their periods and should not have to hide away in their homes.





One girl's learning becomes another girl's confidence

V. Sravani is a 13-year-old, class 9 student from Rayagudem village. She lives with her parents, who are farmers, and her younger siblings. Like many girls her age, much of what she knew about adolescence came from school, home, and the people around her. There were questions about puberty, periods, body safety, rights, and her future that she had little opportunity or guidance to explore.

Through the Her VOICE programme, Sravani found opportunities to ask questions, discuss things she had heard, and make sense of them for herself. Parichay introduced her to topics around growing up, personal safety and her rights. It also helped her become more comfortable seeking information rather than simply accepting what she was told.

She began putting that learning into practice outside the sessions. Sravani started speaking with younger girls in her village, sharing what she had learnt and answering their questions. She was not just taking information home with her. She was beginning to pass it on.



Disha gave her another opportunity to think about what comes next. Sravani dreams of becoming an IAS officer, and conversations around life after Class 10 helped her think more clearly about that ambition and the steps she could take towards it.

She now wants to share this with other girls too. During the Dussehra holidays, Sravani plans to speak with girls in her community about planning for life after Class 10, drawing on what she has learnt through Disha.

"A lot of my learning at VOICE has come from being on the field — going to schools, seeing the challenges the girls face, and figuring out solutions as we go. Every session brings something new, and you have to be ready to listen, adapt and look at things differently. It has also shaped the kind of community I want to build: one where everyone feels comfortable bringing their perspective to the table, without hesitation. Working with the girls has shown me how important it is to create that space."

– Ankitha Raj, VOICE-4 Team Member

"What I find most interesting is how much the young men change once they become counsellors. In the beginning, some are unsure if they are suited to the work and question how it connects to their own lives or education. But when they go into schools and spend time with the boys, their perspective starts to shift. They come back and tell me about the realities these children are living with and how much they have taken for granted. They start asking, 'How can I help?' For me, that is a powerful change. They begin to see that being a counsellor is not just about working with younger boys—it is also about understanding how they can contribute to their own communities."

– Pavan, VOICE-4 Team Member

"Over the multiple rounds of programmes I have done with VOICE-4, I've spent nearly 70 days with adolescents as a counsellor, and every session teaches me something new. What stays with me is seeing how their curiosity grows when they are given space to explore. Students who are distracted on day one gradually begin listening, participating and questioning. More importantly, I've seen students begin to recognise discrimination and inequalies in their own lives and surroundings, questioning why these inequalities exist. One boy who initially found it difficult to connect with others gradually began participating in activities, speaking with his peers and building friendships. These changes show what can happen when adolescents are given the space to reflect, speak and engage."

– Snehith, Counsellor, Boys 4 Change Programme

"During the sessions, I saw a big change in the girls. When they first came, many were very shy and hesitant to speak with us. Slowly, they started coming to us on their own, asking questions, sharing their thoughts and participating more. It made me reflect on my own understanding of gender. I saw how many restrictions girls live with at home—being told what they can or cannot do simply because they are girls. Seeing the girls question these ideas made me question them too. I realised that change is not only about helping girls find their voice. It is also about recognising and challenging the everyday norms that make it difficult for us to use our voice."

– Reika, Counsellor, Her VOICE programme

"Through the Girl-4-Girl approach, I have seen girls begin to see themselves not just as participants, but as leaders who can influence others. At first, most girls are hesitant to speak or take initiative. But, by the time they reach the last few days of the sessions, they begin raising their hands, campaigning and taking responsibility. What stayed with me was seeing juniors being chosen as Sakhi managers and their seniors respecting their leadership. They speak about wanting to take this beyond the classroom and into their communities. They even ask how they can join VOICE-4 and teach other girls, just like their counsellors. Seeing them embrace leadership is truly inspiring."

– Akhila, VOICE-4 Team Member



Karthik finds the courage to speak up and care

Karthik Reddy is a class 8 student from Gudur who lives with his parents and younger sister. Before attending the Boys 4 Change programme, Karthik was carrying experiences he found difficult to talk about. He had faced bullying and exclusion at school and in his neighbourhood, including inappropriate touch and teasing. Like many boys, he had learnt to believe that being strong meant staying silent. At home, Karthik also carried certain myths about menstruation. He avoided his mother and sister during their periods because he believed menstruation was impure.

Through the Boys 4 Change programme, Karthik began reflecting on the beliefs and experiences he had previously accepted without questioning. Sessions on emotions, gender, personal safety, violence and relationships helped him understand that what he had experienced was neither normal nor his fault. He learnt about personal boundaries, safe and unsafe touch and the importance of speaking to a trusted adult.

The sessions also changed how Karthik understood menstruation. He learnt that periods are a natural part of life and began questioning how he had treated his mother and sister. He shared with the counsellor, "I feel bad now for how I treated my sister. From now on, I'll help her instead."

The change in Karthik was also visible among his peers. From being shy and withdrawn, he became more confident in participating, asking questions and supporting his friends. He began speaking about respecting others, being kind and not remaining silent when something feels wrong. For Karthik, the sessions became a space to question long-held beliefs and respond differently. His journey shows how giving boys space to reflect, question gendered expectations and speak openly can shape how they understand themselves and care for those around them.

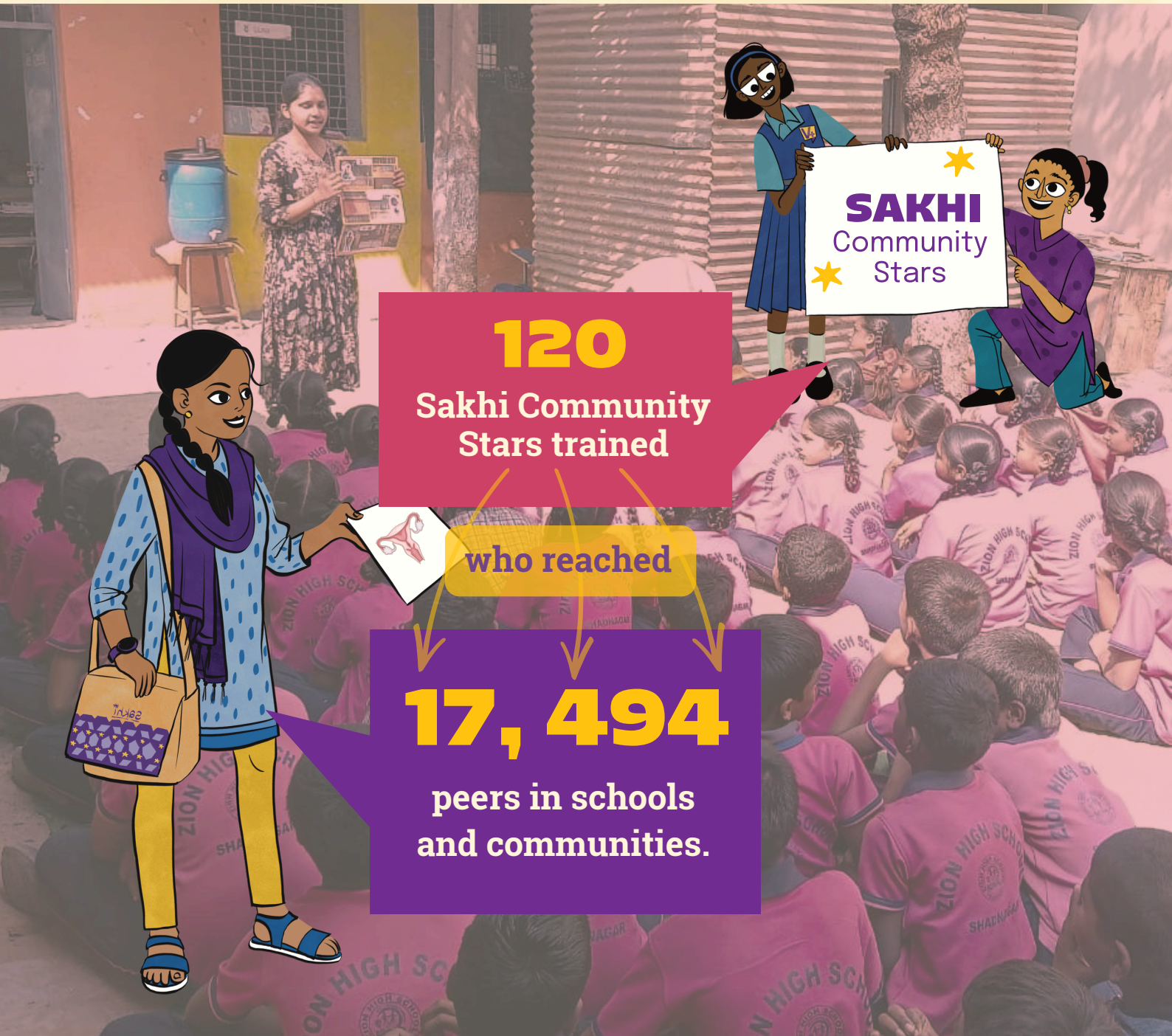
50.70% Increase in positive attitudes towards Violence & Safety

61.80% Increase in knowledge on Gender Norms

48.0% Increase in knowledge on Leadership

BECOMING CHANGEMAKERS

Once the girls have completed the 3 modules of the Her VOICE programme, they become Sakhis. They have gained crucial information and knowledge about their rights and agency and have understood their own voice and power. Having learnt that they too can be leaders, they are ready to take action and tackle the existing issues in their own communities. Through this programme, the Sakhis become Sakhi Community Stars by using the VOICE-in-Box toolkit and Community Learning Labs to take action on issues they see around them. Once trained, the Sakhi Community Stars address community issues ranging from water shortages and difficult transportation to poorly lit streets & lack of sanitation that affect girls' safety. By solving challenges with the help of community leaders and local authorities, these young changemakers learn that they can question what is unfair, bring people together and work towards collective action.





"Electrical lines near our homes were frequently causing short circuits, especially when vehicles came into contact with them. I was concerned about the safety of families in my village, so I spoke to the Sarpanch with my father's support and raised the issue of the low-hanging lines. I continued following up until the lines were repaired and the problem was resolved. My father was proud of me, and the people in my village respected me for speaking up and taking action."

– Navyasree, MJPWRTC Wargal





"Our college had many problems, ranging from sanitary issues to the library not having enough books and the infrastructure not being proper. We had already reported these issues to the faculty, but there was no solution. Along with 60 of my fellow Sakhi Community Stars participants, we discussed the problems, planned our approach, and raised our concerns. The Secretary visited our campus for a detailed inspection. After this, our college got a new principal, and our campus was shifted to a building with better infrastructure."

– K.Shirisha, BCW Medchal



"For students in my village, getting to college was a daily challenge. The nearest bus stop was 3 km away, meaning students had to walk 6 km every day just to travel to and from school. I spoke with other students and raised the issue with the village Sarpanch, explaining how the lack of transportation was affecting us. I followed up with the concerned authorities and pushed for a bus service. As a result, two buses now come to our village, making the daily journey to college much easier."

– K Sindhuja, MJPWRTC Wargal

BUILDING AGENCY, SHAPING POLICY

Challenging Narratives: Girls' Perspectives on Safe Spaces and Agency in Bhutan and India

Anusha Bharadwaj (India) and Thinley Choden (Bhutan) explore girls' perspectives on safe spaces and agency through a cross-cultural study with 120 girls across rural and urban schools in Bhutan and Telangana. Through creative and participatory workshops, the research examines how girls experience safe spaces and agency and how cultural, social and economic contexts shape their empowerment. The study challenges the assumption that national development alone leads to greater gender equity, putting girls' own voices at the centre of the narrative. It also offers insights into what makes safe spaces truly gender-transformative and how they can strengthen girls' agency in schools and communities.

Girls Leading Change: Exploring Adolescent Girls and Young Women as Community Changemakers

VOICE-4's "Girls Leading Change" research paper documents the stories and experiences of girl leaders across Telangana and Andhra Pradesh. Through interviews and participatory research, the year-long initiative explores what enables girls to lead, what holds them back and how programmes and investments can better support girls as leaders. The research also examines the conditions and support systems that help girls turn their leadership into meaningful change in their communities.



SCALING UP GAMIFIED LEARNING

1. With the support of Social Initiative, VOICE-4 began looking for thematically aligned organisations who wanted to gamify their curriculum for adolescents. During a scoping visit in April, the VOICE-4 team met Girl Up Initiative Uganda (GUIU) team and a learning exchange began.





2. In September, the GUIU team visited India. In Hyderabad, they observed school programmes, interacted with adolescents, listened to the experiences of counsellors and played VOICE games. Over 4 days, the GUIU & VOICE teams ideated on contextual curriculum development.



3. Building on the learning exchange, the teams moved into discussions, framework design, game development and feedback cycles. The goal was to adapt VOICE's pedagogy, approaches and facilitation practices for the Ugandan context. A tech-forward learning exchange ensured quality control and enabled feedback to flow between the two organisations.



4. Over the next few months, VOICE created 12 sessions each for adolescent boys and girls across 3 phases. We used games and practical tools to cover critical life skills and knowledge adapted for the Ugandan context. The two teams worked through trials, pilot tests and feedback loops, using the learning exchange to address challenges in real time.

Avatar: Rethinking and redefining masculinity with adolescent boys in day schools

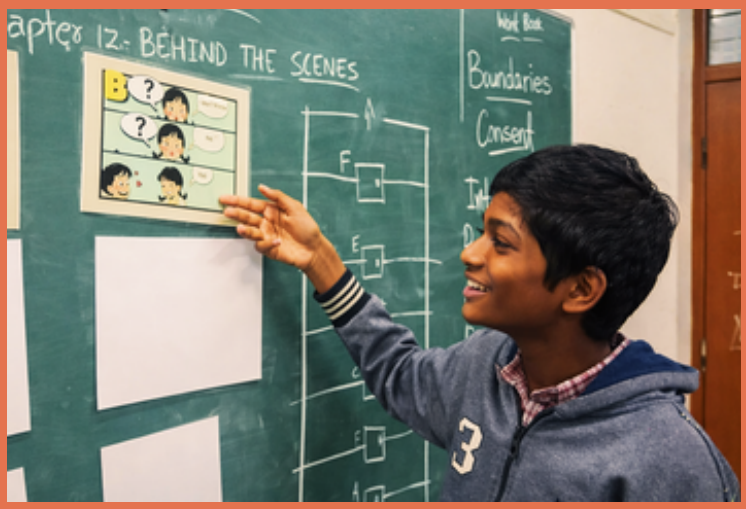
Project Avatar brought conversations around gender, masculinity and emotions into boys' everyday school lives through stories, games and reflection. The characters helped the participants rediscover masculinity while creating a space to talk about mental health, addiction, emotions and challenge stereotypical notions around masculinity.



The creative approach for Avatar was in finding new ways to meaningfully engage young boys in rethinking gender and masculinity, without making them feel targeted or ashamed. As the day-school classrooms became alive with stories, videos, role-play, comic strips and reflection, boys explored different ways to engage with these ideas and connect them to their own lives.

"We created Ravi, an adolescent boy, and Avatar, his supernaturally powered action toy, to be the heart of the curriculum and make it easier for boys to approach topics that can otherwise be difficult for them to talk about."

– Nirmal, Curriculum Officer



"Over time, some boys started to recognise that their sisters were being treated differently at home, while others connected their experiences of being bullied to violence. They spoke up about being scammed in an online game and even about peers struggling with addiction and mental health."

– Pavan, Project Officer

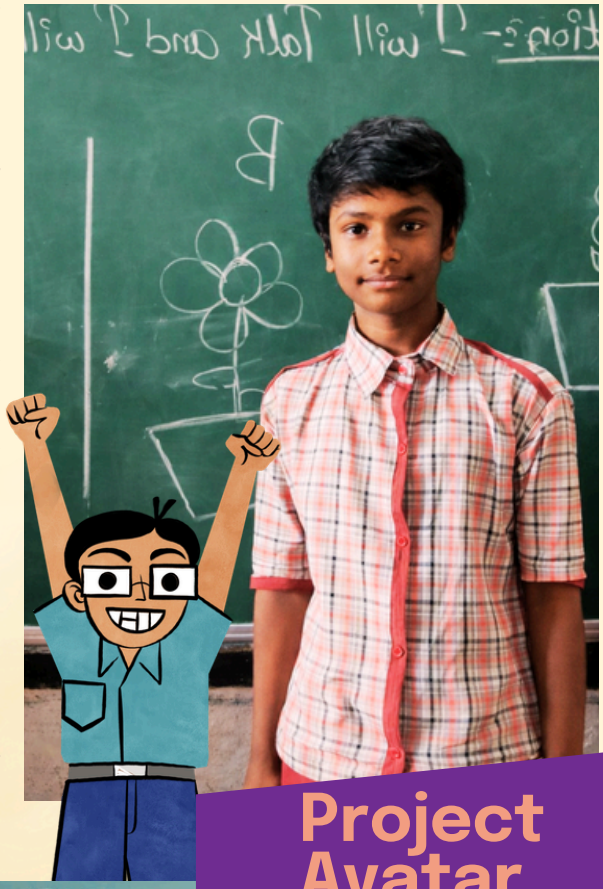




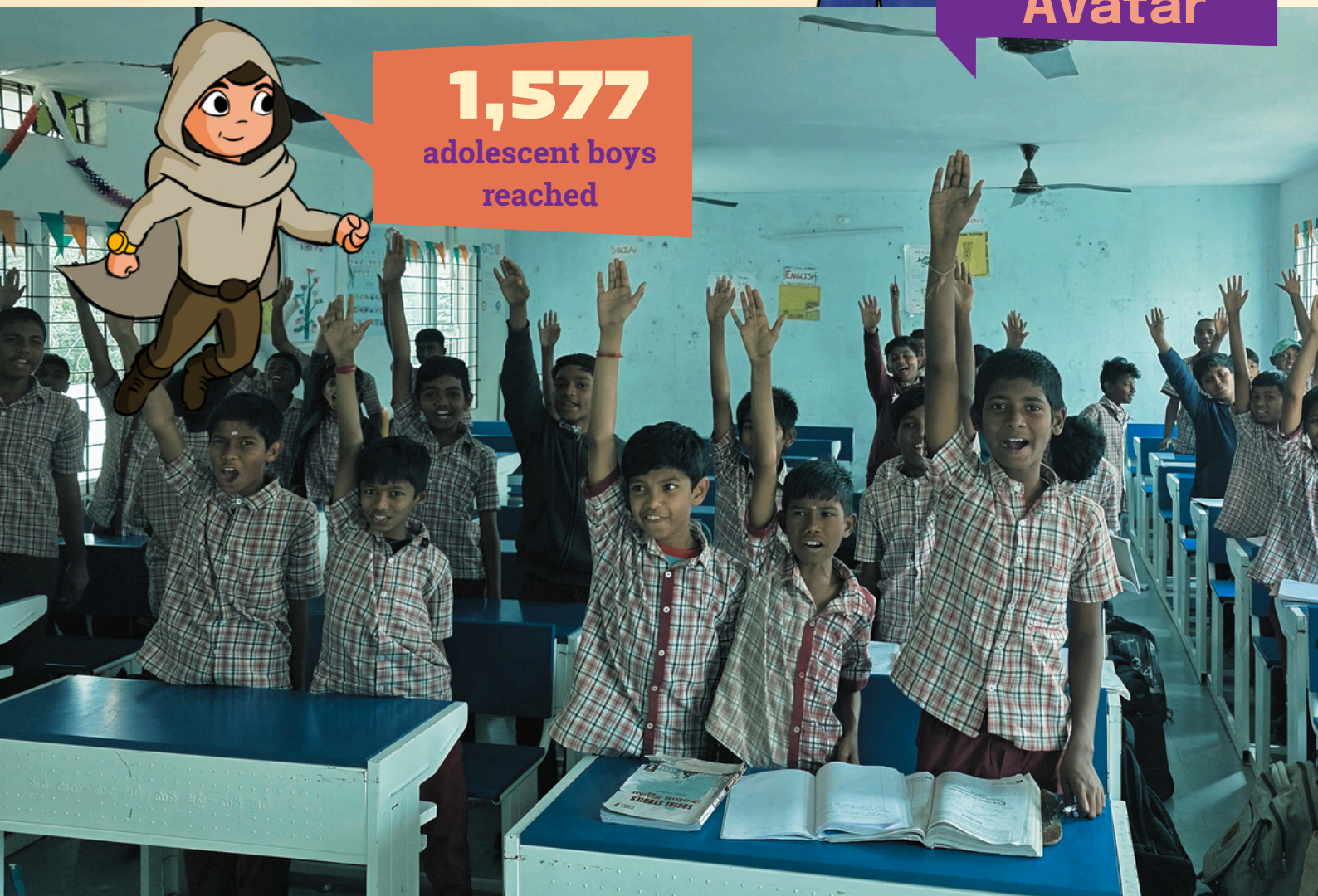
Bringing Avatar into classrooms also showed how important the facilitator is to the learning experience. The pilot reinforced that role modelling helps to build the trust needed for boys to understand themselves. In these safe spaces, they can be open about their emotions and question what they have been taught about masculinity.

When "being a boy" takes on a new meaning

At 15, Noor is already carrying worries about his future. A class 9 student at BBMP Government School in central Bangalore, he enjoys school activities, does well in his studies and loves caring for and playing with pets. But as a boy, he had also begun to feel that he would one day have to become financially responsible for his family. He worried about whether he would be able to fulfill that responsibility. The future that was still years away felt like a burden he was already carrying. Avatar gave Noor a space to question that expectation. Through conversations about gender, he began to see that being a boy should not determine the responsibilities he could carry or which interests and emotions he could express. He began to see that being a boy did not mean he had to take on every responsibility at home or give up the things he enjoyed. He started questioning the expectations he had placed on himself and thinking about how he wanted his future to look like. These conversations also gave him the confidence to speak with his family and friends about sharing responsibilities more fairly.



Project Avatar



Creating young leaders begins by engaging the ecosystem around adolescents



"I learnt about different types of violence, as well as the laws and procedures that can help safeguard children. The sessions also taught me how to talk to my child about these issues and support her if she ever faces a difficult situation. I am grateful for the opportunity to learn about these important topics."

—Rajitha Patel, Parent, ZPHS Shapurnagar

"The training was very helpful and easy to understand. It taught us how to listen to our children, understand what they are trying to share and respond in a way that makes them feel comfortable speaking to us. I also learnt how to talk to my children about important topics like good touch and bad touch in a simple, age-appropriate way."

—Rasheeda Begum, Parent, Government VKO School

"In the session, I learnt about different forms of harassment that children may face while growing up. It was also my first time learning about the POCSO Act and how it protects children. The conversation cards and posters will help us explain these topics to students and create awareness in the school. The session gave me important knowledge and confidence to guide and support my students better."

—Emmanuvel Doreraj, Principal, Government VKO School



"The training helped me understand how to better care for and guide children facing difficult situations. I learnt about violence against children, how to respond, and that the police department has a Child Welfare Police Officer who can support children in such cases. Knowing this support is available makes me feel more confident in guiding children towards a safer future."

—Anjudevi, Teacher, Grace Model School

STRENGTHENING VOICE



The first edition of our flagship event - Together 4 Change, was curated with the objective of bringing the ecosystem together to listen to and act on the needs of adolescents and young people. It was designed as a one-of-a-kind event to keep the voices of youth at the centre of the dialogue and to bridge the gap between decision-makers and the community. Together 4 Change Edition-1 brought together NGO leaders, corporates, CSR representatives, and donors to the same table as the changemakers themselves.

The gathering connected young people's experiences, needs and aspirations to the leaders bringing resources, expertise and opportunities across different sectors. Our alumni led conversations at round-tables and shared their journeys. Meanwhile, Flip the Panel created a platform for VOICE-4 alumni to moderate a panel comprising sector leaders and shape the conversation around what it takes to support young people's leadership.

For us, Together 4 Change was a major milestone in moving towards bringing different stakeholders together to listen, connect and reflect on how the larger ecosystem can contribute to the changes that young people are asking for.















Conversation Starters

Round-table conversations put VOICE-4 alumni at the centre of storytelling. As table hosts, they brought their own experiences into the room and opened up conversations with guests on growing up, reaching potential and young leadership.

Stories of Transformation

The Changemakers' Panel brought three alumni journeys to the stage – Priyanka Toomkunta, Ushnagari Swetha, and Ankitha Sree. They spoke about their experiences with VOICE-4 and the paths they have taken since.

Flip the Panel

Then the format changed to flip the narrative. Priyanka, at the moderator's seat, posed questions to Yamini Atmavilas, Shruti Nair, Aparna Raja, and Andrew Collister. The conversation shifted to young people asking what they wanted to know.

Pledges & Looking Ahead

Guests used the "What I Seek" and "What I Can Give" banners at the Pledge Wall to share their asks and offer pledges ranging from mentorship and pro bono support to partnerships and resources.

Journeys, reflections and learnings at the Annual Retreat



Strengthening VOICE happens when we learn, align, and grow together as an organisation. Our annual retreat has become one such important part of our organisational practice that gives the team time and space to step back from regular work and review the year as a whole. It turns individual experiences into collective learning and individual perspectives into opportunities for shared understanding. Our 2026 retreat created this space through reflections, storytelling about journeys, creative exercises, role-plays and conversations around our values, quality and collaboration.

Revisiting our journey helped reconnect the team with the purpose and impact of our work. What emerged was not simply a list of learnings from the year but a clearer sense of what we need to undertake at different levels to strengthen VOICE together. The retreat was more than an annual pause. It became a space that helps VOICE-4 look back with honesty, look forward with intention and move ahead with greater alignment.

ACCOUNTABILITY

COMMITMENT

PASSION

A special part of my journey with VOICE has been seeing the participants grow. Someone who had been a participant will come back years later as a counsellor and remind me that they had been in my classroom. They go on to continue their education, decide their future and eventually come back to work with us.

Bhagyasree,
Operations Manager

In finance, we often work behind the scenes and don't always get to see the impact of our work. The picture gallery walk and stories from the field made the girls we work for feel real to us.

Neethi,
Finance Manager

Deepening the knowledge behind the practice

Today, with the ecosystem around adolescents changing rapidly due to technology, the needs and challenges they face continue to evolve as well. Creating safe and inclusive spaces for young people is not a one-stop solution. It requires constant learning and unlearning by the individuals creating those spaces to deepen their own understanding of what young people genuinely need today.



Being an evolving organisation means that constant learning and growth are integral parts of how we work. In May, members of the VOICE team came together for a two-day Master Training of Trainers (ToT) in Hyderabad. The training created space for the team to learn alongside one another and deepen their understanding of creating inclusive and equitable spaces for young people. Conversations around social norms, identity, unconscious bias, fairness and access encouraged participants to look at familiar ideas differently and consider how we shape the spaces created for adolescents.

The training also covered critical soft skills like financial well-being and strategic communication. For a largely young team who are navigating their first jobs and earnings, these sessions offered transferable skills that will support them both personally and professionally throughout their careers.

The Master ToT is also an opportunity to bring the learning that we encourage in our programmes back to ourselves. It reminds us that growth does not happen only through the work we do with adolescents, but also through how we listen, question, learn, and support one another.



HIGHLIGHTS



Anusha Bharadwaj, Founder and Strategic Advisor of VOICE-4, received the TALHero Award 2025 in the Changemakers category for advancing gender equality and creating opportunities for young people. The award recognised 13 years of VOICE-4's work with 3,50,000+ young people and Anusha's commitment to youth-led change.

SolveCon 2026 hosted by Reap Benefit brought together young people and organisations working on social issues across India. VOICE-4 hosted a stall where participants played programme games, explored our work and merchandise. Our changemakers joined sessions to learn, exchange ideas and connect with peers.





We joined Arpan's Child Safety Week 2025 campaign, which focused on raising awareness about child sexual abuse and the POCSO Act. We contributed to the campaign video, joining organisations and communities across India in reinforcing that child sexual abuse is a punishable offence.

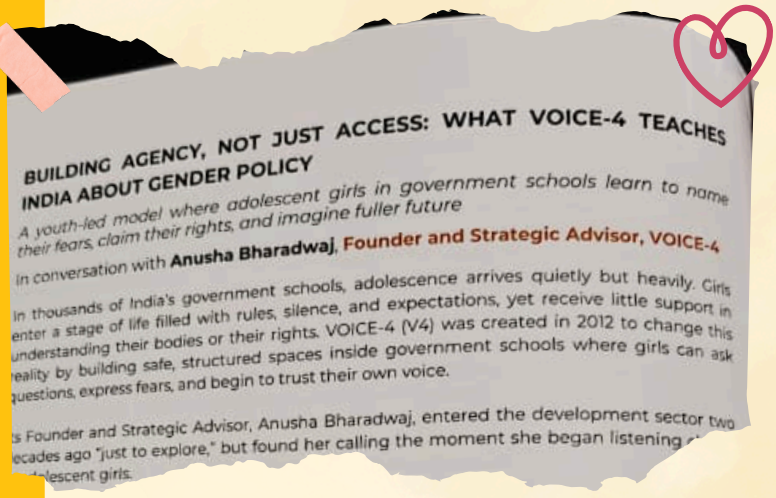
During United Nations General Assembly week, we joined global conversations on girls' leadership, gender equality, education and climate justice. Our founder, Anusha, brought grassroots perspectives from India while learning from organisations across the world, reinforcing the importance of feminist leadership, Global South voices and cross-border solidarity.





On 28th May, student volunteers at GFGC Vijayanagara and RC College led campus campaigns on menstruation, stigma, dignity and gender. Through a film screening, open discussion and debate involved men and boys in menstrual health education. 135 students engaged with Dr. Padmini Ram and Ms. Sukriti Somvanshi, who had joined the campaign.

The Policy Edge featured VOICE-4 in a conversation on what India's gender policy can learn from work on the ground. The article highlighted VOICE-4's work on Gender Transformative Safe Spaces, Her VOICE and the Girl-4-Girl approach. It explored why building adolescent girls' agency needs to go hand in hand with improving their access to opportunities and services.



BUILDING AGENCY, NOT JUST ACCESS: WHAT VOICE-4 TEACHES INDIA ABOUT GENDER POLICY

A youth-led model where adolescent girls in government schools learn to name their fears, claim their rights, and imagine fuller future

In conversation with **Anusha Bharadwaj, Founder and Strategic Advisor, VOICE-4**

In thousands of India's government schools, adolescence arrives quietly but heavily. Girls enter a stage of life filled with rules, silence, and expectations, yet receive little support in understanding their bodies or their rights. VOICE-4 (V4) was created in 2012 to change this reality by building safe, structured spaces inside government schools where girls can ask questions, express fears, and begin to trust their own voice.

s Founder and Strategic Advisor, Anusha Bharadwaj, entered the development sector two ecades ago "just to explore," but found her calling the moment she began listening
dolescent girls.



As part of 16 Days of Activism, we explored technology, emotional violence and digital pressures faced by youths today. We held zine-making workshops in college and live interviews in public spaces. The campaign culminated by connecting these conversations to dignity and safety online and offline.

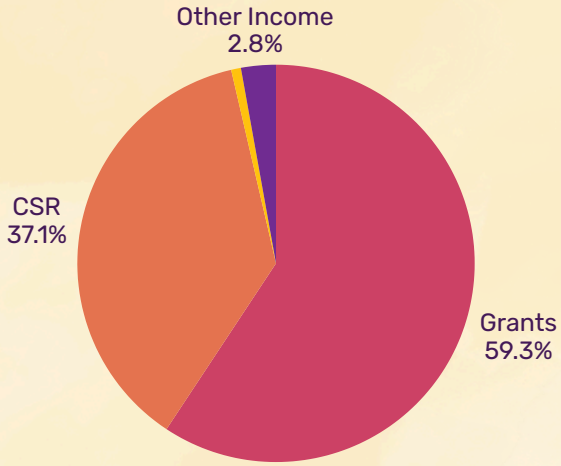
Anusha Bharadwaj was honoured with the VISIONAARI Award. It recognised her work towards creating opportunities for women and girls to challenge gender norms and shape their own futures. The award ceremony also featured a panel discussion on women breaking stereotypes and pursuing their aspirations, reflecting the values at the heart of VOICE-4's work.

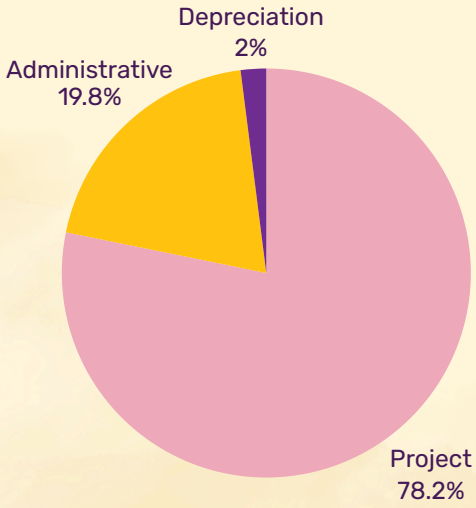


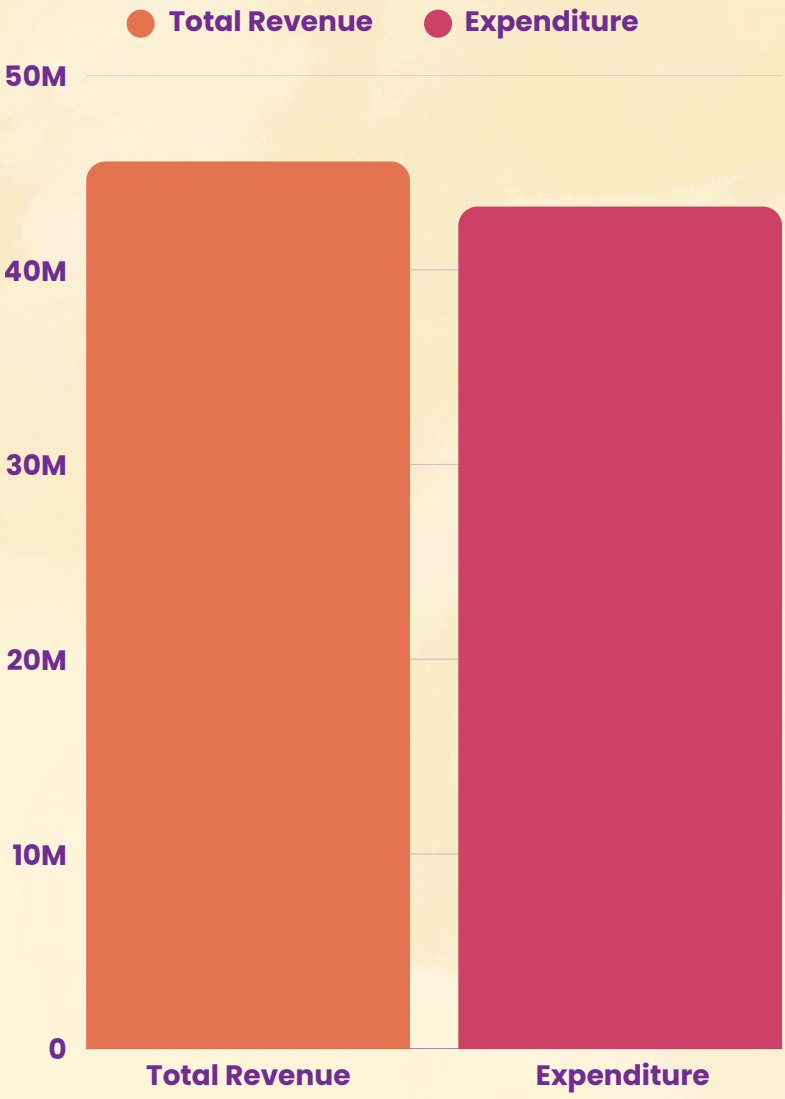


As part of an engagement anchored by Ashoka, the Lufthansa Group team visited our Rewa and Avatar classrooms in Bangalore. The visit offered a closer look at how we use gamified learning to make topics like health, rights, decision-making, and leadership practical and relevant for adolescents.

FINANCIAL SNAPSHOT











PARTNERSHIPS & ENGAGEMENTS

VOICE-4 is immensely grateful to the partners that stayed with us over the years and to the new partnerships that were fostered. It is together that we create a world for adolescent girls and boys where they can live up to their full potential and overcome the challenges in their own contexts.

"Over the past ten years of partnership, we have consistently been impressed by VOICE-4's ability to innovate in order to improve quality and achieve impact. The development of the day school programme, built on the insights and experiences gained from the residential camps, is an excellent example of this commitment to continuous learning and improvement.

We are also impressed by the way in which VOICE-4 is managing the transition of senior leadership. Succession is one of the most difficult milestones for organisations founded by social entrepreneurs. VOICE-4 has approached this transition with professionalism and foresight, creating confidence that they will continue to thrive for many years to come."

– Pernilla Bard, Founder, Social Initiative

"Scottish Love in Action has been privileged to partner with VOICE-4 over several years, supporting programmes that empower young people to make informed decisions about their future. We have been impressed by VOICE-4's commitment to listening to young people's voices and creating opportunities for them to develop confidence, leadership skills, and to learn about their human rights. Their work in schools and communities addresses critical issues such as child marriage, gender-based violence, and health in a practical and sustainable way. We value VOICE-4's strong local knowledge, innovation, and focus on long-term change for young people. We look forward to continuing this important work together."

– Jamie McIntosh, Chief Executive, Scottish Love in Action

VOICE 4

Leading **change**, one **VOICE** at a time

GET IN TOUCH

Head Office: Flat No. 6B, Divya Sai Shakti Apartment, Dwarakapuri, Punjagutta, Hyderabad, Telangana 500082

Branch Office: 1106, D Block, 4th Cross Road, AECS Layout, Brookefields, Bengaluru, Karanataka - 560037

www.voice-4.org

voice@voice4girls.org

Office: 040 23332041

WhatsApp: +91-8688832042

/voice4org

/Voice4org

/company/voice-4

/voice4org

