

METROPOLIS
foundation

educate
empower
encourage

Draft Rapid
Assessment Report
Metropolis Foundation



Disclaimer

- This report has been prepared solely for the purpose set out in the Memorandum of Understanding (MoU) signed between Renalysis Consultants Pvt. Ltd. (CSRBOX) and Metropolis Foundation to undertake the Rapid Assessment of their projects implemented with the CSR Funds of Metropolis Healthcare Limited.
- Metropolis Foundation is a learning organization, and as part of its learning process, considered doing a Rapid Assessment to produce the learning document to understand what has worked well and what still needs strengthening in a project period of 9 months. It may be noted that impact assessment as per CSR mandate is for projects 10 Cr and beyond; this assessment was done purely for learning and developing a strong strategy for the future.
- This report shall be disclosed to those authorized in its entirety only without removing the disclaimer; CSRBOX has not performed an audit and does not express an opinion or any other form of assurance. Further, observations in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- This report contains an analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with the leadership team of Metropolis Foundation, project beneficiaries, and various NGOs/implementing partners. While the information in the public domain is obtained from various sources hence, the findings may involve subjective judgements. CSRBOX has taken due care to receive information from sources generally considered to be reliable.
- In preparing this report, CSRBOX has also used and relied on data, material gathered through the internet, research reports, and discussions with personnel within CSRBOX as well as personnel in related industries.

With Specific to Rapid Assessment (FY 2022-23):

- CSRBOX has neither conducted an audit, or due diligence nor validated the financial statements and projections provided by Metropolis Foundation;
- Wherever information was not available in the public domain, suitable and practical assumptions were made to extrapolate values for the same;
- CSRBOX must emphasize that the realization of the benefits/improvements accruing out of the recommendations set out within this report (based on secondary sources) is dependent on the continuing validity of the assumptions on which it is based. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements, or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realization of the projected benefits.
- The premise of a rapid assessment is the objectives of the project along with output and outcome indicators pre-set by the programme design and implementation team. CSRBOX's rapid assessment framework was designed and executed in alignment with those objectives and indicators.

Abbreviations

Abbreviation	Definition
ARSH	Adolescent Reproductive and Sexual Health
AFC	Ashraya Foundation for Children
BMC	Brihanmumbai Municipal Corporation
BMI	Body Mass Index
CSA	Child Sexual Abuse
CSR	Corporate Social Responsibility
DNT	De-Notified Tribal
FGD	Focused Group Discussion
Hb	Hemoglobin
IDI	In-Depth Interview
IEC	Information-Education-Communication
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual+
MBMS	My Body, My Safety
MF	Metropolis Foundation
MHL	Metropolis Healthcare Limited
MIDC	Maharashtra Industrial Development Corporation
MoE	Margin of Error
NCPCR	National Commission for Protection of Child Rights
NCRB	National Crime Records Bureau
NFHS	National Family Health Survey
NISD	National Institute of Sustainable Development
OTP	One Time Password
POCSO Act	Protection of Children from Sexual Offences Act, 2012
SDG	Sustainable Development Goal
SEDТ	Socio-Economic Development Trust
SHG	Self-help Group
SME	Small and Medium-sized Enterprise
ST	Scheduled Tribes
SPOC	Single Point of Contact
TSTA	Too Shy To Ask App
VDF	Vilasrao Deshmukh Foundation

Nomenclature of Groups formed as per NGOs

Abbreviation	Definition
SEDТ	Bal Panchayat, Kishori Manch
NISD	Girls' Club and Girls Protection Committee
AFC	Children's Parliament

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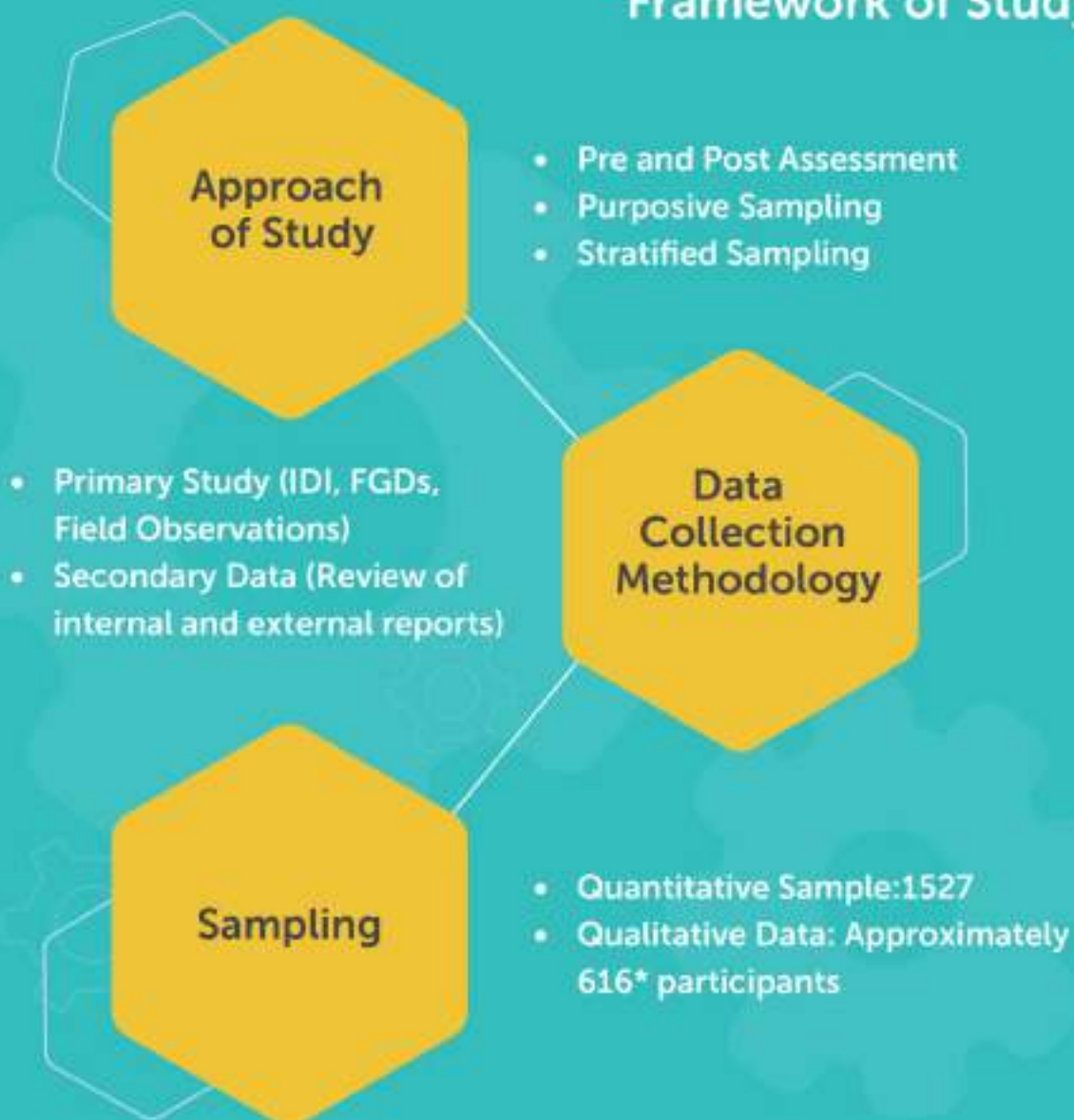
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Executive Summary

METROPOLIS FOUNDATION (erstwhile known as We Foundation), a registered public trust duly registered under the provisions of the Maharashtra Publics Trusts Act,1950. The foundation works with a mission to educate, empower, and encourage adolescents for better and productive living. Metropolis Healthcare Corporate Social Responsibility (CSR) wing joined forces to align their efforts and work towards common goals. Metropolis Foundation is transforming communities through Education, Empowerment and Encouragement.

Metropolis Foundation implemented the "Adolescent Well-Being Project" for 9 months across 6 locations in Maharashtra- namely Parbhani, Latur, Sangamner, Junnar, Pune, and Mumbai. The project was implemented collaboratively by 5 implementation partners from the aforementioned geographies. The rapid assessment conducted for the project included a mixed-method approach to strengthen the understanding of the project.

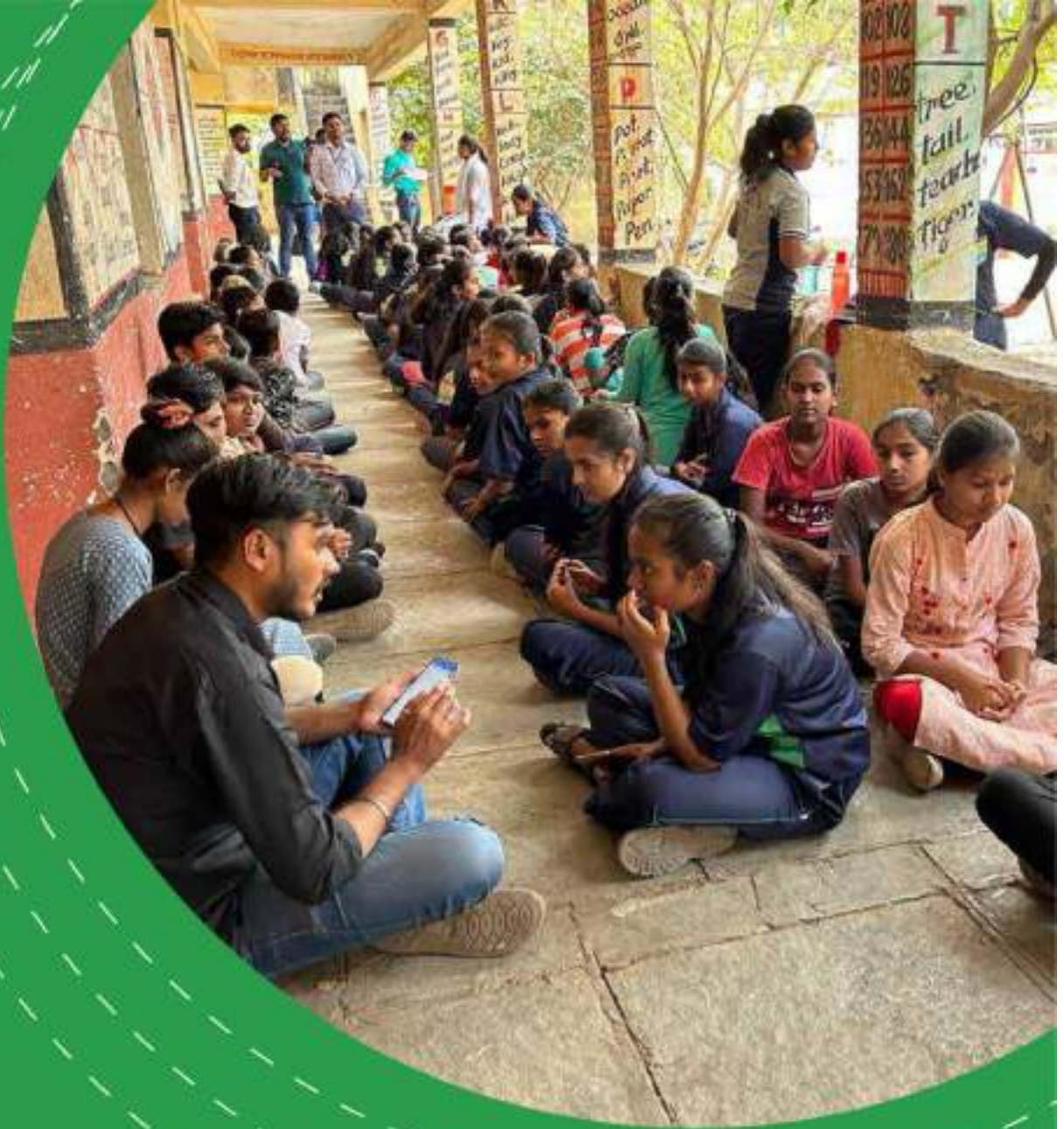
Framework of Study



*Approximately 7 members participated in an FGD that was one of the methods for qualitative data 6

Key Observations:

Name of NGO	Key Findings
<p>SEDT, NISD, AFC</p>	<ul style="list-style-type: none"> • 80-90% of adolescents participated in various project activities. • 84% of adolescent girls actively attended menstrual hygiene sessions. • 61% of students rated the self-defense sessions as "Excellent". • 61% of adolescent influencers shared the learnt information with others, including their daughters. • 64% of adolescents rated Health camps as 'Remarkable'. • 100 group of Adolescent Girls were formed during the implementation of the project against the planned group of 70 adolescent girls. In terms of percentage, it stands at 143% of set target.
<p>VDF</p>	<p>Retail Sales Associate</p> <ul style="list-style-type: none"> • 86% of participants attended more than 25 skill training sessions. • 78% of female participants attended more than 25 skill training sessions. • 25 candidates were placed in jobs through the programme. <p>Self-defense Training</p> <ul style="list-style-type: none"> • 73% of students attended more than 25 sessions. • 31% students opted for an advanced course. • 57% of girls took assessment tests and completed the course. • 0.02% participants joined as 'Instructors'. <p>English Speaking Course</p> <ul style="list-style-type: none"> • 87% of students attended more than 25 classes. • 0.01% students got placed in an office/agency.
<p>Rubaroo Breaking Silences Foundation</p>	<ul style="list-style-type: none"> • 87% of students understood that no one is allowed to touch, see or talk about their or anyone else's private body parts except to keep them safe and healthy. • 79% of students understood that all people are equal. • 99% of students identified at least one trusted adult and understood what to say to them. • 86% of students understood that if their body boundaries are being violated, they should say 'no' and run away. • 83% of students were able to identify myths and taboos associated with menstruation (Grade 5th and above). • 85% of students were able to identify myths and taboos associated with masturbation (Grade 5th and above). • 89% of students understood 'healthy' and 'unhealthy' relationships (Grade 8th and above). • 71% of students understand safe sexual practices (Grade 8th and above).



Chapter 1: Overview of Metropolis Foundation

1.1 Background

Metropolis Foundation (earlier known as Women's Empowerment Foundation) is the Corporate Social Responsibility arm of Metropolis Healthcare Limited, focused on positively impacting the lives of the people. Metropolis Foundation actively endeavours to engage in initiatives that enhance the welfare of communities. In 2022, Metropolis Foundation was established as the philanthropic arm of Metropolis Healthcare Limited.

Metropolis Healthcare Limited (MHL) is a prominent and well-established diagnostics company in India. The company operates a network of diagnostic pathology centres across various regions, including India, South Asia, Africa, and the Middle East. Over the years, MHL has been at the forefront of implementing influential programs that prioritize women's empowerment and skill-based activities, which has significantly empowered adolescents and the community at large.

1.2 CSR Interventions of MHL and Metropolis Foundation

In FY 2022-23, Metropolis Foundation identified four areas to create a positive impact on people through its following programmes:

Too Shy To Ask

- A gender awareness app providing accurate information on sexual health, reproductive health, nutrition, vaccinations, gender equity and equality.
- Ensures bridging the gap of inaccurate information often asked by young girls and boys.

Adolescent Reproductive & Sexual Health (ARSH) with a Focus on Sexual Abuse

- An extensive program to create awareness of various health-related issues involving puberty, reproduction, personal hygiene and nutrition. The program also focuses on creating awareness about sexual abuse and gender-based violence, including women's rights.
- 'Empowerment Self-Defense' program imparts skills and knowledge for situational self-defence to tackle different situations.

MedEngage

- MedEngage, exclusively for medical students, offers scholarships, observership courses, and expert research paper assistance. It nurtures new medical ideas and strengthens existing knowledge. The Metropolis Scholarship in the MedEngage outreach program by Metropolis Healthcare Limited is a crucial component.
- Designed to foster both the growth of emerging medical ideas and the reinforcement of established medical knowledge, the Metropolis Scholarship is an important aspect of the MedEngage outreach program by Metropolis Healthcare Limited.

Partnership with DSEU

- Partnership with Delhi Skills Entrepreneurship University (DSEU) for a three-year project to fund the set-up of practical and lab training requirements.
- An industry partner by developing a curriculum and jointly certifying the course with DSEU.

1.3 Programme Overview

Metropolis Foundation's Adolescent Well-Being Program focuses on the holistic development of adolescents, with a special focus on sexual & reproductive health. With the involvement of adolescents from marginalised sections of society, the programme empowers them by building their confidence and self-esteem to bring positive change in

The program is implemented through 5 NGOs and is spread across rural and urban geographies. Information from Too Shy To Ask (TSTA), an interactive dynamic app and other relevant skills training like self-defense are important elements of the program.

The following **5 NGO partners** have designed specific activities, as per their organisational strengths, to increase the well-being of adolescents:

Socio Economic
Development Trust

Vilasrao Deshmukh
Foundation




National Institute of
Sustainable Development

Ashraya Foundation
for Children

Rubaroo Breaking
Silences Foundation

1.4 Alignment of ARSH with Sustainable Development Goals

The below table highlights the alignment of Sustainable Development Goals with the 'Adolescent Well-being' Programme:

SGDs	Alignment with SGDs
3 GOOD HEALTH AND WELL-BEING 	The project focuses on creating awareness of menstrual hygiene and management and sanitation in tribal, rural and urban areas. Thus, maximising the reach of benefits to marginalised sections of society.
4 QUALITY EDUCATION 	The project is consistently working on reducing gender disparity in schools by educating girls about their equal Right to Education.
5 GENDER EQUALITY 	Considering the geographies of the regions, the project focuses on addressing the societal issues of gender discrimination and inequality. Further, highlights the girl child rights of young and adolescent girls.

1.5 Alignment of ARSH with CSR Policy




Schedule VII (Section 135) of the Companies Act 2013 specifies the list of activities that may be included by the company in its CSR Policy. The table below indicates the alignment of CSR activities undertaken by Metropolis Foundation with the MCA-approved activities.

Sr. No.	MCA Approved Activities	Metropolis Foundation's CSR Programme aligned with MCA
1.	Eradicating hunger, poverty, and malnutrition. Promoting health care, including preventive health care and sanitation, and contributing to the Swachh Bharat Kosh set up by the Central Government for the promotion of sanitation and ensuring the availability of safe drinking water.	Schedule VII (Section 135)
2.	Promoting education, including special education and employment enhancing vocation skills, especially among children, women, the elderly, and the differently-abled, along with livelihood enhancement projects.	Schedule VII (Section 135)
3.	Promoting gender equality, empowering women, setting up homes and hostels for women and orphans, setting up old age homes, day-care centres, and other facilities for senior citizens, and measures for reducing inequalities faced by socially and economically backward groups.	Schedule VII (Section 135)



1.6 Alignment of ARSH with National Policies

The below table highlights the alignment of National Policies with the 'Adolescent Well-being' Programme:

National Policies /Schemes	Objectives and Strategies	Alignment of Adolescent Well-being Programme
<p>Menstrual Hygiene Scheme</p> 	<ul style="list-style-type: none"> To increase awareness among adolescent girls on Menstrual Hygiene. To increase access to and use of high-quality sanitary napkins for adolescent girls in rural areas. To ensure safe disposal of Sanitary Napkins in an environmentally friendly manner. 	<ul style="list-style-type: none"> The project focuses on creating awareness of menstrual hygiene through information, education and communication (IEC) materials, thus, providing a safe environment to practice menstrual hygiene. The project also highlights the importance of menstrual waste management with safe disposal facilities.
<p>Beti Bachao, Beti Padhao</p> 	<ul style="list-style-type: none"> To prevent gender-biased sex-selective elimination To ensure the survival and protection of the girl child To ensure the education of the girl child To protect the rights of girl children 	<ul style="list-style-type: none"> The project aims to educate community members against gender bias and improve the efficacy of welfare services for girls. Also, it encourages education and participation of the girl child in school across the regions.
<p>Protection of Children Against Sexual Offences Bill (POCSO), 2011</p> 	<ul style="list-style-type: none"> To ensure the protection of children from various kinds of sexual abuse and offences. 	<ul style="list-style-type: none"> The project focuses on creating awareness of child sexual abuse through awareness sessions for students, adults and teachers.



Chapter 2: Rapid Assessment Design and Approach

2.1 Objectives of the Study

- To measure the planned outputs and compare the assessment results with the Baseline findings
- To gauge the involvement and output indicators of both direct and indirect beneficiaries of the program
- To understand executing partner's viewpoint and perception towards the interventions
- To assess the target Vs. achievement of each implementing partner in terms of goals met.
- To assess the outcome of outreach interventions in different geography and record the perceptions of adolescents in terms of change in awareness, well-being, and empowerment.
- To further strategize the interventions of the program that worked well and recommendations where there is a need for improvement. Overall recommendations for scaling and potential viability.
- To gauge the potential of replication of successful models for more outreach and to newer geographies.
- Qualitative summary of impactful events and stories for each partner.

2.2 Geographical Reach of ARSH

7
Districts

12
Blocks

35
Villages

Total Beneficiaries Impacted: 45806*

The following map will showcase the coverage of the study:

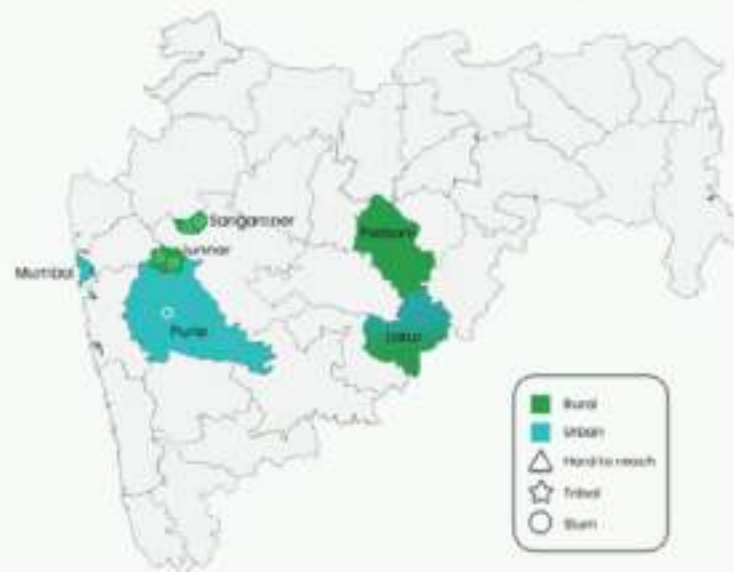


Figure 1: Map of Maharashtra highlighting coverage of the Study

*The total beneficiaries are inclusive of direct, indirect beneficiaries and adolescent influencers.

2.3 Methodology

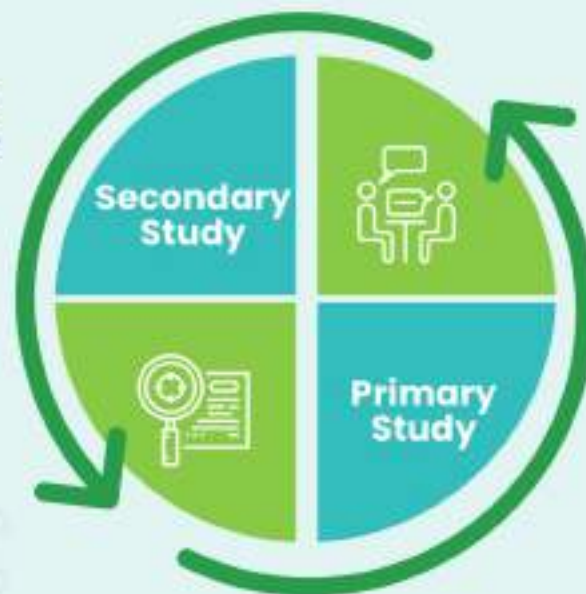
For the assessment of the Adolescent Well-being (ARSH) program, a two-pronged approach was adopted for data collection and review to include secondary data sources and literature and primary data obtained from quantitative and qualitative methods of data collection.

The figure below illustrates the study

approach used in data collection and review. The secondary study involved a review of annual reports, monitoring reports, and other studies and research by renowned organizations available in the public domain to draw insights into the situation of the area.

Study Report

Review of annual reports, internal data, publications by Ministries, other relevant government department and study reports



Quantitative/ Qualitative Study

Quantitative Surveys
In-depth Interviews
Group Discussions
Field Observations

The primary study comprised qualitative and quantitative approaches to data collection and analysis. The qualitative aspects involved in-depth interviews (IDIs) with the beneficiaries and key stakeholders like various trainers, parents, teachers, etc. Focus Group Discussions were conducted with various groups in the community comprising both direct and indirect beneficiaries.

In addition to primary data collection, the consultants also studied various project documents like Project Proposals, Monthly reports, program reports, Baseline reports, Project implementation timelines, and other relevant reports/literature related to the projects. The consultants also studied project implementation-related documents, specifying details of activities carried out, processes undertaken, no. of beneficiaries reached, and details of spent & unspent budget under different budgetary heads.

2.4 NGO-wise Sampling

As per the proposal of the assessment, 15% of the total beneficiaries were considered the survey sample size. However, for Rubaroo, due to the restrictive nature of the discussed topic and the vulnerability with age group (4 years and above), the survey sample size considered was 10% of the universe. Further, purposive sampling was used to select a sample of 1527 across all the locations and implementation agencies.

Name of the Implementing Agency	Mode of Data Collection	Rationale for Stratification Criteria
VDF	Field Visit	The different skilling types, including Self-Defense, English Speaking and Retail Sales Associate, were considered for further stratification.
NISD, SEDT, AFC		Given the project's implementation in rural and urban areas, the sample was comprehensively covered across various geographical locations.
		The project included a list of activities which were the same across geographical locations for each implementing agency. Hence, the selection criterion for each location was the maximum participation of adolescents.
Rubaroo	Virtual	The stigma associated with the topic and age group of students, the significant criterion for stratification was the availability of students.
		Due to the ongoing examinations, the scope of data collection was extended to Latur.

Geographical Sampling

Implementing Partners	Name of the villages covered	District	Block	Urban/Rural
SEDT	Khoras	Parbani	Palam	Rural
	Umara			
	Chorvad			
	Sirsum			
	Banvas			
VDF	Mahapur	Latur	Latur	Rural
	Harangul			Rural
	ZP Ground / Umang Ground			Urban
NISD	Zole	Ahmednagar	Sangamner	Rural
	Jawalebaleswar			
	Savargaon Ghule			
	Digrass			
	Malunje			
	Pimpalgaon Joge	Pune	Junnar	Rural
	Sitewadi			
	Madh			
	Karanjale			
	Taaleran			
AFC	Yerwada	Pune	Pune	Urban
Rubaroo	Santa Cruz	Mumbai	Mumbai	Urban
	Kalyan			
	Thane			
	Gandevi			
	Latur	Latur	Latur	Urban

The above villages were selected based on the following criteria:

- Maximum participation of adolescents
- Maximum activities conducted in the school/community
- For AFC, the inclusion of students/adolescents from de-notified slum
- For VDF, the inclusion of beneficiaries from urban and rural areas

The team adopted a mixed-method approach for data collection. Further, the team conducted surveys and FGD interactions with the 4 main stakeholders of the project, listed below:

- Adolescents
- Adolescents Influencers (Teachers, SMCs, SHGs, Parents, and significant others)
- Trainers
- Groups and Networks formed as a part of interventions- Bal Panchayat/ Kishori Manch/ Children's Parliament/Girl's Group

Sampling for Adolescents

The minimum criteria of 15% of the total beneficiaries were achieved for all the NGOs (except Rubaroo). However, Rubaroo achieved the minimum requirement of 10% of the universe.

Implementing Partners	Direct Adolescents (Survey Sample Target)	Direct Adolescents (Survey Sample Achieved)	% of the universe (Direct Adolescents)	Number of FGDs (Indirect Adolescents)
SEDT	300	375	18%	9
VDF	146	253	26%	*
NISD	375	484	19%	16
AFC	23	36	24%	4
Rubaroo	300	379	10%	6

*No Direct Beneficiaries in VDF

Sampling for Adolescents Influencers

Implementing Partners	Adolescent Influencers Survey Sample	Number of FGDs
SEDT	150	25
VDF	10	0
NISD	50	14
AFC	3	2
Rubaroo	53	2

Sampling for Trainers

Implementing Partners	Survey Sample Trainers	Number of FGDs
SEDT	1	-
VDF	7	-
NISD	4	1
AFC	4	1
Rubaroo	7	1

Sampling for Groups

Implementing Partners	Groups	Number of FGDs
SEDT	10	2
VDF	0	-
NISD	40	6
AFC	10	2
Rubaroo	0	0

The data collection for the project was carried out by the team, visiting schools and communities in the mentioned locations. Given the data collection took place in March, particular emphasis was placed on gathering information from 10th board students. In challenging geographical areas, the team also visited the 10th board examination centres to conduct qualitative and quantitative assessments. To optimize efficiency, data were simultaneously collected through surveys and focused group discussions (FGDs).

2.5 Challenges in Data Collection

- Due to the restrictive nature of the topic of Child Sexual Abuse (CSA), the model of collaboration and the vulnerability of the beneficiaries, mobilization of direct beneficiaries of the Rubaroo Breaking Silences Foundation was challenging.
- Across the NGOs, the mobilisation of parents was observed to be difficult due to migration to other places and occupational work.

2.6 Limitations of the Project

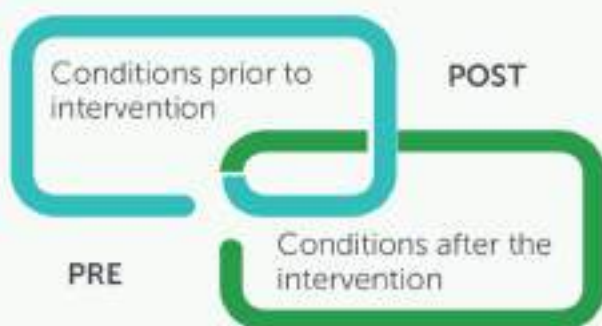
- Due to the scheduled academic exams of the students in Maharashtra, the scope of data collection took time.
- The CSA awareness, which is quite critical for adolescents in terms of knowledge, posed challenges in terms of data collection and in-depth interviews due to the sensitivity of the topics.
- In order to assess and measure specific changes and calculate the difference in change, a focused-baseline comparison is necessary for each indicator level. Moving forward, it is recommended that the baseline should not be considered a limiting factor. It is important to analyze the baseline questionnaire to gain insights. The survey team, however, made diligent efforts to extract information using a well-designed questionnaire and by leveraging the beneficiaries' recall capacity.
- The sensitive topics like CSA Awareness conducted by the Rubaroo team posed challenges due to the sensitive nature of the topic, time limitations, and the need for confidentiality. The NGO reported that some beneficiaries had experienced abuse, making it challenging to gather information and conduct assessments while ensuring privacy. Projects focusing on CSA may need a tailored approach for assessment.

2.6 Assessment Approach and Evaluation Framework

Approach, Framework, and Indicators

Given the objectives of the study and the key areas of enquiry, the design of the study was to focus on learnings as the prime objective. The study emphasized the lesson learnt in terms of promising intervention. The study identified interventions which have worked well and those which have not worked well in the geography of the targeted areas.

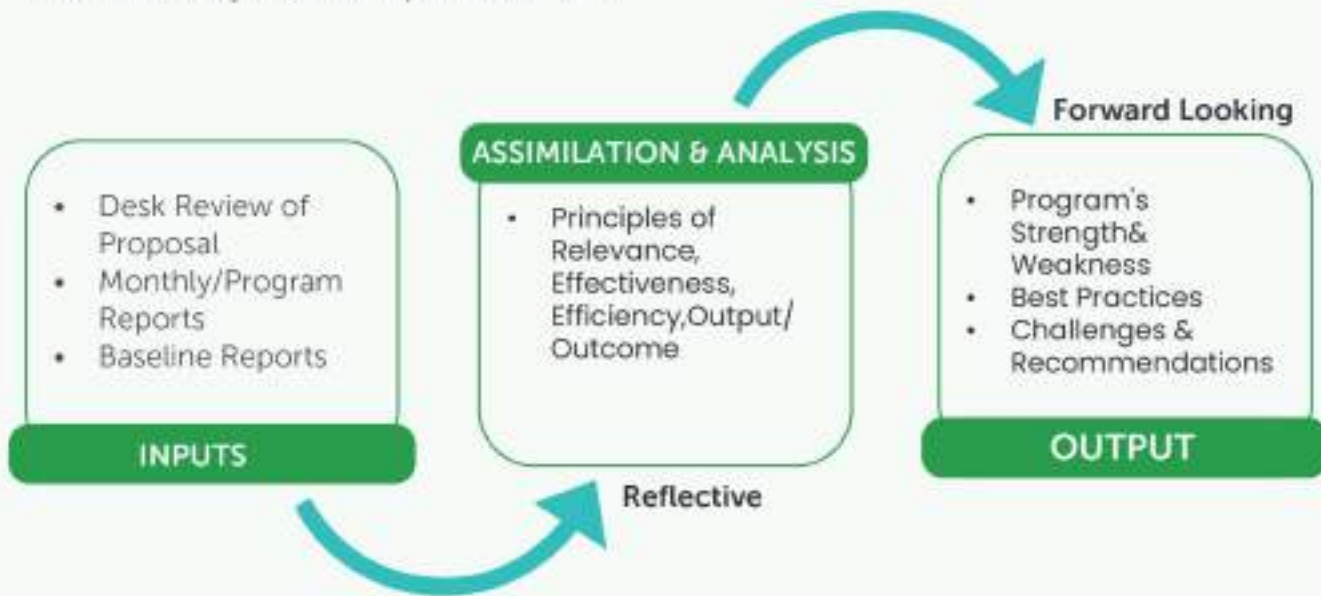
To assess the change brought by the interventions, a **pre-post programme approach** was proposed for the study. This approach is dependent on the recall capacity of the respondents. Under this approach, the beneficiaries were enquired about conditions prior to the programme intervention and after the program intervention. The difference helped in understanding the contribution of the programme in improving the intended condition of the beneficiary.



This approach, at best, can comment on the contribution of the programme in improving the living standards though may not be able to attribute the entire changes to the program. Other external factors may also play a role in bringing positive changes along with the programme. Hence, the contribution was assessed, but the attribution was not necessarily and entirely assigned to the programme.

The study findings are reflective and, at the same time, forward-looking. Strategic Evaluations contribute to learning about issues that are central to strategic decision-making and related actions that affect the ability to achieve planned results.

Therefore, the study encompassed the processes and outputs of interventions to provide an evidence-based assessment of its performance and achievements.



This report assesses the performance of the implementing agencies on the 4 key principles listed below in a tabular format. Indicative indicators for each of the framework pillars are mentioned below.



This report assesses the performance of the implementing agencies on the 4 key principles listed below in a tabular format. Indicative indicators for each of the framework pillars are mentioned below.

Framework Pillars	Information Indicators*
Relevance	<ul style="list-style-type: none"> • Extent of participation among all strata of the community, including adolescents and youth (gender, age, etc.) • Program consistency with local and institutional needs • Perception of the stakeholders towards the activities of the intervention • Extent to which the objectives of the program align with the beneficiaries' requirements.
Effectiveness	<ul style="list-style-type: none"> • Role and community participation in child protection committee, girls club and SHGs to assess the level of achievement • Role of groups and networks formed by implementation partners in achieving project objectives • Role of adolescent influencers in the Project
Efficiency	<ul style="list-style-type: none"> • Timely implementation of the various project activities as per the project plan • Challenges and technical issues faced by the implementation agency resulting in delays
Output	<ul style="list-style-type: none"> • Level of awareness among adolescents and their families about topics covered under the training (menstruation, health, nutrition etc.) • No. of groups and networks formed and the level of training provided to achieve the objectives • Participation in self-defence and other aligned activities – change in perceptions related to social norms and taboos associated with adolescent girls. • Initiation of change in self-confidence and other personality development indicators of adolescents to achieve the desired project impact

The mixed-method approach was implemented by the team, which strengthened their understanding of the project. It further supported them in diving deeper into the various topics and their association with adolescents by covering the entire gambit of stakeholders.

The survey sample collected is optimum and representative of all stakeholders involved in the project. The interactions (quantitative and qualitative) have successfully highlighted the factual situation in the intervention areas with a high degree of confidence levels.

**The indicative indicators are discussed in detail in each NGO chapter



Chapter 3: Rapid Assessment Key Insights

3.1 Introduction

Metropolis Foundation has been working tirelessly towards betterment of adolescent girls by implementing inclusive adolescent well-being projects. Adolescents being in their formative ages are susceptible to many external factors that may hinder their physical, mental, and emotional growth. Metropolis Foundation, in collaboration with local civil society organizations implemented various projects across 5 districts of Maharashtra to bring adolescents in the mainstream of development.

In view of this, Metropolis Foundation successfully carried out project Too Shy To Ask (TSTA) in challenging geographical terrains, encompassing tribal, slum, urban, and rural populations. To ensure comprehensive support for adolescents in achieving enhanced well-being, the project was collaboratively implemented by five dedicated implementation partners viz.,

1. Socio Economic Development Trust (SEDT) - Parbhani
2. National Institute of Sustainable Development (NISD) – Sangamner & Junnar
3. Vilasrao Deshmukh Foundation (VDF) – Latur
4. Ashraya Foundation for Children (AFC) – Pune
5. Rubaroo Breaking Silence Foundation - Mumbai

Each partner leveraged their unique expertise and put focused efforts over the past nine months up to March 2023. This rapid assessment study focuses on promising strategies that can facilitate peer learning among the implementation partners. The report also attempts to highlight key intervention areas that need orchestrated efforts to amplify the intended impact.

3.2 Key Observations at a Glance

The below points describe, in brief, key observations from the rapid assessment study.

The project has been successful in involving adolescents across geographies. Overall, **80 to 90% of the adolescents involved in various project activities are girls.** Looking at the demographic profile of adolescents, participation was highest (60- 70%) in the age group of 12- 17.

This highlights that even **in a span of 9 months, all the implementation agencies have been able to successfully mobilize the target beneficiary population of adolescents.**



The focus of the entire programme was on 'Adolescent Girls.' We firmly believe that proper handholding at a young age and providing accurate knowledge will help girls to become better at decision-making. These skills will benefit them as adult women in society. Metropolis Foundation, as an organisation, holds the opinion that women are the centre hold of every family unit. We believe that a woman is educated and financially independent, the family also progresses in the level of society.

- Dr. Safala Shroff, MF Trustee

1. Work of the implementing agencies has been recognised by the local government authorities, and they have been appreciated for the efforts put in within a span of 9 months for adolescent well-being with a focus on health. Further, the local government authorities have requested that the work should continue for better developmental outcomes in the villages. The outstanding efforts of Metropolis Foundation and NISD organization in addressing the least prioritized area of adolescent health were recognized and praised by the Block Development Officer (BDO) of Junnar Tehsil. Additionally, the distribution of adolescent health books in schools of Junnar by NISD received high appreciation from the BDO.
2. Each of the implementation agencies is working in different geographical locations. The project encompasses both urban and semi-urban areas, which gives a better experience and learning for the project. The remaining implementation agencies implemented the project in rural and tribal areas with limited access to infrastructure and information channels. This is a remarkable achievement, considering the project was implemented only in the last 9 months.
3. Each implementation agency has developed an end-user profile, documenting the details of the beneficiaries of the project. This is a great step towards building a robust monitoring and evaluation framework for the project in the future.



Metropolis Foundation envisions educating and empowering young girls coming from marginal sections of society. Health plays a crucial role in the holistic development of children, specifically in the case of adolescent girls. The foundation works for adolescent health and empowerment on the belief that it "catches them young, train them, and empowers". The Foundation implements the "Too shy, to ask" project in different districts of Maharashtra, covering remote interior villages, tribal belts, and hilly terrains. The program focuses on diversity and inclusion as its core principles .

- Shalini Sahay, CSR, Lead MHL



Adolescent girls



4. Prior to the intervention, in tribal areas, awareness of menstrual hygiene was not widespread. However, through this project, a conscious attempt was made to focus on menstrual hygiene and management, which has opened doors to discussions with correct factual information on restrictive topics. 84% of the adolescents actively attended menstrual hygiene sessions. This active participation shows their willingness to learn. The project worked with adolescents at an individual level through home visits. 50-60% of adolescents stated that the implementing agencies' staff paid home visits, thus continuing the flow of information in case they did not attend the session in school.

5. Home visits undertaken by the implementing team were highly appreciated by adolescents and seems to be a promising intervention.
6. Health Orientation camps were organized by each implementation agency. The camps targeted adolescent girls for regular health information orientation (check-ups), which otherwise are not a priority for them. **64% of adolescent girls participated across the region and thus have subsequently focused more on their personal as well as family health. Thus, camps acted as a catalyst to change the mindset of the community (female) to make their health a priority as well. These camps were very well received by the community.**
7. Self Defence sessions were conducted and perceived as beneficial across the region. Cultural norms restrict women's movement and activities as they face a high risk of physical and sexual assault, and due to these unsafe environments, girls are forced to drop out of school. Self-defense training empowered young girls to break through these barriers and feel more comfortable, confident, and capable of moving about in their communities. Overall, **61% of students rated the self-defense sessions as "Excellent", and 55% of adolescents rated the trainers as "Best" for being approachable and helpful. The self-defense training sessions can be scaled up during the expansion of the project, as all the girls were appreciative of these efforts.**



The programme had a multifaceted approach. The girls were provided with knowledge on menstruation, hygiene and sanitation, and sexual abuse. Additionally, they gained experience through physical training by learning different methods and techniques of protecting themselves in self-defense sessions. With the passing months, we noticed an increase in self-esteem and self-confidence among girls. Further, understanding the psychology of girls, we realised that the most influential person in their life were their friends; hence, the idea of forming groups like Kishori Manch strengthened the programme outcomes.

- Dr. Safala Shroff, MF Trustee





8. Across the project, the interventions are implemented involving the School Management Committee (SMC), SHGs, and significant others as **"Adolescent Influencers"**. An influencer is defined as an individual or a group that can affect the thinking and behaviour of an adolescent. These usually include fathers, mothers, sisters, brothers, friends, extended family members, SHG members, school teachers, community members, etc. **In a span of 9 months, the project has been successful in initiating information exchange, as 61% of adolescent influencers have shared the learned information with others, including their daughters, thus helping to build robust relationships that were lacking.**
9. Recognizing the role of influencers in the lives of adolescents, the project facilitated achieving the objective, which was to make them aware of issues that affect their everyday lives. Factual information was provided to both stakeholders through training on the same topics, such as menstrual hygiene, nutrition, gender discrimination, and inequality, but from different perspectives. The establishment of a two-way communication channel within the project ensures the facilitation of intended behavioural change within the community over the long term. This two-fold strategy also aided the program's goal of achieving the holistic well-being of adolescents, and **efforts from the last 9 months are igniting change at the community level.**
10. Adolescent influencers have been integrated with the project with an understanding that adolescents require acceptance and appreciation from their peers and surroundings; hence, it was observed that adolescent influencers supported and encouraged the adolescents to attend these sessions. Further, the **inclusion of SHG members, SMCs and significant others highlights the increase in the level of awareness of these taboo topics at household and community levels.**
11. The project recognized the role of influencers in an adolescent's life. Acknowledging the dynamic definition of an influencer- the project involves immediate, extended family members, peers, and groups like SHG and SMC. **50%-60% of the influencers are above the age of 30. This is encouraging to note, as these people belong to a generation where topics like menstruation and gender equality were considered taboo.** In a span of 9 months, the agencies have been able to bring them together as a community to bring about positive change in adolescents.

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The Adolescent Health and Well-being programme focused on the 'Influential model', where the adolescent girl is the primary focus and other females, including her mother, aunts, sisters, teachers etc., are the secondary focus or influencers. Hence, the programme was developed keeping in mind the interactions among these focuses and capturing the essence of how they influence each other. In my opinion, the most important part of the project was the formation of a Girls' group; as an individual adolescent girl sometimes cannot challenge the cultural norms existing in their community; however, as a group, they can bring change in society. Thus, understanding the intent of these small activities, they were included in the programme."

- Dr Prakash Gurnani, Trustee

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Teachers



12. Teachers are important pillars in the community and play an instrumental role in initiating change in society. Further, they influence adolescents within and outside the schools. The teachers, along with the students, attended the awareness sessions and found them useful in the current times.
13. The trainers of one of the implementing agencies provided training on unfamiliar aspects of Retail Sales Associate to skill training participants. **81% of the beneficiaries (age group 18+) rated the trainer as "Excellent"**.

Groups



14. The intent of forming adolescent groups was to provide personal space for adolescent girls to discuss adolescent health issues, which are generally discussed between peers only. Taking into account this behaviour, the project was **successful in forming peer groups for adolescents, as well as adults, across the geographies**. These groups were named differently across the region – **Girl's Club & Girls Protection Committee, Kishori Manch, Bal Panchayat, and Children's Parliament**. The intent of these groups is that **girls can freely discuss issues and topics among themselves, thereby creating cohesiveness among adolescent girls**. Further, these groups will help the children navigate the personal-socio-economic challenges they face in their daily lives. The groups formed through the project are currently at an amateur stage. **Looking through the lens of 9 months, the formation of these groups is a start that can help bring larger issues to open discussion and resolve them unanimously within the communities**.
15. In the span of 9 months, the project **aimed to establish 70 local groups** through the collaboration of three NGOs. However, an impressive **143% achievement** that is total of **(100 groups) were formed** across challenging geographies, surpassing the initial target. This data highlights the significance of these groups as safe spaces for open conversations among peers, enabling adolescents to address taboo topics and overcome associated inhibitions. It is evident that there is a strong desire among adolescent girls for a platform to discuss these sensitive issues. The positive response from 60-70% of adolescents across the implementing agencies further affirms the promising impact of this intervention.

3.3 Way Forward and Recommendations

Although the project focuses on “Adolescent well-being”, a significant effect can only be observed in the community when the participation of all the stakeholders, including the male counterparts, increases. This internally strengthens the holistic well-being of the family, considering the deep-rooted patriarchy and societal and religious constraints in the community across the region. Across the project, the participation of the male counterparts as direct beneficiaries or adolescent influencers was limited to 24%. The focus should be on increasing male participation in the project activities to amplify the impact on future generations. As an example, in NISD, focus group discussions (FGDs) included both male participants from SMC and parents, in addition to female participants. This inclusive approach ensured that important perspectives from males were also incorporated into the discussions.

During the training sessions, adolescents engaged in discussions about intricate social issues, including gender, gender discrimination, inequality, human rights, and related topics. Since these issues are intricate, continuous discussions are required to notice any behaviour change among adolescents. Effective understanding of the issues can be ensured by using forms of storytelling or activity-based learning. In the current format, the issues are discussed as separate topics, which sometimes makes them unrelatable to adolescents in their lives. Thus, it is better if a storytelling approach is implemented that will help contextualize complex issues. A humane and action-oriented approach will provide practical advice and clear direction to adolescents, further empowering them to take action.

The sustainability of any project is measured in terms of the continuation of activities, even in the absence of an implementing partner. However, across the project, there was no specific documentation of an exit strategy. The emphasis should be on leveraging the network and awareness created in the past 9 months for the expansion or future projects to maximize the utilization of the resources invested in the project.





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Chapter 4: Socio - Economic Development Trust

4.1 Introduction

Public policies and the geographical distribution of services impact access to social resources, including healthcare, and are intertwined with equity and equality. Despite claims of universal healthcare access in India, disparities exist. 65.7% of General Category households have improved sanitation facilities, compared to only 25.9% of Scheduled Tribes households.¹ Socioeconomic inequalities disproportionately affect marginalized groups' health outcomes. Gender roles reinforce stereotypes, resulting in women facing work burdens, limited resources, reduced decision-making power, and a lack of control over their bodies. Maharashtra, India's second most populous state, has higher literacy rates than the national average. While demographic indicators show improvements compared to the national level, the development indicators for women and girls are far lower. In Maharashtra, the median age at first marriage (before 18 years) is 20.1 years among women aged 25-29 years and 19.6 years among women aged 20-49 years.²

Though it is widely known that child marriage is illegal in India- such unions remain even higher in districts like Beed and Parbhani, where farming incomes are low and migration is the norm. In Beed, 51.3% of women aged 20-24 years were married before turning 18, and 18.2% of girls in the 15-19 age group were mothers or pregnant at the time of the survey (NFHS-4, 2015-16).³

Hence, with an aim to empower people, especially the weaker and marginalised sections of society, the Socio-Economic Development Trust (SEDT) is focusing on women and children to support them in the areas of Education, Health, Resource Conservation, and Livelihoods. For the past 30 years, they have been working in the Parbhani District (in Gangakhed & Palam blocks) to improve the lives of the community. Further, through the project named "Kishori Vikas", they are significantly affecting the lives of adolescent girls and women.

4.2 Project Activities

As mentioned in the proposal, the Kishori Vikas project aims to empower adolescent girls and support their holistic development by increasing awareness about social issues that shape or affect their lives.

The following were the objectives of the programme:

- Sensitizing adolescent girls about menstrual health and hygiene, sexual abuse, self-awareness, Sexual Reproductive Health issues and life skills, including self-defence.
- Develop the safety net engaging parents and other stakeholders, including village groups, to prepare a thriving environment for adolescent girls.

¹<https://www.oxfamindia.org/press-release/india-inequality-report-2021-indias-unequal-healthcare-story>

²<https://ruralindiaonline.org/hilibrary/resource/national-family-health-survey-nfhs-5-2019-21-maharashtra/>

³https://www.ipsindia.ac.in/sites/default/files/Child_Marriage_in_Maharashtra_Final_Report.pdf

SEDT has partnered with government schools of the following 14 villages of Palam block for the Kishori Vikas Project:



In order to achieve the objectives with the target beneficiaries of the programme, i.e., Adolescents, the activities were focused on two important aspects:

Health and Hygiene

- Health Orientation camps
- Training on Adolescent Health and Rights
- Home Visits
- Distribution of Sanitary Napkins
- Self defense
- Development of Reproductive health corner (as pilot)

Leadership Building Activities

- Leadership Camps
- Bal Panchayats

4.3 Beneficiary Profile

Recognizing the potential of the country's large youth population and the importance of protecting and supporting its health and well-being, the target beneficiaries of the programme were adolescent girls of age 13-19 years. This age group needs specific attention and handholding due to the life changes, both physical and psychological, faced during the development of various stages, circumstances, needs and problems. The psychosocial and emotional problems are of considerable magnitude, and they exert significant influence on the behaviour of adolescents.

Adolescents Profile (sample population of 15%)		
Parameters		Percentage of students
Gender	Male	33%
	Female	57%
Age Group	10-13 years	33%
	14-16 years	57%
	17-19 Years	57%
Age Group	Primary Education (1st – 8th Std)	74%
	Secondary Education (9th – 10th Std)	21%
	Higher Secondary Education (11th – 12th Std)	5%
Total Sample: 375 students		
Adolescent Influencers Profile		
Parameters		Percentage of adolescent influencers
Gender	Male	29%
	Female	71%
Age Group	20 – 25 years	8%
	26 – 30 years	13%
	31 – 35 years	30%
	36 – 40 years	18%
	Above 40 years	32%
Age Group	Illiterate	74%
	Primary Education (1st – 8th Std)	21%
	Secondary Education (9th – 10th Std)	5%
	Higher Secondary Education (11th – 12th Std)	
	Graduation	
	Post Graduation	
Total Sample: 184 Adolescent Influencers		

4.4 SWOT Analysis

Strength

- Home visits were frequent and effective, leading to the retention of knowledge among adolescents
- Project was able to address the felt needs of the community; hence, it was well-received by the community members
- Bal Panchayat and Kishori Manch groups ensured the enhancement of project delivery and thereby promising sustainable intervention

Limitations

- MIS system can be made more robust for better analysis.
- Content delivery should have been continuous as there was less revision of the transpired topics

SWOT

Opportunity

- Teacher Training can be a good way forward for the sustainability of the project and further behavioural change on taboo topics
- Collaborative approach involving Sarpanch and other influential people in the village will help to trickle down the issue of menstrual hygiene and management in the community so that it can be addressed at a larger level

Challenge

- Considering the rigorous academic curriculum, including examinations, it is important to streamline the project activities in accordance with the school calendar
- Community mobilisation in hard-to-reach areas was a logistical challenge for some field workers; however, they managed to reach the last mile of the geography

4.5 Relevance of the Project

This criterion looks at the extent to which the project objectives and design respond to beneficiaries, policies, and priorities. It also assesses whether the program could contribute towards addressing existing community problems related to menstrual hygiene and awareness.

Considering the sociocultural norms in Parbhani district, girls and women are the most deprived and marginalised members of the community. It is observed that child marriages surged in the Marathwada region, wherein Parbhani is located, during crises like the COVID-19 pandemic. Economic hardships and lack of workforce lead girls to drop out of school and marry early, while boys enjoy advantages and opportunities. According to the baseline study, nearly 85% of girls complete primary education due to the presence of primary schools within the village periphery. Further, this percentage drops to 65% in secondary schools as parents do not allow girls to attend secondary school in nearby villages/talukas.

This percentage decreases every year, and around 25% of girls are able to complete secondary education (till 10th Std). However, the circumstances worsen when a girl starts menstruating, and her parents restrict her from attending school, leading these girls to be vulnerable to child marriage.

According to NFHS-5, among women aged 15-24, around 85% used hygienic methods of menstrual protection. As many as 75.8% used sanitary napkins, 1.7% used tampons, and 0.1% used menstrual cups. However, there was a dichotomy between the statistics and the existing actuality. Further, the baseline study also indicated that awareness of menstrual hygiene and management was equivalent to zero, and there was a lack of scientific and factual information about it. Moreover, there were existing disbeliefs associated with menstruation, and the knowledge was passed down for generations.

Hence, to address the challenges from the stigma attached to these complex societal issues, SEDT covered the following topics for girls in the Adolescent Health Training sessions:

Child Abuse

**Menstrual Hygiene
and Management**

Cyber Security

Financial Literacy

**Mindfulness/
Meditation**

Participation of students activity-wise (N=435)



The activity-wise participation of students highlights their willingness to understand these essential topics, thus emphasising the relevance of these topics in such difficult geographies. As can be noticed from the above graph, **63% of adolescent girls participated in Health Orientation camps**. However, there was an overlapping of adolescents participating in various activities, such as the distribution of sanitary napkins and leadership camps. Further, the answer of the adolescents regarding their participation in the activities depends on their recall capacity.



Figure 2: Health Orientation camp organised in Chorwad for basic health check-up

However, to establish inclusivity in the project, adolescent boys were also part of the following sessions:

Child Abuse

Cyber Security

Financial Literacy

Mindfulness/
Meditation



Figure 3: Awareness session on Reproductive Health and Hygiene for boys

4.6 Effectiveness of the Project

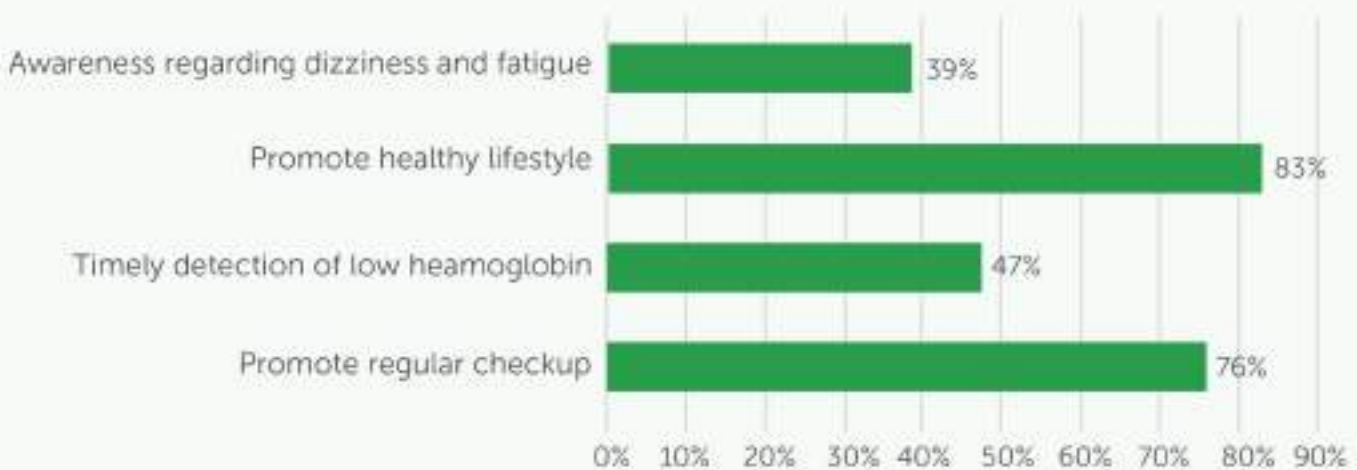
This criterion measures the extent to which the project achieved or is expected to achieve its objectives and results. It helps identify the factors that supported/impeded the project's success. The effectiveness of the project will also look at the improvement in the awareness created on restrictive topics.

Adolescent Health and Hygiene: Adolescence is a crucial phase of rapid growth and development, bringing physical and psychological changes. Girls face unique challenges during this period, including menstruation, nutritional issues, menstrual disorders, and psychological problems. Unfortunately, malnutrition among adolescent girls is often disregarded, particularly in rural India. Hence, the focal point of the project was to create awareness of health and hygiene in adolescent girls and to provide handholding to them in these challenging times.

Health Orientation Camps

During the qualitative interactions with SEDT team members, it was mentioned that the girls were unaware of the importance of health and knowledge about basic details such as their blood group was far-fetched information for them. Thus, it was necessary to create awareness among adolescent girls with the help of experts. Hence, Health Orientation camps were organised in schools to check adolescent girls' haemoglobin levels and to make them familiar with their blood groups.

Benefits of Health Orientation camp (N=236)



As can be observed from the graph, post the organisation of Health Orientation camps; adolescent girls were aware of the benefits. **83%** of the girls stated that one of the **significant benefits** of the Health Orientation camp was the **promotion of a healthy lifestyle**, which motivated them to avoid eating packaged chips and other unhealthy snacks. Due to the seasonal migration of parents for cotton plucking and sugarcane cutting, these adolescent girls support their grandparents in managing their siblings and the household chores.

Thus, they become early caregivers in the family, compelling them to neglect their health. However, **in the span of 9 months, these camps helped them create self-awareness of their health.**

Further, 76% of the girls have realised the **importance of regular health check-ups** through these camps. During the FGDs, the girls stated that they mentioned the importance of haemoglobin levels and regular health check-ups to their family members. This emphasises that the **younger generations are exchanging information with their parents.** As catalysts for community change, the program aimed to raise awareness about health, particularly among female family members, through the active participation of adolescents. During the Health Orientation camps, the girls having Hb levels below 7 were provided iron folic acid tablets and information on the nutritious diet by the doctors.

However, to provide sustainable solutions to anaemia and chronic health issues related to it, SEDT trainers educated the mothers (family) to add indigenous and easily available ingredients, such as soybean, groundnuts etc., to the adolescents' daily diet.



Figure 4: Demonstration of preparing nutritious snacks with available indigenous raw materials

Training on Adolescent Health and Rights

In rural areas, menstruation is a taboo associated with stigma; no further permission is allowed to discuss it among peers or mothers or to seek information from teachers. Because of the shame and superstitions associated with this menstruation, adolescent girls and women are impacted by poor menstrual hygiene. To curb the issues of poor menstrual hygiene and management, sessions on this topic were conducted in schools.

During the qualitative interactive sessions of the adolescent girls, it was mentioned that menstruation was a restrictive topic, and girls were unaware of it till they got it.

Their mothers or other female family members never prepared them for the menstruation cycle and the physiological changes that come with it. The session highlighted the importance of the use of sanitary napkins, as compared to cloth and provided scientific and factual information related to menstrual hygiene and management. During the sessions, the topic of sanitary napkin disposal was addressed, along with discussions on societal issues such as gender inequality and discrimination, specifically targeting girls. The sessions conducted by the experts initiated an exchange of accurate information among peers.



Earlier, I was too shy to accept that I have started menstruating. I never discussed it with my mother. I used to hide my cloth from my family members, especially my brothers, uncles and father. However, after the session, I started using sanitary napkins and discussing my menstrual health problems with my mother."

– Shalini Sahay, CSR, Lead MHL



The project integrated family members, including mothers, CRPs (Community Resource Persons), SHG members, ASHAs and Anganwadi Workers as Adolescent Influencers. The following topics for the adolescent influencers were covered during SHG meetings:

Menstrual Hygiene
and Management

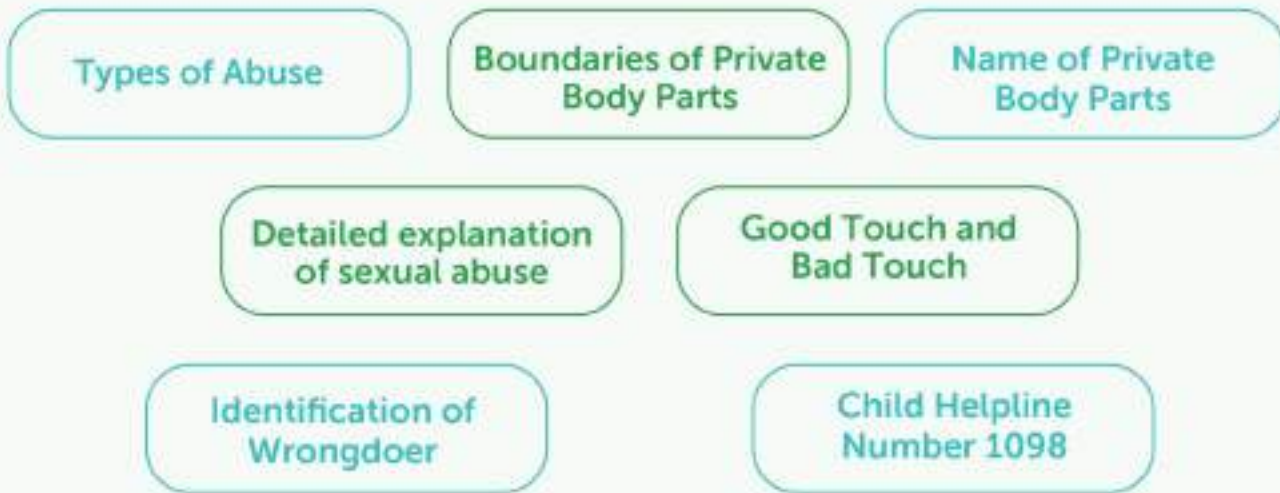
Cyber Security

Financial Literacy

These sessions helped the adolescent influencers understand the feelings of their children, thus, supporting the building of robust relationships between mothers and their daughters. The project significantly contributed to changing the attitude of the younger generation from using cloth to sanitary napkins.

However, the mothers are using cloth for menstrual protection owing to their poor economic conditions, but with the continuous support of the implementing agency, **the mothers are encouraging the girls to develop hygienic menstrual practices and steadily adopting the transformation from cloth to sanitary napkins for themselves. Looking from the lens of 9 months, this initiation of generational change is well appreciated.**

Additionally, basic health orientation on child abuse was also covered in the session separately for boys and girls. The topics covered in the session were:



The child sexual abuse topic was explained through a video clip by 'Komal Ki Kahani by UNICEF'. During the FGDs with the adolescents, it was observed that the majority of the students were able to explain the story and learnings from it. Further, all the students were aware of Child Helpline Number 1098. This highlights that the session was interesting for students, and hence, it was effortless for the adolescents to recall.



Figure 5: Adolescent Awareness sessions conducted by the external trainer (Yashwanti Honamane)

Further, sessions on mindfulness, financial literacy, and cyber security were common for both genders. The session on Mindfulness highlighted the importance of meditation in everyday life and its effect on memory and attention span. The adolescents were extremely satisfied after attending the session.

Further, considering the socio-economic condition of the region, the adolescents were explained the benefits of savings and their appropriate use in fulfilling their needs. In this technology-driven age, adolescents are at the highest risk of cybercrimes. Hence, to prevent cybercrimes, adolescents were provided with basic knowledge such as avoiding sharing OTP (One Time Password) or passwords, clicking pictures without consent, etc.

Additionally, to amplify the effect of adolescent training, sessions on cyber security and financial literacy were conducted with mothers and SHG members. The sessions on common topics-initiated conversations between adolescents and their mothers. Moreover, this encouraged two-way communication, which helped in achieving the holistic development of adolescents.

SS

Earlier, I never talked to my daughter about the menstruation cycle and hygiene that must be maintained during that time. After attending Yashwanti Tai's session, my daughter and I have become friends, and now we both understand each other better."

- Mira Devkate

SS



Figure 6: Tehsildar Pratibha Gore addressing the women in Mahila Melava

Benefits of Training on Adolescent Health and Rights (N=161)



Taking into account the unsafe environment and rising number of crimes against girls, it is important to provide self-defense training in schools to ensure their safety and security. Hence, under the Kishori Vikas project, self-defense training sessions were provided to adolescent girls. **Self-defense training is a life skill** that helps girls to be more aware of their surroundings and be prepared for unexpected situations. Through the self-defense training, the girls were taught to become psychologically, intellectually and physically strong to protect themselves in times of distress.

As can be observed from the above graph, **69%** of the adolescent girls mentioned that the **self-defense techniques instilled self-confidence** in them. Further, **86%** of the girls stated that the training on Adolescent Health and Rights **improved their self-awareness of health and hygiene**. Overall, **82%** stated that these sessions **improved self-efficacy and resilience** through these life skills sessions and education on taboo topics.



Figure 7: Self-defense training session of girls in Chorwad

Distribution of Sanitary Napkins

Sanitary Napkins were distributed to adolescent girls to create an experience of the advantage of hygienic menstrual practices. Further, the sessions with mothers strengthened their factual knowledge and busted the myths associated with restrictive topics. During the qualitative discussions, it was mentioned that prior to the intervention, adolescent girls and women used unhygienic menstrual protection.



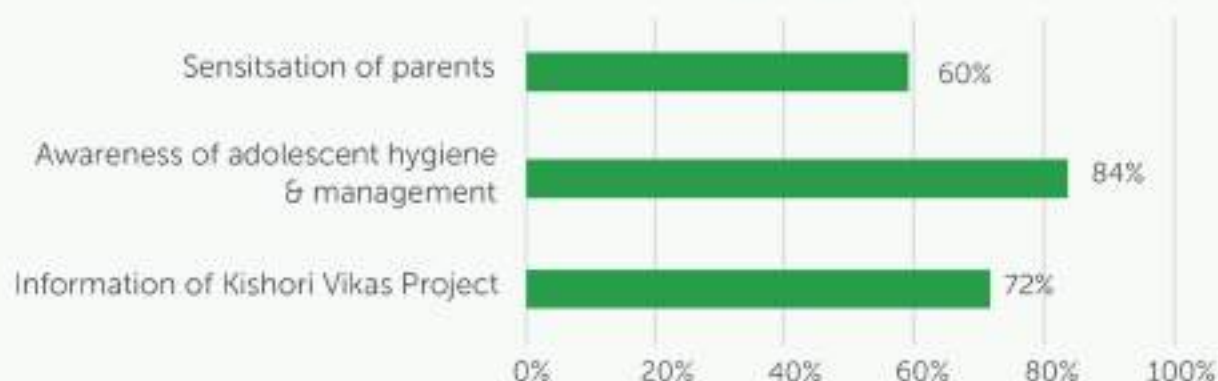
Figure 8: Sanitary napkins distribution in Khoras

However, post the intervention, a significant outcome was the transition from unhygienic to hygienic menstrual practices among adolescent girls. However, due to poor socio-economic conditions, the unaffordability of sanitary napkins plays a vital role in decreasing the transition among mothers. **Moreover, in the span of 9 months, the outcomes of the behavioural change were well appreciated by the community.**

Home Visits

The implementing agency selected lady field staff and provided foundational training on menstrual health and hygiene. The field staff belonged to the community where the project was implemented. Hence, the community members trusted them and the project, which supported active participation in school as well as in SHG meetings.

Benefits of Home Visits (N=178)



Home visits were regularly conducted in all 13 villages. Thus, due to consistent visits, the information missed by any of the adolescents would be covered during these follow-up sessions. Further, **84%** of the adolescents stated the benefits of continuous home visits as an **increase in the awareness of adolescent health and hygiene**. Additionally, **59%** mentioned that home visits helped in sensitizing their parents, specifically mothers, regarding adolescent health.



Figure 9: Follow-up sessions conducted by field staff in Umara

Overall rating of Effectiveness of Health and Hygiene (N=435)



Overall, Health Orientation camps (86%), training on Adolescent Health and Rights (70%), distribution of sanitary napkins (70%) and home visits (93%) were rated as 'Remarkable'.

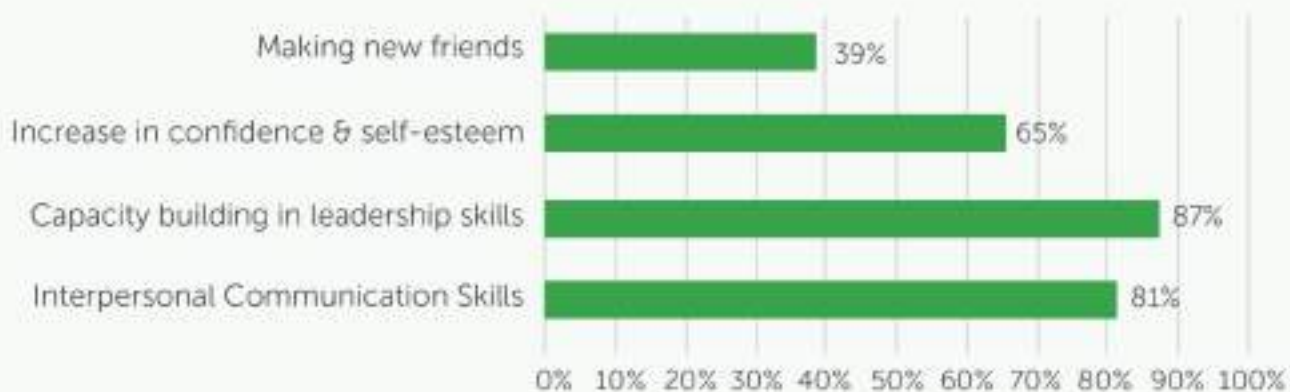
Leadership Building Activities: Women in the Marathwada region face numerous challenges associated with caste, class, patriarchy, and gender. These issues are deeply ingrained in the societal structure, cultural norms, and values. Despite constitutional guarantees of equal rights and government initiatives for women's empowerment, patriarchal control persists, limiting women's freedom, choices, and rights. Gender discrimination denies them access to education and resources, leading to low self-esteem and confidence. Socio-cultural restrictions prevent women from being recognized as independent entities within households, eroding their fundamental rights. To address these underlying societal issues, the implementing agency has undertaken leadership-building activities for adolescent girls.

Leadership Camps

As a part of the Leadership Camp, the adolescent girls visited 'Swapnabhoomi', SEDT's Children's Home in Kerwadi, Parbhani. During the sessions, trainers and field staff identified the girls with leadership qualities. Further, to hone their skills, this leadership camp acted as an exposure visit to them. Considering the socio-cultural background,

the leadership camp was their stepping stone to experience the world beyond their village boundaries and build confidence. During the camp, the importance of girls' education was highlighted. Further, activity-based pedagogy helped them understand the role of an effective leader and their influence on the community.

Benefits of Leadership Camps (N=127)



As observed from the above graph, **87%** of the adolescent girls mentioned that the significant benefit of the leadership camp was **capacity building by honing their leadership skills**. Further, **81%** agreed that the camp helped them in **building their interpersonal communication skills**.



Figure 10: Activities conducted during Leadership Camp at Kerwadi

Bal Panchayat

As a part of group formation, Bal Panchayats were formed by the field staff in every primary school of 13 villages. Further, there is equal gender representation from each class. During the adolescent training sessions, they were informed about the fundamental rights provided by the Constitution of India.

In a short span of 9 months, these groups are in a nascent stage, and the active participation of the students highlights the importance of the group and the recognition from the community.

The leaders of Bal Panchayats regularly educate their classmates on their rights, including the cleanliness of the school and village, thus, making them responsible citizens in future. The intention of forming the group was to reduce the dropout rates in schools as these leaders would be trained to convince parents with the help of Gram Panchayat.

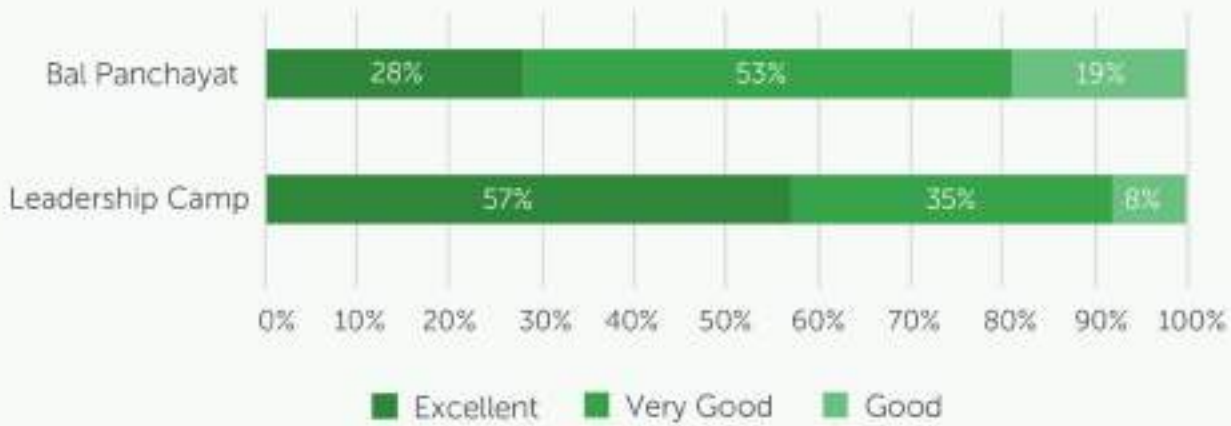
“

Being part of Bal Panchayat, I know my rights, and now I'm confident to take a stand and raise my voice if I see injustice being done to other students.

- Divya Tarkute

”

Overall Effectiveness of Leadership Building Activities (N=127)



Overall, the effectiveness of **Leadership Camp (92%)** and **Bal Panchayat (81%)** were rated as 'Remarkable'.



Figure 11: Adolescent Girls with M-Menstruation Adolescent Health Booklet

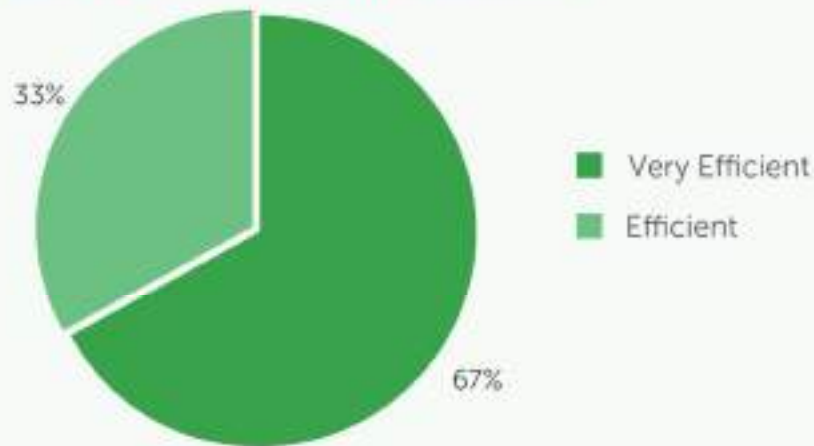


Figure 12: Student of grade 7 highlighting the pledge against child marriage

4.7 Efficiency of the Programme Delivery

Evaluating efficiency involves looking at the key areas of operational efficiency and efficiency of service delivery through Kishori Vikas Project. This criterion also reviewed how resources have been utilized and how efficiently the program reporting system was implemented. In the Kishori Vikas Project, there was proper planning and calendarization of activities in all 13 villages.

Efficiency of Health and Hygiene (N=236)



67% of the adolescent girls mentioned that the programme was highly efficient. In a short span of 9 months, considering the cultural norms and difficult geography, the programme was efficient in delivering informative sessions. There was a monthly reporting system established, which helped to keep check-on project activities by the Metropolis Foundation.

4.8 Output of the Project

The tables below provide a glimpse into the immediate result of the various project activities implemented.

Overall Output

Indicators	Planned	Achieved	Percentage Achievement
Adolescent Influencers (SHG/SMC/Significant Others)	15000	15508	103%
Direct Beneficiaries	1000	2282	228%
Indirect Beneficiaries	1000	2200	220%
Trainers/Teachers/Assistant Teachers	100	150	150%
Groups	10	49	490%

Output Per Activity

Activities	Planned	Achieved	Field Observations
Health Orientation Camps	Beneficiaries-1000	Beneficiaries-1308	65% were extremely satisfied with the services/health check-ups provided in the Health Orientation camps.
	Sessions - 11	Sessions - 11	85% rated the Health Orientation camp services as 'Remarkable'.
Adolescent and Menstrual Hygiene	Sessions - 11	Sessions - 11	67% liked the activity-based pedagogy in the sessions.
	Girls - 1000	Girls - 1390	
Physical and Sexual Abuse	Sessions - 11	Sessions - 11	64% rated the financial literacy sessions as 'Remarkable'.
	Girls and boys - 2000	Girls and boys - 2282	
Financial Literacy and Cybersecurity	Sessions - 11	Sessions - 11	70% rated the child sexual abuse session as 'Remarkable'.
	Girls and boys - 2000	Girls and boys - 2282	
Self-defense Training sessions	Sessions - 11	Sessions - 11	80% rated the self-defense trainers as 'Remarkable'.
	Girls - 1000	Girls - 723	
Awareness sessions for SHGs	Girls and SHGs -1000	Girls and SHGs - 3191	Post the sessions, changes in the diet were observed, and nutritious diets were consumed.
	Sessions - 30	Sessions - 30	
Distribution of sanitary napkins	Packets - 3000	Packets - 3552	Prior to the intervention, adolescent girls and women were using unhygienic cloth as menstrual protection.
	Girls - 1000	Girls - 1000	Post the intervention, adolescent girls substituted unhygienic menstrual practices for hygienic menstrual methods.
			69% rated the quality of sanitary napkins as 'Remarkable'.

Home Visits	Houses - 1045	Houses - 1266	93% rated the quality of home visits as 'Remarkable'.
Follow-up sessions	Training - 120	Training - 120	Follow-up sessions supported in sensitising parents and teachers to encourage girls' participation in the Kishori Vikas Project.
Leadership Camps	Camp - 1	Camps - 2	88% of parents were supportive of Leadership Camp.
	Boys and Girls - 200	Girls and boys - 240	92% rated the Leadership Camps as 'Remarkable'.
Bal Panchayats	Panchayats - 13	Panchayats - 10	Formation of Bal Panchayats in all the villages.

All activities were implemented once in each school, except for Self-defense training. Further, these sessions were conducted at the school level for a larger group of students; both girls and boys responded based on their ability to recall awareness related to the activities.



4.9 Promising Strategies of the Project

- Considering the vast project area and difficult geography, there was a strong and regular follow-up mechanism by the implementing agency.
- Formation of Bal Panchayat will help develop social, emotional and cognitive skills among adolescents at an early age.
- Recognition of the Kishori Manch from the community is a positive sign of

4.10 Way Forward and Recommendations

- Presently, each topic covered in the session was conducted in silos as a new topic; therefore, the complex societal issues were treated as separate challenges. However, these problems are interrelated; hence, the session planning could have been streamlined in a story-telling format, thus helping the students relate these topics to their everyday life.
- The teachers of the primary and secondary schools should be integrated with the project as a prime focus for building a long-term sustainable strategy of influencers.
- This physical outreach of adolescent health and training could be a good platform for the TSTA app across rural areas.

Human Interest Story

"Komal Surnar, a 6th Std student, resides in Banwas with her family of 5 members, including her father, Bajirao, a taxi driver; mother, Kalinda, a farmer and 2 younger siblings. She is a member of 'Jhansi ki Rani Lakshmibai'. She actively participated in all the sessions. In the sessions, she learnt about the negative consequences of child marriage and Child Helpline number 1098.

Further, she was the only girl in the school to know that the age of marriage for females has increased to 21 years. She received this information while watching television. The news caught her attention as she felt it was important for every girl to complete her education, and the news was a significant step towards bringing a new change in the community. Additionally, she created awareness in her class by sharing this information with her friends."



Chapter 5: Vilasrao Deshmukh Foundation

5.1 Introduction

Latur district in Maharashtra's Marathwada region bears the brunt of drought as its residents struggle to receive drinking water. Severe water crises hit Latur in a row in the past few years. As a result, it has led to the "push migration" phenomenon among farmers and youths to search for better livelihood opportunities. Migration has economic as well as social impacts. In addition to drought spells, COVID-19 has worsened the situation in the district for rural families and specifically for adolescent girls and boys. Lockdown and migration created an unsafe environment around girls. Owing to the financial crunch, rural families tend to marry off their girls at a young age before even matriculation. Moreover, gendered roles are forced on girls in rural areas, such as fetching water from far wells, and cooking at home, which eventually leads to girls missing school. Furthermore, the pandemic and migration have also impacted employment in the district, with youth from marginalised communities resorting to unskilled work in order to earn a living. Recently, Maharashtra Industrial Development Corporation (MIDC)

has been promoting industrial development in the area by providing subsidies and lands to businesses. To address these issues in a systemic way, the Vilas Rao Deshmukh Foundation (VDF) has been engaged in various community development projects with a focus on skilling and life skills. VDF believes that through participatory dialogues, adolescents and young people have expressed willingness to join holistic skilling programs, raising awareness about issues related to adolescent and sexual health and life skills. The aim is to provide skill development training, including self-defense and English Speaking, to empower adolescents and youth from marginalised socio-economic backgrounds in the Latur district. This would help them make positive contributions to society. The project's primary objective was to engage with adolescents and youth, provide them with skills such as self-defence, English-speaking, and Retail Sales Associates and empower them to make better life decisions through upskilling.

5.2 Project Activities

Self-defence Training

- Self-defence training sessions were predominantly arranged for students at the school level
- Age 10 - 25 years
- Sample size covered - 196

English Speaking Training

- Curated English-Speaking course was designed to impart basic knowledge of English into students.
- Age 10 - 16 years
- Sample size covered - 54

Retail Sales Associate Training

- The course was adapted from NSDC's module on retail sales associate for youth in the Latur city and rural areas
- Age 18 and above
- Sample size covered - 59

VDF has used a three-pronged approach to create a positive social impact within the community and youths. Self-defense training was introduced in schools for the age group of 10-16 years, concentrating on bringing more girls into the sphere of personality development.



English-speaking course was introduced in schools to make students confident about reading, writing, and speaking in English. Foundations built in school for subjects like languages and mathematics generally provide a strong base for academic learning in future.



Retail sales associate course was included in the project with the objective of inculcating marketing and business skills among youths and thereby enhancing employability. Participants over the age of 18 were selected for the course.

5.3 Beneficiary Profile

The project had a focus on empowering adolescent girls and women, resulting in **71%** of the beneficiaries being female, with **77%** falling within the age range of 14-19 years. About **57%** of the beneficiaries had completed their secondary education.

In general, the majority of the surveyed influencers (**62%**) were females, as most male influencers were either working or engaged in agriculture during the survey period. Around **48%** of the influencers belonged to the 30-40 years age group, and the largest proportion (**43%**) had completed their education up to the secondary school level.

Adolescents Profile (sample population of 15%)		
Parameters		Percentage of students
Gender	Male	29%
	Female	71%
Age Group	14-19 years	77%
	20-25 years	11%
	26-30 years	12%
Age Group	Primary Education (1st – 8th Std)	18%
	Secondary Education (9th – 10th Std)	57%
	Higher Secondary Education (11th – 12th Std)	12%
	Graduation	13%
Total Sample: 253 Students		
Adolescent Influencers Profile		
Parameters		Percentage of adolescent influencers
Gender	Male	38%
	Female	62%
Age Group	14-19	5%
	20-30	10%
	30-40	48%
	40-50	14%
	50 and above	24%
Age Group	Illiterate	5%
	Primary	29%
	Secondary	43%
	Higher Secondary	14%
	Post - Graduation	10%
Total Sample: 21 Adolescent Influencers		

5.4 SWOT Analysis

Strength

- Strategy of involving children in self-defence activities as a part of extracurricular activities in the school curriculum
- Focused approach towards self-defence training, making a strong foundation among adolescent girls and women
- Accessible training locations ensure higher participation.

Limitations

- There was inconsistent entry and exit of students into training sessions.
- Mandatory assessments for all training participants should have been conducted by competent authorities.

SWOT

Opportunity

- Opportunity can be leveraged through third party assessments of the courses which will add value to courses
- Initiate training on in-demand courses like Digital Marketing
- Minimum monetary contribution for getting a certificate for course completion. This will sustain participation among trainees.

Challenge

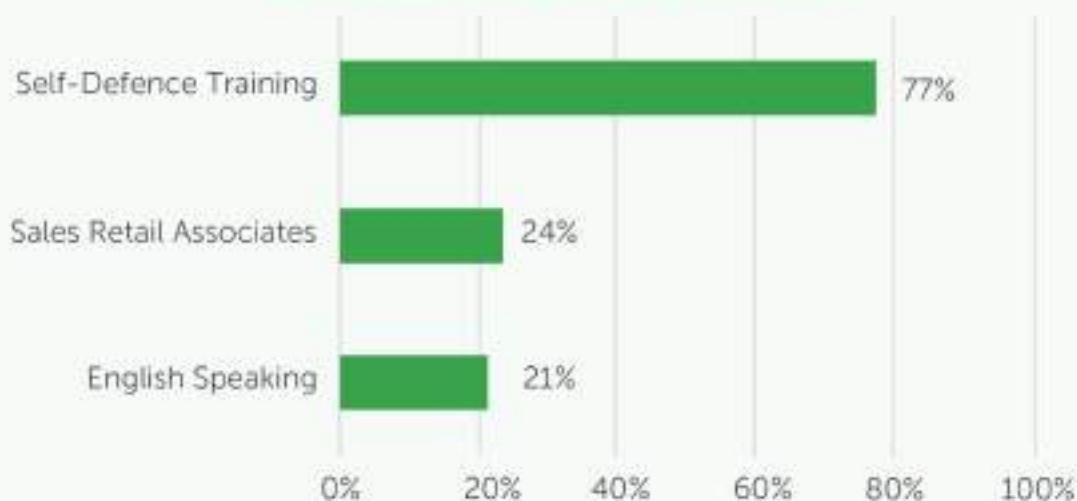
- Less than anticipated response to retail sales associate courses
- No formalize process to onboard recruiters

5.5 Relevance of the Project

Latur is a district that has been severely affected by drought for several decades. As a consequence, the people of Latur, particularly the youth, are forced to migrate to other parts of the state or country in search of employment and better livelihoods. However, of late, the Latur district has witnessed significant industrial development. Industrial development has helped the city emerge as a key economic centre in Maharashtra, attracting investments and creating job opportunities for the local population.

In order to keep up with the rapid industrialisation, the VDF (Vilas Rao Deshmukh Foundation) made the decision to prepare young people in the local area to take advantage of the opportunities available. The foundation aims to undertake this by enhancing the self-confidence of youth and providing them with skills relevant to the industry. As a result, it launched the "UDAAN" project in 28 villages in Latur district.

Activity-wise Distribution of Beneficiaries



The graph shows the activity-wise distribution of beneficiaries. Beneficiaries include adolescents as well as youth who were a part of skill training courses. Self-defence training was popular (**77%**) among students, followed by Retail Sales Associate and English-Speaking courses. The self-defence course was open to all age groups, while the retail sales associate course was designed for the above 18 age groups. Similarly, English speaking course was primarily implemented in government and government-aided schools in the Latur district. Children aged 10 to 16 years were part of the English-speaking program.

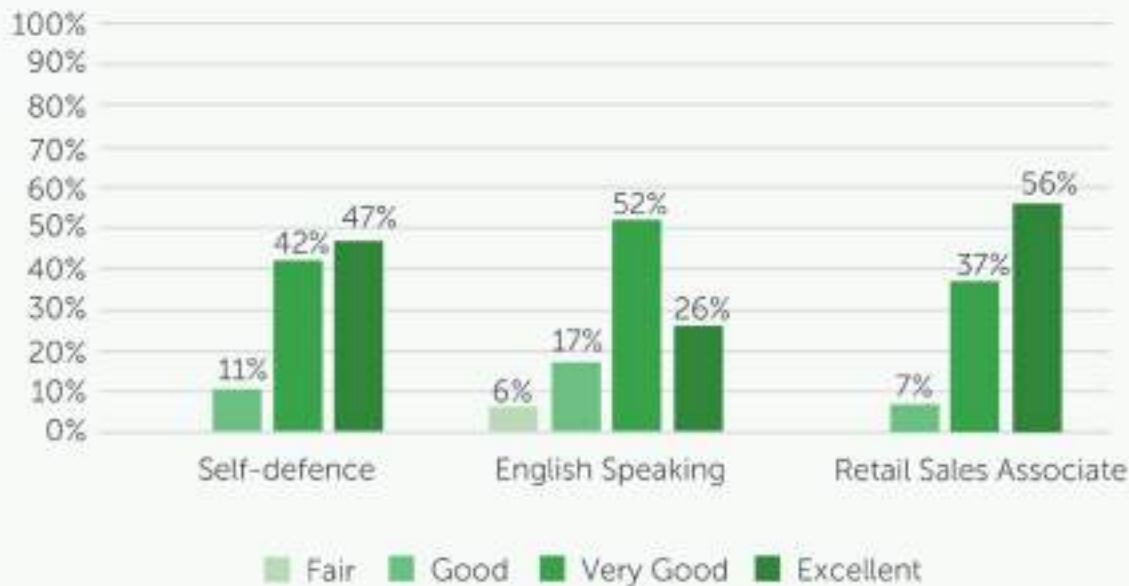
5.6 Effectiveness of the Project

This criterion measures the extent to which the intervention achieved or is expected to achieve its objectives and results. It helps identify the factors that supported/ impeded the project's success and consider the advocacy work done with the stakeholders involved to improve program delivery. The effectiveness of the project looks at the improvement from the baseline survey.

Self-defense Training

In a survey of self-defense trainees, 47% of respondents rated the overall training as excellent, followed by 42% who rated it as very good and 11% who rated it as good. Schools in the project area generally do not promote extracurricular activities; hence upon knowing about self-defense training, students showed immense interest in joining and learning self-defense skills. Additionally, uniforms were provided to students of self-defense courses, which generated a sense of willingness among students to attend the course. Girl students mentioned that learning self-defense boosted their confidence. Earlier, they would fear going out of home, especially in the late evenings. But now these girls have confidence that they are equipped with basic skills to resist uncalled situations.

Overall Program Rating



Self-defense training was the most popular among all trainings. Students have been able to build strong foundations of self-defense in mere **9 months**. FGDs revealed that students are on track to earn their white belts in Karate.



Figure 13: Girls practicing in Self-defense in Latur city (Urban)



Figure 14: Girls attending self-defense training sessions in Latur city (Urban)

English Speaking Course

The classes for the course were conducted in schools and involved students from 7th to 10th grade. **52%** of students marked the overall program as "very good", followed by 26% marking excellent. **31%** of students of English-speaking courses said their reading ability had improved post-course. FGDs with students revealed that large batch sizes of classes resulted in low attention levels in students. More emphasis was placed on 10th-standard students as those students were expected to write their board exams. Girls were provided with more opportunities to participate in the course compared to boys, as it aligned with the overall project objective. Group discussions with boys revealed that a significant number of boys were interested in taking up English-speaking courses. However, they stated that they felt shy to sit in a class with a greater number of girls. Hence, they chose not to join beyond the initial classes. Discussions further revealed that, at times, the homework given by the trainer would become strenuous for students, as it was in addition to their daily school homework.



English speaking classes help all of us 10th standard students to prepare better for board exams. Additional learning content was beneficial.

- Vaibhavi Ronge of Swarni Vivekananda Vidyalaya, Mahapur, Latur



Fundamentals of the English language and grammar of students were weak prior to intervention. However, continuous classes of English-speaking courses for the span of **9 months** organised by VDF have brought significant change in the English reading, writing, and speaking skills of students.



Figure 15: Student attending English Speaking course

Retail Sales Associate Training

More than half of the participants (56%) in this course gave the program an excellent rating, while an additional 37% rated it as very good. The course curriculum was adapted from the NSDC's Retail Sales Associate course. It was a placement-linked training course. The VDF team has established verbal agreements with nearby malls and showrooms in Latur to facilitate student placements. However, the placement rate for students was relatively low due to a mismatch between the participants' objectives and the VDF's objective. Most of the beneficiaries were rural women who aimed to learn from the course and start their businesses or undertake income-generating group activities. Some of these women and groups of women (SHG members) have successfully launched their enterprises.

Support from the VDF, such as material or financial assistance, could help other willing participants to take up self-employment activities.

The majority of businesses and industries that require skilled retail sales associates are located in and around Latur City. Since this is in proximity to the centre, it poses a logistical challenge for rural youth, especially women. As a result, training on entrepreneurship, as a precursor training to retail sales associate courses, would open up multiple avenues for women, including self-employment. Some participants have found placements in newly opened malls, mobile shops, showrooms, and other businesses. A few participants who already had existing businesses were able to scale up their operations after completing the training.

Nagesh Chavan (29) would run a mobile recharge and repairing shop in the Latur city market prior to joining the retail sales associate course. He learned about retail sales associate courses from VDF staff in his village Sikandarpur. He learnt the basics of retail sales in the course. Additionally, he acquired fundamental knowledge about marketing and finance in the course. While still attending the course, Nagesh explored opportunities to expand his existing business. Subsequently, he added the retail sale of mobile phones to offerings through his existing shop. Mobile phones of all leading brands are available for sale in his shop.

The retail sales associate course has boosted Nagesh's confidence through communication and interpersonal skills. During the Diwali festival of 2022, Nagesh launched offers on mobile phones after learning effective product marketing techniques in the course. Additionally, mobile finance options of all leading companies are available at his shop. He wishes to launch his own product in the market, such as a mobile back-cover and screen guard.



Figure 16: Girls attending Retail Sales Associate course in Latur City (Urban)

Retail sales participants were completely unaware of what retail sales meant prior to the training. **9-month** long comprehensive training on retail sales provided relevant knowledge about retail business to participants. Further, it developed their interest in entrepreneurship and business.

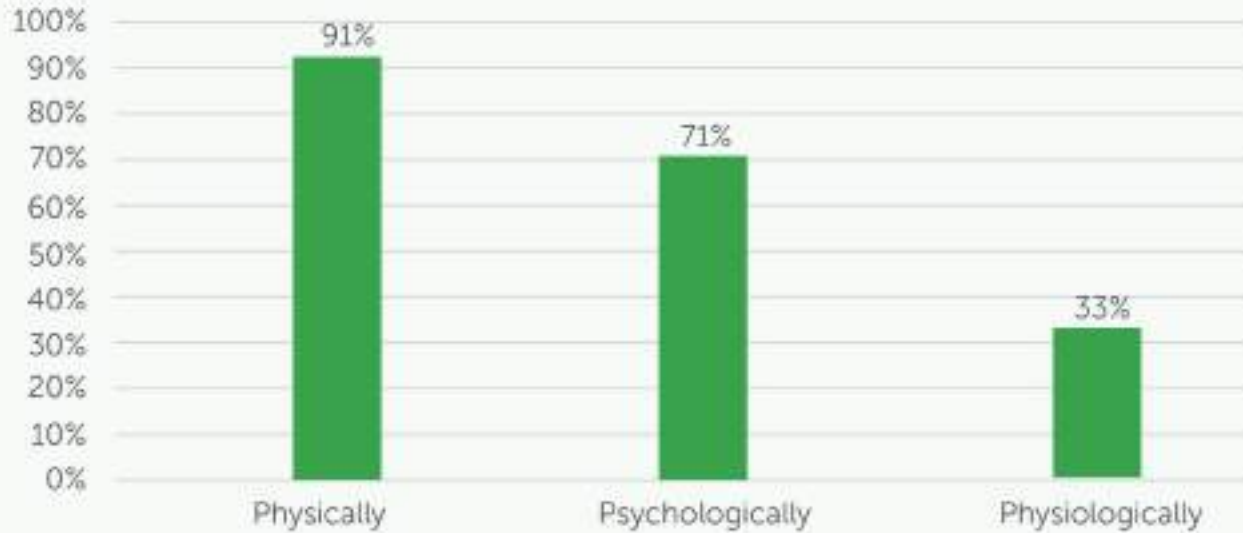
5.7 Efficiency of the Programme Delivery

Evaluating efficiency involves looking at the key areas of operational efficiency and efficiency of service delivery through the VDF team. This criterion also viewed how resources have been utilized and how efficiently the program reporting system was implemented. The study team defines efficiency in terms of time efficiency, i.e., as the frequency measurement of training sessions that were organized by the VDF team. Further, there was a monthly reporting system established, which helped to keep check-on project activities by the Metropolis Foundation.



Analysis of average classes attended by each program's participants provided us insights into the efficiency of the program delivery. On average, 73% of the enrolled candidates for the self-defence program have attended more than 25 classes. Similarly, 87% and 86% of respondents from English-speaking courses and retail sales training, respectively, have attended more than 25 classes. Enrolment for all 3 activities was free of cost, and VDF staff would conduct training sessions at the central place accessible to all community members. Hence, attendance in classes was high. In addition, self-defence and retail sales associate training were novel to the participants; thus, a higher influx was observed. No entry and exit barriers were present for the course participants. At present, anyone who is interested can attend training sessions for self-defence, retail sales associate, or English-speaking courses. VDF made concentrated efforts to administer the assessments of the trainees who regularly attended the said courses. However, VDF should develop a mechanism for assessing participants who participated on ad-hoc in the program.

Benefits of Self-defence Course (N=196)



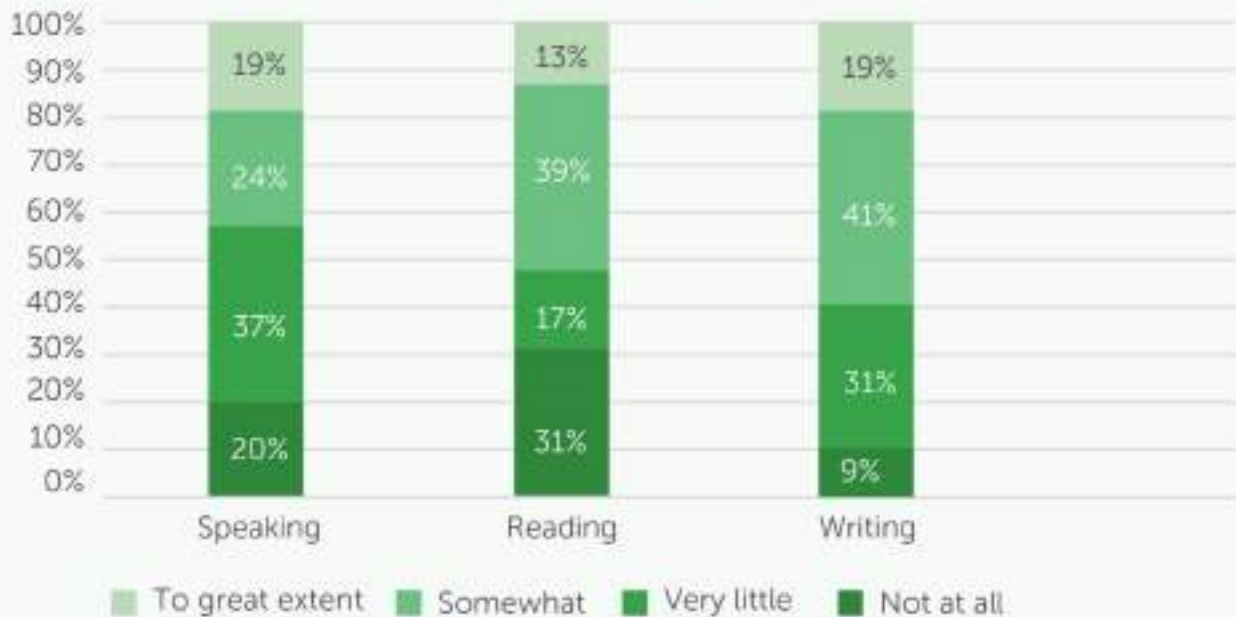
91% of self-defence course students stated that the course had benefitted them in keeping and maintaining physical fitness. Parents of students informed during discussions that their kids practice Karate regularly at home. The course has been able to introduce good habits among students.



Figure 17: Girls practising self-defense moves in Harangul Government School (Rural)

During the **9-month** duration of the self-defence training, students have become interested in Karate and physical fitness. Focus group discussions with the students indicated that they want to continue pursuing Karate, and some are even interested in learning martial arts.

Improvement (After English Speaking Course N=54)



FGDs with students revealed that they were lacking in basic foundations of English before the project intervention. **31%** of students reported improvement in reading skills to a great extent, followed by **20%** seen improvement in English speaking post attending the classes. It was observed during interactions that students still need more handholding support to build their skills in English speaking. Integrating English-speaking classes with the regular academic framework of English subjects will prove more beneficial. At present, students experienced a mismatch in the pace of teaching their regular English classes and the said course.



Figure 18: Girls attending English Speaking course at Katpur Road, Latur (Urban)



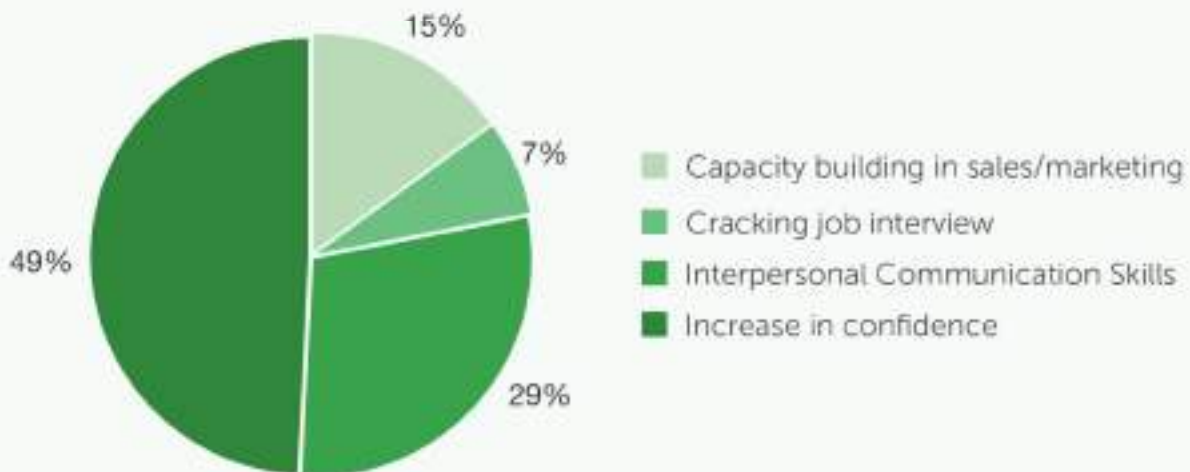
Earlier, we would encounter difficulty reading complex English sentences, but our English-speaking course instructor taught us a technique for breaking sentences down into parts, which made it easier to read. Additionally, we learned a significant amount of vocabulary during the course, which helped us to comprehend the meaning of sentences.”

– Satyabhama Gavkare of Swami Vivekanand Vidyalyaya, Mahapur, Latur



After speaking with teachers, it was discovered that students were unable to read or write an English paragraph without errors before. However, after 9 months of interactive and practical learning in the English-speaking course, students are now able not only to read and write but also speak English to some extent.

Benefits of Retail Sales Associate Course (N=59)



I always received compliments for my cooking, especially for my expertise in making homemade crunchy papads. I always wanted to sell papads under my brand name but never knew how? Retail sales associate training taught me know-how of the business and pushed my inner entrepreneurial drive. With the support of my husband and family, I have now started making, packaging and selling papads from home. I use social media for advertising my papads locally.

– Suchita Zunje, Retail Sales Associate Participant, Harangul



Close to half (49%) of retail sales associate participants said their confidence had increased post the course. Also, there are significant (29%) participants marked development in interpersonal communication skills. The retail sales associate course was focused on the 18 and above age group, specifically women who intend to take up self-employment or a job. Since the majority of candidates for the retail sales associate course were from rural areas, they were shy and underconfident before the project. However, the interactive and practical curriculum, of course, boosted the confidence of the participants.

This criterion measures the extent to which the intervention achieved or is expected to achieve its objectives and results. It helps identify the factors that supported/ impeded the project's success and consider the advocacy work done with the stakeholders involved to improve program delivery. The effectiveness of the project looks at the improvement from the baseline survey.



Figure 19: Students attending Retail Sales Associate course in Harangul village (Rural)

5.8 Output of the Project

The VDF team extensively undertook outreach activities in rural as well as urban Latur with the objective of generating awareness about skill and personality development courses among youths. Subsequently, youth from the community were surveyed to gather their preferences for three courses, namely Self-defence, English Speaking, and Retail Sales Associate. Survey data was then analysed to register the preferences. Immediately enrolment for the aforementioned course took place.

The below tables and graphs reveal the output achieved since the inception of the project against pre-defined output indicators. Field observations are a mix of qualitative and quantitative insights.

Overall Output

Indicators	Planned	Achieved	Percentage Achievement
Adolescent Influencers (SHG/SMC/Significant Others)	970	1530	158%
Direct Beneficiaries	970	1097	113%
Indirect Beneficiaries	0	0	Programme focused on Skill Development
Trainers/Teachers/Assistant Teachers	0	0	
Groups	0	0	

Output per activity

a. Retail Sales Associate

Indicators	Planned	Achieved
Retail Sales Associate-Rural	102 sessions; 60 beneficiaries	102 sessions; 64 beneficiaries
Retail Sales Associate-Urban	102 sessions; 100 beneficiaries	102 sessions; 126 beneficiaries

Parameters	Indicator	Field Observations
No of the students who completed the training	=/> 85% should complete the training	86% of participants attended more than 25 sessions
No. of women who completed the training	=/> at least 65% complete the training	78% of female participants attended more than 25 sessions
No. of candidates who have been placed	>=60% overall	25 candidates doing a job
No. of women who completed the training placed on jobs/	>=20% for rural and >=30% in urban	7 women
Overall No. of requests received by VDF for similar skill training	500-700 new Request will be considered by mouth publicity /medial impact	680 new requests received, 590 for self-defence
Percentage of attrition	18% in Urban and 20 % in Rural attrition estimated	5% - 10%, as reported by the VDF team.

b. Self-defense Training

Indicators	Planned	Achieved
Self Defence Girls- Rural	50 sessions; 110 Girls	50 sessions; 131 Girls
Self Defence Boys- Rural	50 sessions; 100 Boys	50 sessions; 110 Boys
Self Defence Girls- Urban	50 sessions; 110 Girls	50 sessions; 255 Girls
Self Defence Boys- Urban	50 sessions; 100 Boys	55 sessions ;155 Boys

Parameters	Indicator	Field Observations
No. of youths/adolescents completed the Self-defense training	Attendance sheet and completion certificate	73% of students attended more than 25 sessions.
No. of youth who opted for an advanced course of self-defense	Enrolment form and attendance sheet	180 students opted for an advanced course.
No. of girls who completed the self-defense course	Attendance sheet	57% of girls took assessment tests and completed the course
No. of youths who got absorbed as self -defence instructors	Placement agency records, 5% will promote to Instructor	10 participants joined as an instructor
Rating scale: how was self-defense training conducted	>5 or = 4-5	47% of students rated training excellent, followed by 42% rated very good
% of Attrition	18% in Urban and 20 % in Rural attrition estimated	5%-10% attrition, as reported by the VDF team

c. English Speaking Course

Indicators	Planned	Achieved
English Speaking Course-Rural	45 sessions; 110 beneficiaries	45 sessions; 150 beneficiaries
English Speaking Course-Urban	45 sessions; 110 beneficiaries	45 sessions; 106 beneficiaries

Parameters	Indicator	Field Observations
No. of the students who have attended the course	85% students	87% of students attended more than 25 classes
No. of students who pass the written assessment test and presentation skills	80% of the students	96% of students took assessments. (Assessment records were not available)
No. of participants who have been absorbed in some office/agency	50% of the students	25 students
Quality of training: on a rating scale		43% rated the training as 'Excellent.'
% of attrition of students	Less than 5%	5%-10% attrition, as reported by the VDF team.

Apart from this, it is pertinent to note that the school was the hub for training sessions, including self-defense and English-speaking courses. All students were automatically included in the training sessions. As a result, adolescent influencers had no to little role to play in encouraging students to attend the training sessions.

The retail sales associate course was designed for the above-18 age group with the intention of imparting employable skills among youths. The majority course participant pool was comprised of married women; hence influencer model, in this case, could not work.

5.9 Promising Strategies of the Project

- VDF has undertaken a focused approach towards self-defense training by collaborating with schools in urban and rural areas. This collaboration has laid a strong foundation among adolescent girls and women.
- Retail sales training has good potential if it is dovetailed by focused entrepreneurial training, as in rural Latur, it was observed that more women were opting for self-employment opportunities.
- VDF has good strength in skill-based training; hence, adolescent empowerment can be coupled with skills development.

5.10 Way Forward and Recommendations

- It is essential to conduct third-party assessments for all courses to enhance the value and credibility of the certificates in the open market. Additionally, implementing structured placement mechanisms, such as Memorandums of Understanding (MoUs), is crucial for effectively engaging employers. Currently, no MoUs or formal agreements are in place with employers, and establishing these partnerships will facilitate smoother onboarding processes.
- Digital marketing is in high demand among youths. VDF can explore possibilities to integrate digital marketing courses into their offerings.
- English-speaking courses need to be more inclusive, comprising all classes (1st to 10th) and participants from all genders. Field observations revealed that boys were not barred from taking classes, but the focus was placed on girl students. Boys usually shy away from sitting in the class of the majority of girl students and vice versa.

Human Interest Story

"Poonam Ashok Shinde (26) lives in a joint family with husband, children, and her in-laws. She regularly drops off and picks up her children at school. One of the school teachers informed Poonam about a self-defense course that she could also join. As her in-laws were a little conservative, Poonam hid it from them and joined a self-defense course with the support of her husband. During the initial days, due to training and extensive workout, her body would pain, but she had to hide it from her family. She would consume painkillers to reduce the pain. Gradually, she started sharing about her self-defense course with her in-laws. It was to her surprise that they welcomed her move to join a self-defense class and even encouraged her. Now, she regularly works out at home after training. She wishes to learn fencing and pursue her career in sports."



Figure 20: Post the self-defense assessment of girls in Maharpur village (Rural)



**NATIONAL INSTITUTE
FOR SUSTAINABLE
DEVELOPMENT (NISD), PUNE.**

Supported by- Metropolis Foundation

Chapter 6: National Institute for Sustainable Development

6.1 Introduction

Maharashtra has a large population of adolescents, accounting for approximately 19% of the total population of the state. Despite several government initiatives and programs aimed at improving adolescent health, the state faces several challenges in this regard. One of the major concerns is the prevalence of malnutrition among adolescents, particularly among girls. According to the National Family Health Survey-4 (2015-16), around 36% of adolescent girls in Maharashtra are underweight, and 44% are anaemic. Additionally, there is a high prevalence of tobacco and alcohol consumption among adolescents in the state, which can have detrimental effects on their health. Another significant issue is the lack of access to quality healthcare services, including sexual and reproductive health services, for adolescents in rural areas. This can lead to early and unwanted pregnancies, unsafe abortions, and other health complications.

In line with this, the National Institute of Sustainable Development (NISD) has been implementing "Improved Health- Better Lives", a project for Adolescent Girls of Marginal Communities to bring positive changes in the lives of adolescent girls. NISD as an organization engaged with adolescent girls in the project area to implement various social development activities so that adolescent girls could complete their higher education as per their potential, and get better livelihood opportunities, rather than girls ending up working in the bidi rolling or wage labouring work. The project paved a way for adolescent girls to lead their lives with better opportunities.

In view of bringing change to the lives of adolescents, NISD identified 17 secondary schools from Sangamner and Junnar blocks to implement the project. This comprises Zilla Parishad schools, Ashramshalas, and government-aided schools.

6.2 Project Activities

Program activities have been divided into four parts in the following manner:

Adolescent Health

- Health Orientation Camps
- Home Visits
- Adolescent Health Notebooks

Personality Development

- Leadership Training & Exposure Visits
- Self-Defence
- Gender Equality
- Mobile Application TSTA

Infrastructure/ Material Support

- Poster Exhibition
- Toilet Renovation
- Play Kit

Formation of Groups

- Girls' Group
- SHG Formation
- SMC Meetings

⁴<https://health.economicstimes.indiatimes.com/news/diagnostics/about-50-per-cent-of-women-aged-15-24-years-still-use-cloth-for-menstrual-protection-nfhs-5/91495189#:~:text=4%20mind%20read-,About%2050%20per%20cent%20of%20women%20aged%2015%20to%2024%20years,hygienic%20method%20of%20menstrual%20protection>

I. Adolescent health has been at the centre of this project. The NISD team generated awareness about adolescent health through the below activities:

- Health Orientation Camps – They were organized to identify likely cases of low haemoglobin among adolescent girls and their mothers. This was in alignment with the needs of the region, as adolescents are deficient in Iron.
- home visits – Following Health Orientation Camps, home visits were made by field staff of NISD to educate girls and parents about the importance of nutrition, sanitary napkins, menstrual hygiene and so on.
- Adolescent health notebook – Adolescent health notebooks were distributed among girls to make them understand the changes that take place within the body during adolescence. These adolescent health notebooks were highly appreciated by BDO of Junnar block in Pune.

II. Personality development is an essential element to emphasize during adolescence. Various personality development activities were carried out in schools. Those are as follows:

- Leadership training & exposure visits – Leadership training sessions were conducted in schools in order to impart leadership qualities among students.
- Self-defense – Self-defense classes were given to girls in the school. A trainer used to provide this training twice a month in each school.
- Gender equality – In order to bring awareness about gender equality among boys, separate sessions were conducted for boys by a skilled subject matter expert. The objective of this activity was to change the gender discriminatory beliefs and behaviours among boys.
- Mobile app TSTA – Information related to the TSTA app and its usage was provided to girls. A significant number (60%) of girls use the application using their parent's phones. TSTA is a self-learning app that provides information about the physical and mental health of adolescents.

III. Selected cases of schools were provided with support for renovation works, while all schools received material assistance under the following activities:

- Poster Exhibition – Awareness about adolescent health were spread through poster exhibition in schools. A variety of IEC materials were used to communicate with students regarding multiple topics related to adolescent health.
- Toilet Renovation – Some of the schools had their toilets in dilapidated condition before the intervention. Such toilets were re-constructed in order to promote the safety and hygiene of Students in the school.
- Sports materials, including Sports Kit – To promote health and well-being among students, sports kits were distributed in schools. It included a chess board, Lezim, skipping ropes, carrom boards, cricket set, football, basketball and so on.

IV. Different groups of students, parents, and community members were formed during the intervention to ensure the smooth functioning of the program.

- Formation of Girls' Group – Girls' groups were formed in 17 schools. The core functions of these groups were discussing and addressing issues related to girls' health, safety, and studies.
- SHG Formation – Women SHGs were formed to promote holistic development in the area. SHGs are primarily formed to promote group savings and thereby undertake income-generating activities. Alongside this, SHGs were tasked to perform as a collective group to promote adolescent health activities in the area through regular group meetings and awareness sessions.
- SMC Meetings – Periodic meetings of SMC members used to be organized by team NISD to generate awareness about adolescent health programs and sensitize parents of the students.



6.3 Beneficiary Profile

The program targeted adolescent girls through schools. In alignment with the objective, the program had 86% of girl participants. The student beneficiaries were studying in secondary and higher secondary education. Since adolescent health is the central theme of this program, 64% of program participants were from the age group of 14-16 years and belonged to secondary class grades from 7th standard to 10th standard.

Adolescents Profile (sample population of 15%)

Parameters		Percentage of students
Gender	Male	86%
	Female	14%
Age Group	Below 10 years	2%
	10-13 years	29%
	14-16 years	64%
	17-19 Years	5%
Age Group	Primary Education (1st – 8th Std)	22%
	Secondary Education (9th – 10th Std)	76%
	Higher Secondary Education (11th – 12th Std)	2%
Total Sample: 484 students		
Adolescent Influencers Profile		
Parameters		Percentage of adolescent influencers
Age	21 – 25	3%
	26 – 30	8%
	30 – 35	22%
	Above 35	67%
Occupation	Unemployed	9%
	Private Job	10%
	Government Job	31%
	Self-employed	50%
Total Sample: 90 Adolescent Influencers		

Adolescent influencers were majorly parents, teachers, local community leaders, and elder siblings of the students. Influencers disseminate information about the program through their interactions within and outside the community. Information sharing by these influencers has pushed students to participate in the program.

6.4 SWOT Analysis

Strength

- Good networking and liaisoning
- Community mobilisation is quite strong
- Multi-Stakeholder Participatory approach to planning

Limitations

- Instead of number of activities, the focus should be on fewer and interconnected activities
- Implementation calendar of activities was not organised at every level
- Low awareness among boys about adolescent well-being

SWOT

Opportunity

- Convergence with Government Bodies
- Start from health care camps/note-books/Anaemia camps
- To amplify the outcome, the inclusion of boys may be necessary going forward.
- Self-defence classes and Health Orientation Camps at frequent intervals are expected by the community
- Teachers to be trained on the same topics to ensure the continuous discussion
- Outcome dashboards to be developed for better planning of the program

Challenge

- Geography-wise difficult terrain
- Sustainability plan can be developed post 3 years of implementation of the program

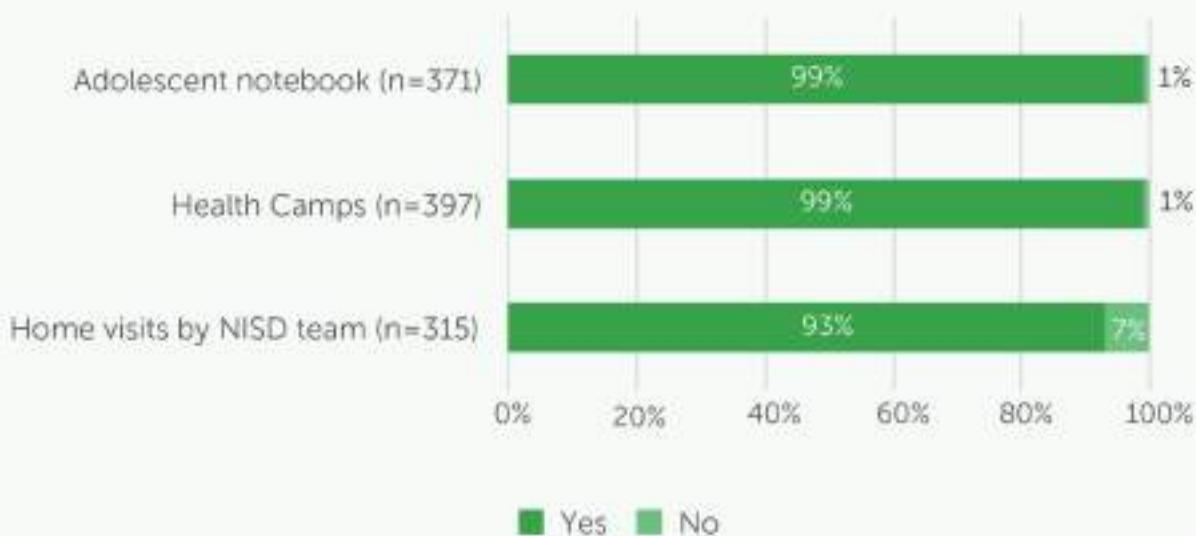
6.5 Relevance of the Project

This criterion looks at the extent to which the project objectives and design respond to beneficiaries, policies, and priorities. It also assesses whether the program could contribute towards addressing existing community problems related to menstrual hygiene and awareness.

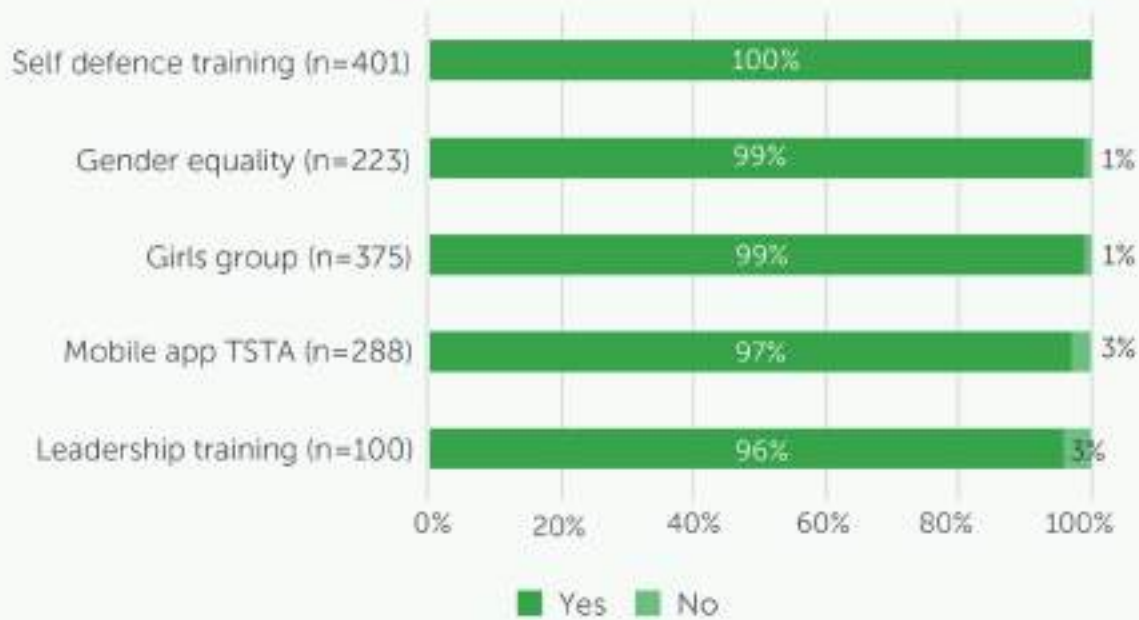
Activities covered under this program were charted out based on participatory rural appraisals conducted at the initial phase of the project. During the participatory process, the communication gap between parents and students was a major challenge that needed to be addressed. Sexual and reproductive health is still a taboo subject in many parts of India. Many girls, as well as boys between the age of 10-18 years, go

through various changes at multiple levels, such as emotional, physical, and mental. During interactions with students and their parents, it came across that many times, issues pertaining to the physical and mental health of students are gone unnoticed by parents. Parents flagged that in rural areas talking about menstruation in front of males is still not preferred. Cultural, religious, and societal norms sometimes do not allow open communication about such important topics. Therefore, to generate awareness and initiate change in the mindset of rural communities, NISD has been implementing this program through schools. Schools are viewed as a platform for open discussion with all stakeholders involved at the village level.

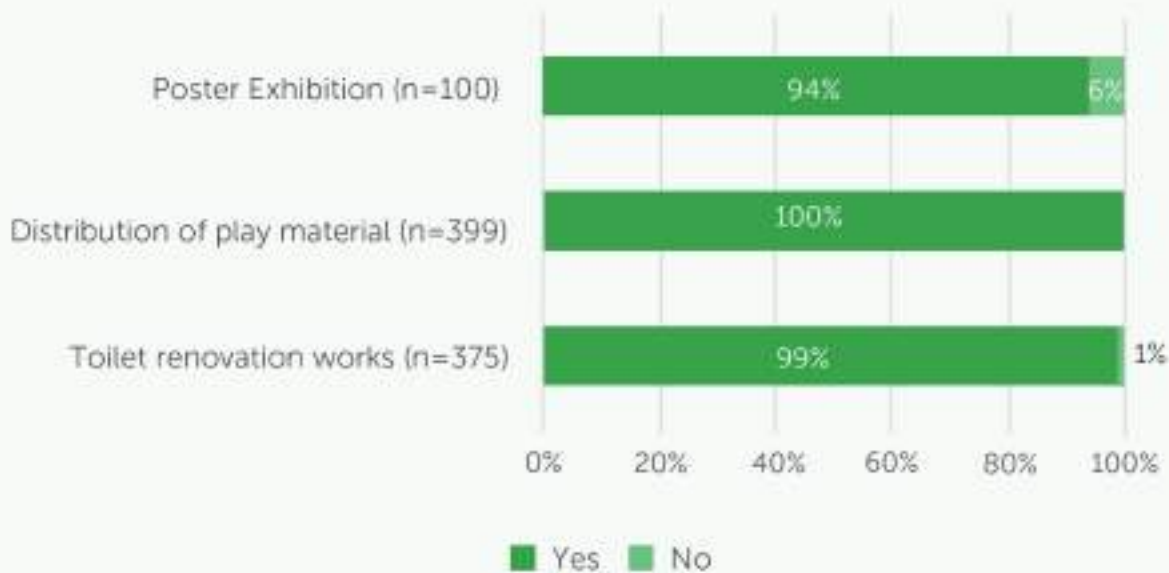
Adolescent Health



Personality Development



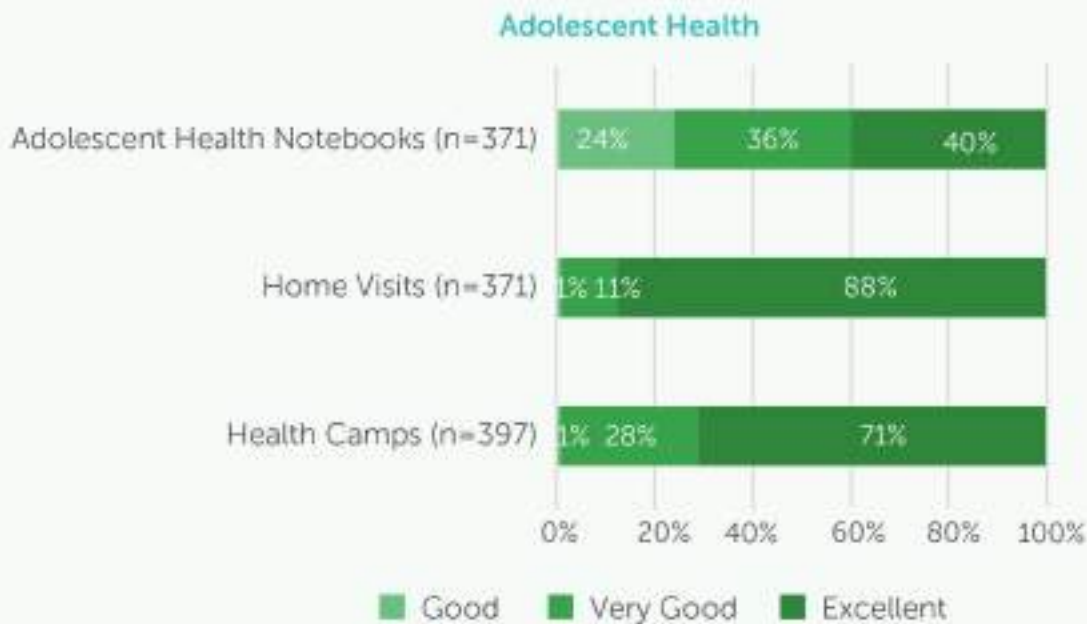
Infrastructure/Material Support



The above figures show activities conducted by NISD in 17 schools of Sangamner and Junnar tehsil. Adolescent health and activities related to it, such as menstrual hygiene; anaemia awareness, was at the fulcrum of these training sessions. In addition, gender equality, girls' protection committee, and leadership training were given to the students. Selected schools received infrastructure support for toilet renovation as part of the initiative. Furthermore, to promote adolescent health, sports kits were distributed to all schools.

6.6 Effectiveness of the Project

This criterion measures the extent to which the intervention achieved or is expected to achieve its objectives and results. It will help identify the factors that supported/ impeded the project's success and consider the advocacy work done with the stakeholders involved to improve program delivery. The effectiveness of the project will look at the improvement from the baseline survey.



Adolescent Health: This has been central of this program's implementation. On average, 66% (three activities combined) of respondents stated that the activity was excellent. Health Orientation Camps, primarily to check the Haemoglobin levels of adolescent girls and their mothers, were organized. 81% of beneficiaries took the HB test. Girls with HB levels below 10 were reached out to by NISD field staff through door-to-door visits.



Figure 21: Health Orientation camps organised in the village, Zole

During the home visits, girls and their parents were made aware of Anaemia and ways to overcome it by practising and maintaining an iron-rich diet. In addition, girls in the schools were provided with an adolescent health notebook which contains essential information about menstruation and female reproductive health. 76% of girls reported receiving adolescent notebooks. Girls found the information provided in the notebook extremely helpful as it had a pictorial representation of female anatomy, and they would have never discussed some of the female anatomy-related topics with anyone otherwise.



Figure 22: Health notebooks were distributed to all the adolescent girls in all 17 secondary schools



Figure 23: Lecture on Anaemia conducted in Government School, Pokhari Baleshwer

All activities implemented under the adolescent health awareness program have successfully culminated in breaking societal archetypes related to menstruation, hygiene, gender discrimination and so on. It was observed that awareness sessions had led strong foundation among adolescent girls in terms of being vocal about their own problems as well as problems being faced by others around them.

A girl from Zoleshwar Vidyalaya started her period while on her way to school. She was able to convey her situation to some women passing by, who then informed the school. The **girl's group** in the school took immediate action by sending her a pack of sanitary napkins with the help of some classmates who delivered it by bicycle. This incident shows how well the girls have grasped these issues and their ability to take appropriate action.



Figure 24: Focused Group Discussion with adolescent girls in Government School, Sitewadi



General Health Cards of students should be made by schools to measure height, weight, and other pertinent health indicators. Such a card will enable parents and teachers to track changes in important health indicators of students over a period of the academic year. In the case of girls, period regularities and related issues can also be tracked.

- Aapasaheb Rahane, Savargan Ghule

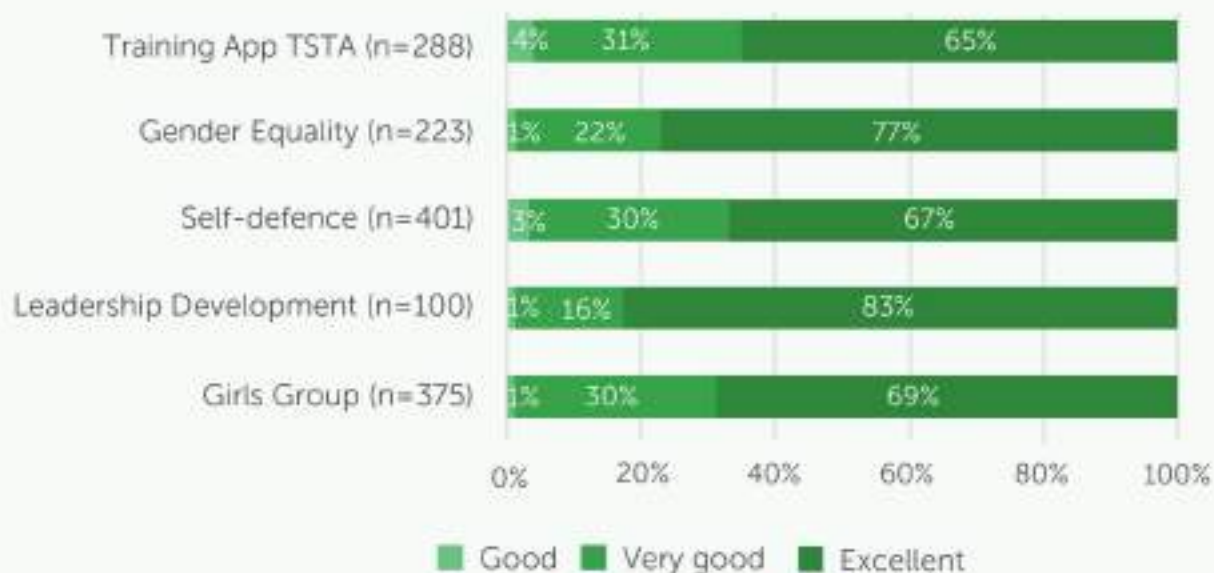


It is important to observe that within a **span of 9 months**, adolescents have not only gained knowledge about menstruation and hygiene, but they have also begun talking about these topics, commonly considered taboo, with their friends and parents. As a result, their self-assurance has increased, and parents are more aware of the challenges their adolescent student face.



Figure 25: Focused Group Discussion with SMC in Sitewadi

Personality Development



Personality Development: Personality development activities have been rated as the most effective activity (72%) among all activities implemented. Self-defence training was attended by the majority of students, followed by girls' group formation and the TSTA app. Girls' groups ensured periodic meetings with the group members to discuss various topics related to adolescent health, studies, safety, and responsibilities. These meetings have contributed to the enhancement of program impact. However, self-defence classes were conducted twice a month. Continuity in self-defence classes was demanded by parents as well as students.

Two girl leaders from the 9th and 10th classes were selected from each school for leadership training. Exposure visit of these leaders was organized at the premise of the "Work for Equality" organization in Pune. Leadership skills, time management, waste management, and adolescent health were the topics covered in the visit.

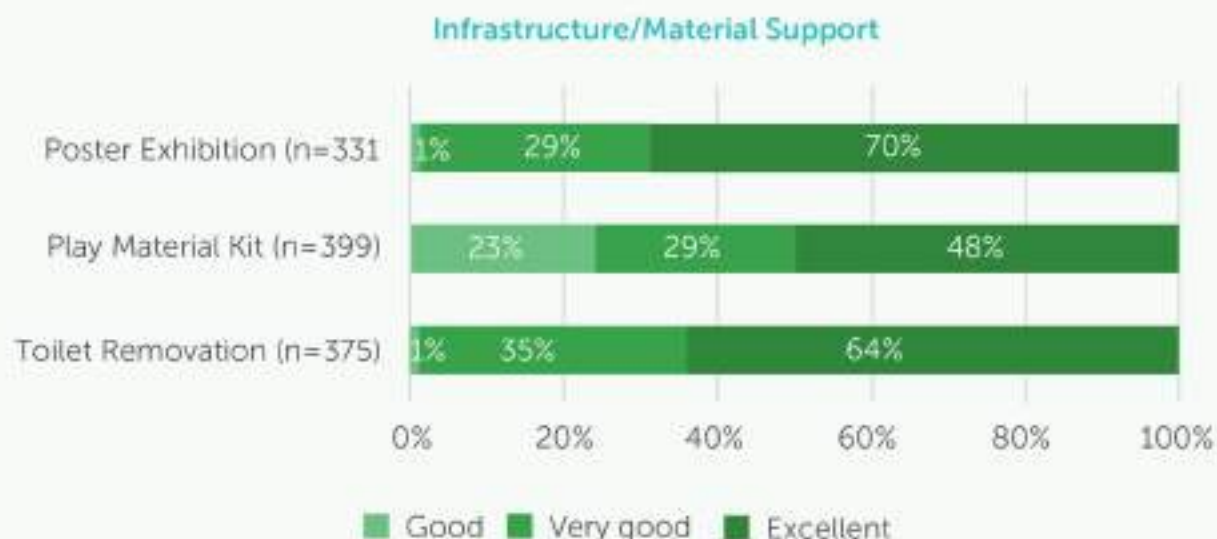


Figure 26: Self-defense training sessions in the Government school of Madh

Additionally, the TSTA app was introduced to girls, and 58% of them reported receiving training on how to use it from the NISD team. The app requires a smartphone to which girls usually do not have easy access as they have to use their parent's mobile phones. Girls mentioned TSTA app allows them to ask questions on the app platform related to any topic. This brings confidence and assurance to girls.



Figure 27: Girls practising self-defense moves



Personality development is a continuous process throughout life. Foundations of personality are built at a young and formative age. The program interventions, specifically designed for the personality development of adolescents, have been able to instil social, emotional skills, and life skills among students during the **9-month period**. These skills will be the foundation of their personalities in later life.

Infrastructure/Material Support: Infrastructure renovation and material support provided to schools were marked effective by **61%** of students on average. Playing kits are majorly used by girls across schools. These kits have enabled girls to develop their interest in multiple games such as carrom, chess, skipping rope and so on. In addition, certain schools in the Junnar area had their toilets upgraded with operational water taps as part of the program. Before this program, the toilets were not functional, which resulted in students being compelled to use outdoor facilities. Due to the toilet renovation works carried out by NISD, the inconvenience faced by students, particularly girls, has been resolved.



Figure 28: Toilet renovated in Government School, Karanjale (left) Taleran (right)

After the program intervened in schools, adolescents began participating in sports activities. It is important to emphasize that during the 9-month intervention period, girls not only developed an interest in sports but also acquired basic skills in their preferred sport.

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“The majority of the sports kits provided are quite useful for group activities. Sports kits such as cricket, football, basketball, and carrom enable us to play games which are perceived as male-dominant sports. The said sports activities allow everyone to participate in the games. We enjoy playing cricket the most, which we couldn’t play earlier, but the provision of a cricket kit has eliminated that issue.”

- Sujata Minde, Jawalebatewshwar

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Girls’ Club Formation

NISD has established the Girls’ Club in all schools under the intervention. The objective of this club is to hold regular meetings of girls to discuss various issues related to their health, studies, and other pressing issues. Additionally, this club is expected to continue spreading awareness among students about adolescent health. Girls’ Club has representation from all classes in the school. Collective action by this club is beneficial in multiple ways for the holistic development of students. The formation of the club is helping girls in the following ways:

Social development: Group activities are helping adolescents develop social skills such as communication, cooperation, teamwork, and leadership. These skills are important for building relationships with others and for success in school and later in life.

Emotional development: Emotional intelligence is being developed, which includes empathy, self-awareness, and the ability to regulate emotions. Students learn how to manage their feelings and respond to the emotions of others in a positive and healthy way.

Cognitive development: Girls' Club's activities are helping in cognitive development by promoting problem-solving, critical thinking, and creativity.

Physical development: Group activities can promote physical development by encouraging students to be active and engage in physical play. This can help with the development of fine and gross motor skills, coordination, and balance.

Sense of belonging: Girls' club activities make adolescents feel a sense of belonging and acceptance within a group. This promotes positive self-esteem and confidence, which are important for overall well-being.

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I am the leader of a girls' club at my school. One of my close friends, who resides in my neighbourhood, has a father who is an alcoholic. Occasionally, he would become violent at home after drinking, and someone from the neighbourhood would have to intervene to rescue her and her mother. After each rescue, my friend would feel ashamed and afraid to attend school. During one of our Girls' Club meetings, I brought up this issue with my peers, and we decided to visit her home with respected community leaders, SMC members, and other reputable individuals from our village. The elders spoke to her father about how his alcoholism was impacting everyone around him and convinced him to pledge not to drink anymore. As a result, her father has stopped drinking, and my friend now attends school without any fear or hesitation.

- Tanuja Kharde, Zolshwar Vidyalaya, Zole

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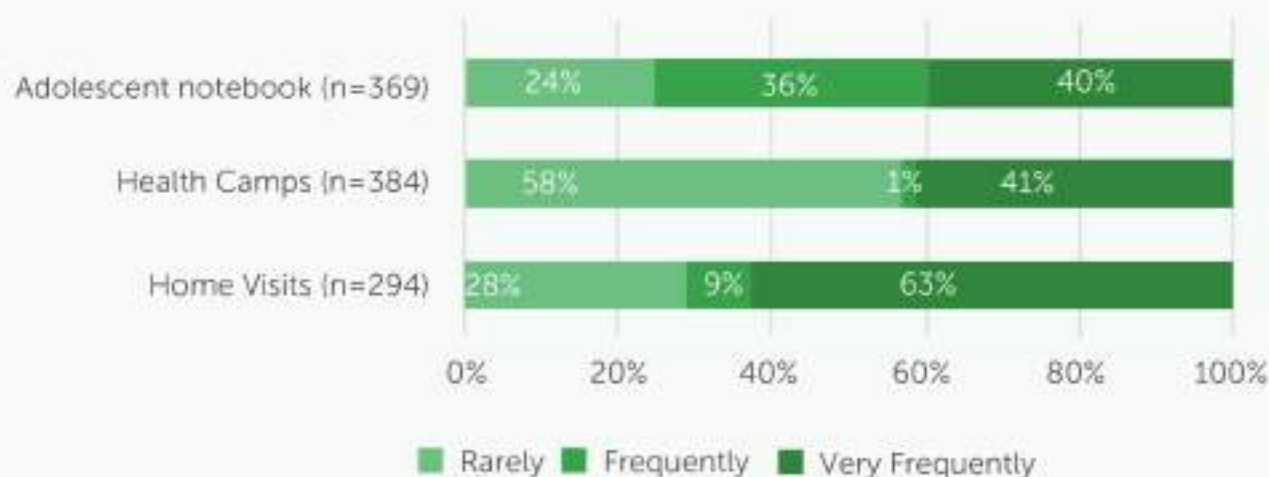
6.7 Efficiency of the Programme Delivery

Evaluating efficiency involves looking at the key areas of operational efficiency and efficiency of service delivery through the NISD team. This criterion also looked at how resources have been utilized and how efficiently the program reporting system was implemented. The study team defines efficiency in terms of time efficiency, i.e., as the frequency measurement of training sessions or camps that were organized by the NISD team. There was a monthly reporting system established, which helped to keep check-on project activities by the Metropolis Foundation.

Out of the various factors that affect the efficiency of the program, the prime factor is the limited retention capacity of students coupled with limited follow-up mechanisms. The majority of activities and training sessions in the project were conducted once in each school. As a result, retention of learning among students remains on the lower side. Continuity in activities is required to bring behaviour shift among students and communities; thereby, sustainability can be ensured.

Adolescent Health: Health Orientation camps see major participation from girls and their mothers. It is generally assumed women in rural areas have limited access to medical facilities. These Health Orientation camps allowed women to check their HB count and take appropriate steps to improve the situation if HB levels were found low than the prescribed limits. NISD field staff from all locations would do home visits to generate awareness among the community about adolescent health, anaemia and nutrition. It has only been **9 months** since the program implementation, and it has inculcated the habit of regular HB check-ups among rural women. Additionally, households in the villages have started including iron-rich food in their daily diet to keep anaemia at bay. The adoption of good practices from the intervention by the community is evident from these developments.

Efficiency of Health Activities

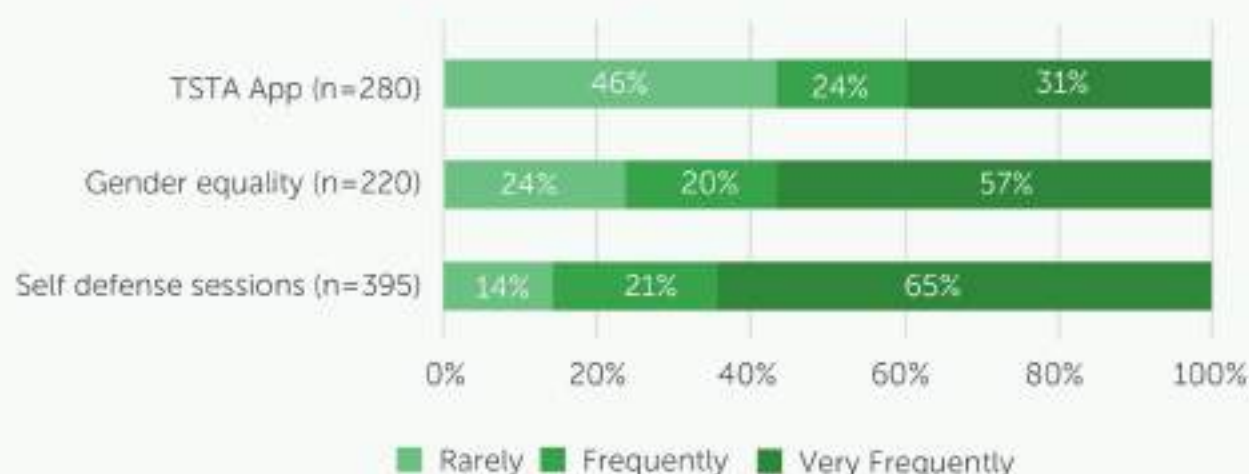


The above figure indicates that, on average, close to half (48%) of adolescents have marked the delivery of health activities as "efficient". Further, the content of the adolescent notebook is quite comprehensive. Girls refer to the notebook if they have doubts regarding sexual and reproductive health. This has been a very good contribution to the project.



Personality Development: For the holistic growth of students, personality development is indispensable. Various activities were implemented by NISD in school, which enabled students to think outside the box.

Efficiency of Personality Development Activities



Self-defense plays a pivotal role in building mental and physical confidence, especially among girls. FGDs revealed that girls practice karate at home or within school premises with their peers. Most of the students participated in self-defense (82%). At present, self-defense classes are organized twice a month. Students and parents demanded regularization of classes since they truly find it beneficial for developing physical strength. Gender equality trainers used a variety of games and puzzles to teach boys. Such games compelled students to think rationally and without putting gender biases.

The TSTA app was known to girls. Girls who use the app frequently mentioned that they solve quizzes on the app and put their questions on the platform, which they would not have otherwise. The TSTA app provides timely information on questions to girls. The girls who use the app do convince their peers to use it.

Despite the fact that behaviour change is a slow process, the **9-month-long multi-stakeholder engagement model**, along with the participation of influencers, has successfully initiated positive conversations about taboo subjects like menstruation, gender equality, and child marriages among students and parents.

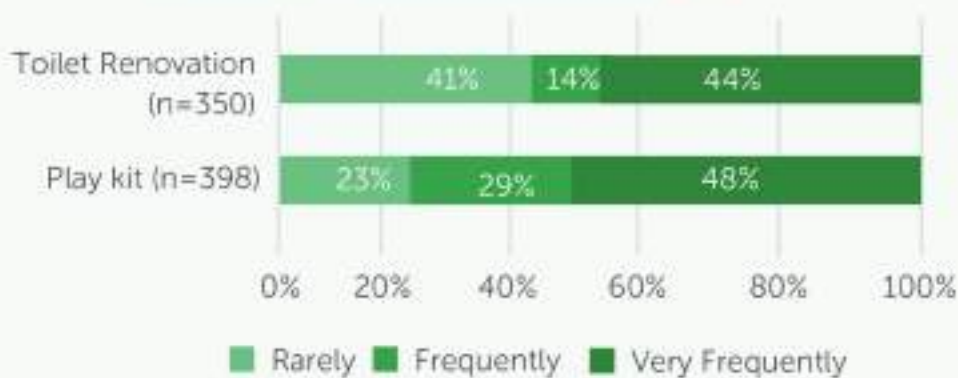
Infrastructure/Material Support: Prior to intervention, a couple of schools did not have fully functional toilets. The unavailability of functional toilets forces students to go outside in the open. It became more inconvenient for girls during menstruation. Due to this reason, absenteeism was higher for girls. To address this problem, NISD developed a plan to renovate selected schools and install sanitary napkin disposal machines in each school. Subsequently, school toilets were renovated with sanitary napkin machines installed in them. Now girls feel safer in schools and started coming to school regularly.



Figure 29: Sanitary napkin disposal machine installed in schools

Owing to dysfunctional washrooms, girls not attending school during menstruation was common before project implementation. Renovation of toilets and installation of sanitary napkin disposal machine has created sense of safety among girls during intervention of **9 months**.

Efficiency of Infrastructure/Material Support



Sports equipment was provided in all schools. **48% of students** said they use sports equipment very frequently. Playing kits are in good condition in all schools surveyed. Now, girls play games such as cricket and volleyball which are perceived as male dominant sports.

Community influencers' role is instrumental in scaling the program and bringing positive change among communities. On average, **87%** of influencers at the village level were able to reach out to more than 10 students to encourage them to join the program. Out of this, **71%** of students joined the program post-intervention of influencers.

At present, the program has been able to generate awareness among influencers and the community. Orchestrated efforts need to be taken to scale the program to the next level.

6.8 Output of the Project

The tables below provide a glimpse into the immediate result of the various project activities implemented.

Overall Output

Indicators	Planned	Achieved	Percentage Achievement
Adolescent Influencers (SHG/SMC/Significant Others)	5000	5121	94%
Direct Beneficiaries	2500	2739	109%
Indirect Beneficiaries	3000	4808	160%
Trainers/Teachers/Assistant Teachers	160	140	87%
Groups	40	40	100%

Output Per Activity

Field observations are a mix of qualitative and quantitative insights.

Activities	Planned	Achieved	Field Observations
Child Protection Committees Formation and sensitization at village	Child Protection Committees - 40 Child Protection Committees meeting 120	Child Protection Committees - 40 Child Protection Committees Meeting -114	A total of 8 schools were visited by the evaluation team. All 8 schools had functional Child Protection Committees.
IEC Material for community Sensitization and awareness raising (health, education, child rights etc.)	Campaigns - 2 Beneficiaries - 5000	Campaigns - 2 Beneficiaries - 5000	Poster exhibitions were organized at all schools surveyed. The poster exhibition served the purpose of sensitization and awareness.
HB testing camps for women	Villages - 40	Villages - 39	81% of girls from the survey took the HB test.
	Girls - 2000	Girls - 2111	
	Women - 2000	Women - 1791	
	Total - 4000	Total - 3902	
	40 meetings	37 meetings	

SMC committees meet on problems of adolescent health / educational problems/ teasing etc	Beneficiaries - 440	Beneficiaries - 567	SMC members were aware of GPC. GPC is the platform to discuss all such issues.
Lectures and demonstrations for women on anaemia	Villages - 40 Women - 1600	Villages - 52 Women - 1768	Anaemia awareness sessions were held for mothers. 86% said they attended the awareness sessions.
Gender/ Menstrual Hygiene Training for Secondary School Teachers (Male and Female)	Training - 4 Teachers - 68	Training - 4 Teachers - 140	Out of 8 schools visited, teachers from 2 schools mentioned attending gender/ menstrual hygiene training
Organizing and capacitating girls' clubs at the village level (secondary school girls)	Girls' Club - 40 Girls- 1400	Girls' Club - 40 Girls- 1400	All 8 schools had Girls' Club established at the school level
Leadership training for girls' club leaders	Training - 6	Training 3	Students were able to recall 1 leadership training that took place in Pune
Self-defense training in all 17 secondary schools (17 Highschool X 5000 per High school)	Beneficiaries - 1930	Beneficiaries - 3176	82% of students attended self-defense training
Mobile App to give information to girls on adolescent health, menstrual health, reproductive health, etc.	Girls - 1000	Girls - 986	60% of girls stated they use the TSTA app regularly

Gender sensitizing / Adolescent Health training to NISD	Training - 2 NISD staff 55	Training - 2 NISD staff 60	No data available.
Monthly experience sharing meetings on girls' issues between staff	Meetings - 12 Beneficiaries - 20	Meetings - 16 Beneficiaries - 20	Teachers meet to discuss girls' issues as and when required
Provision of Play material to high school girls of 17 high schools	Beneficiaries - 1864	Beneficiaries - 1912	82% of students confirmed receipt of play kit material in schools
Printing/provision of Adolescent Health notebooks	3000 notebooks	3000 notebooks	77% of girls received adolescent health notebooks
Toilet repairs and renovation	Toilet Renovation - 7 Sanitary Napkin Disposal Machines - 5	Toilet Renovation -7 Sanitary Napkin Disposal Machines - 5	77% of students said toilet renovation works are done.
			77% of girls revealed sanitary napkin disposal machine was installed

The table comprises the output achieved under each activity in the project. All activities were conducted once per school except self-defence training. Although these sessions were conducted at the school level for a larger group of students, girls and boys answered activity-related awareness basis on their recall capacity. A couple of activities mentioned above were targeted at a specific group, such as girls' group formation, and TSTA app training was organized for girls only.

In **9 months** of intervention, societal barriers have been broken to a certain extent, and complex topics like menstruation, hygiene, sexual and reproductive health, and nutrition have been openly discussed. Continued engagement with adolescents and the community in the long term is expected to bring about behavioural changes at a larger scale.

6.9 Prominent Strategies of the Project

- NISD has adopted a multi-stakeholder engagement model to implement the project efficiently. The project ensured participation from not only stakeholders involved in the school and its management but also everyone in the village-level ecosystem, for instance, Sarpanch, ASHAs, Anganwadi workers, extra circular staff in schools and so on.
- The adolescent committee formed can be a good way forward as this has given space for adolescents to talk with each other and start discussions on taboo topics.
- Experts were onboarded for specific training sessions, such as a dietitian appointed for anaemia and nutrition-related awareness, Martial art/Karate experts for self-defence training which was appreciated by the community.
- Activities covered under the project promote the holistic development of students as it promotes physical well-being through sports activities and mental well-being through personality development.

6.10 Way Forward and Recommendations

- At present, limited follow-up mechanisms exist in the project. Robust and structured follow-ups with long-term engagement with students and communities need to be developed to ensure sustainability and behaviour shift.
- Outreach numbers in terms of quantity have been achieved in the project; however, the quality of interventions should be assessed periodically on certain parameters, for instance, the retention capacity of students and changes in the level of knowledge, attitude and behaviour, which are long-term milestones. However, this will strengthen the project.
- At present, adolescent health sessions and gender equality sessions are conducted in silos for girls and boys, respectively. The level of awareness about adolescent health can be amplified through combined sessions for a sustained outcome.

Human Interest Story

"Anamika Unawane is a class 9 student from Zolshwar Vidyalaya, Zole, Sangamner. She is the leader of the girls' club in her school. Before the intervention of the project, she could not speak to her parents about her issues openly, owing to shyness and low confidence. Leadership training and adolescent health-related awareness sessions have made her feel confident and normal in talking about menstrual health and the issues around it.

Further, she mentioned that her brother, who also studies in the same school, learnt about gender equality through sessions. Now, her brother supports her in household chores at home and she understands his responsibilities equally. The entire program's activities have been able to reduce the communication gaps and barriers among parents and students."



Chapter 7: Ashraya Foundation for Children

7.1 Introduction

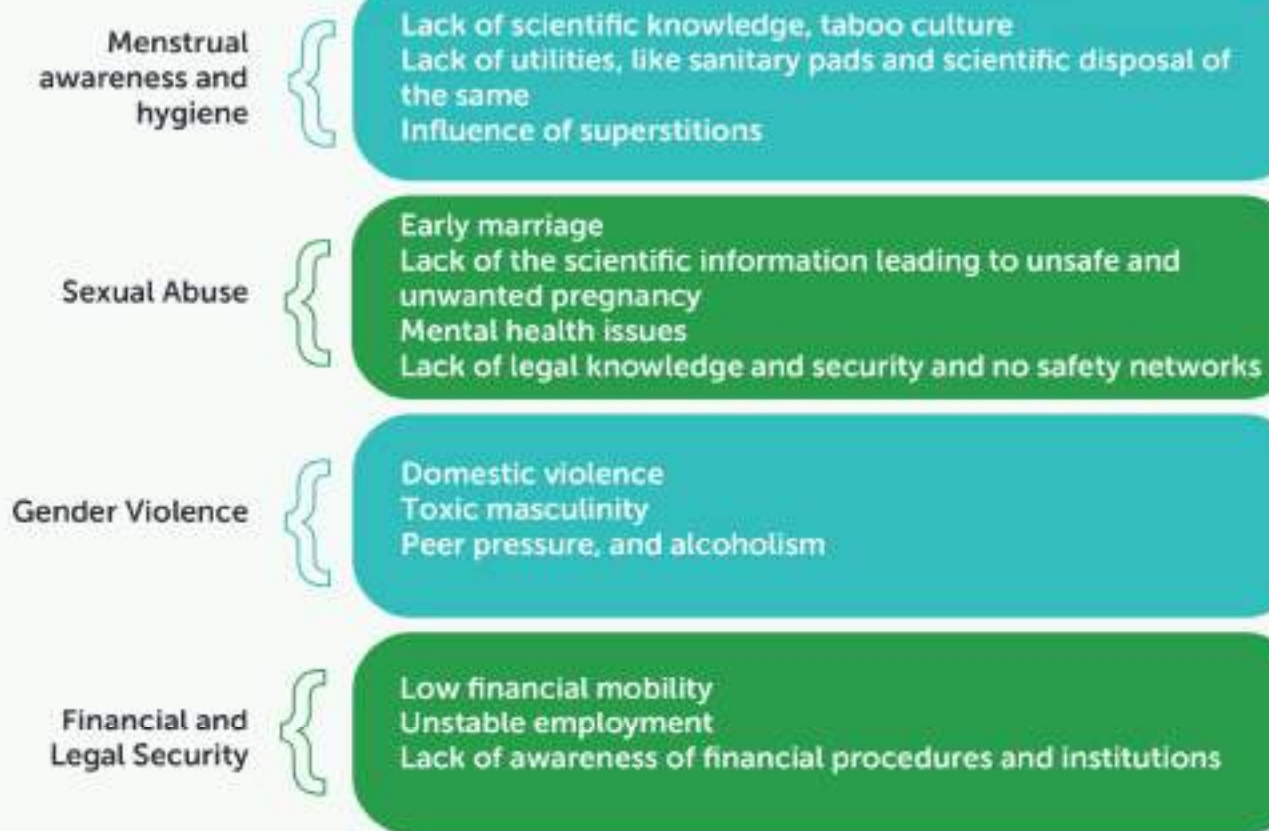
Gender inequality is one of the dominant root causes in addressing inter-connected social issues. In rural India, women's work is undervalued, their representation is low, and they face a high risk of gender-based violence due to discrimination and social norms. Equal opportunities are vital for human rights and economic development. According to the latest report by the National Family Health Survey-5 (NFHS), a large-scale

and multi-round survey conducted in Indian households, 29.3% of married Indian women between the ages of 18-49 years have faced domestic violence/or sexual violence. Gender differences in household preferences affect resource allocation, diminishing women's bargaining power. Hence, there is an urgent need to eliminate the persistent inequalities between men and women perpetuating violence and harassment.



According to the National Family Health Survey (NFHS-5), approximately 27% of young rural women use unhygienic protection methods during their menstrual period. Further, 64% use sanitary napkins, 50% use cloth, and 15% use locally prepared napkins. However, the availability and accessibility of clean and safe menstrual absorbents for all women seem to be a far-fetched dream in the current Indian context.

⁵<https://health.economicstimes.indiatimes.com/news/diagnostics/about-50-per-cent-of-women-aged-15-24-years-still-use-cloth-for-menstrual-protection-nfhs-5/91495189#:~:text=4%20min%20read,About%2050%20per%20cent%20of%20women%20aged%2015%2D24%20years,hygienic%20method%20of%20menstrual%20protection>



7.2 Project Activities

AFC works with children and women of 6 urban slum communities who belong to De-Notified Tribal (DNT) and Notified Tribal. DNTs are communities that were 'notified' as 'born criminals' during the British regime under a series of laws starting with the Criminal Tribes Act of 1871. However, these Acts were repealed by the Independent Indian Government in 1952, and these communities were 'De-Notified'. The implementing partner is working with the following De-notified communities:

Waghari (nomadic community collecting and reselling old-clothes referred to as thieves)

Sikligar (people who had the hereditary duty of making and maintaining weapons)

These marginalised communities continuously face the consequences of their hierarchal work, which creates a stigma in the urban fabric of our society. However, considering the children as future leaders and change-makers, AFC, through their Aarambh programme, empowers adolescents by conducting awareness sessions. Aarambh programme consisted of the following activities:

Organisation of various Health Orientation camps

Training and awareness sessions for adolescent

Self defence sessions

Distribution of sanitary napkins

Installation of sanitary napkins vending machine



Figure 30: Data collection in Ashraya Foundation for Children

7.4 SWOT Analysis

Strength

- NIOS-based teaching methods to overcome age appropriateness restrictive curriculum
 - Introduction to alternate pedagogies, not bounding to academic education
 - Continuously working on the pace of a child's learning curve
- Strong and functional group at the school level

Limitations

- No participation of Male counterparts (Fathers) in the programme
- Dependence on external collaborations for training

SWOT

Opportunity

- Informal refresher sessions to continue the process of change in attitude, paving the way for behaviour change
- Maintain a good rapport and trusting relationship with the community, can plan for vertical (more thematic areas) and horizontal (include more Basti's) expansion of activities
- To develop in-house capabilities to provide training

Challenge

- The progress in the community through the programme is evident. Further, to strengthen the results, the handholding and support should be continued

7.5 Relevance of the Project

This criterion looks at the extent to which the project objectives and design respond to beneficiaries, policies, and priorities. It also assesses whether the program could contribute towards addressing existing community problems related to menstrual hygiene and awareness. According to the baseline survey conducted by the AFC team, several gaps were highlighted so that interventions could be designed. These gaps can be categorised into 6 major areas of intervention:

Peer Safety

- Sexual harassment in toilets
- Lack of knowledge of relevant authorities and organizations in the Basti
- Lack of community cohesiveness between Waghri and Sikligars

Hygiene

- Lack of safe toilets, cleanliness/hygiene in the Basti and toilets
- Lack of ownership of sanitation and community hygiene
- Gender disparity in households regarding private toilet hygiene

Menstruation

- Lack of awareness of menstruation
- Low hygiene and understanding of risk during menstruation
- Taboos and myths on menstruation

Gender Equality

- Lack of ability to recognise signs of abuse or harm
- Lack of awareness of Gender Roles and Stereotypes in the households
- Lack of understanding of safe spaces and consent

Sex Education

- Lack of understanding of basic sex education
- Lack of awareness of sexuality and gender
- Lack of bodily autonomy and understanding of sexuality

Legal and Financial Awareness

- Lack of understanding of basic legal procedures and laws for children and women
- Lack of financial literacy
- Low financial mobility of girls and women

Thus, the Aarambh programme was designed to address these challenges by identifying specific activities for each issue. Since the issues were cross-sectional, each activity conducted covered awareness about various issues that addressed the physical and emotional changes in adolescent students and met the holistic needs of the community.

7.6 Effectiveness of the Project

This criterion measures the extent to which the project achieved or is expected to achieve its objectives and results. It helps identify the factors that supported/impeded the project's success. The effectiveness of the project will also look at the improvement in the awareness created on restrictive topics.

AFC, in partnership with Equal Community Foundation, conducted 15 structured sessions for one hour each, and the sessions were categorised on the following themes for adolescent children:



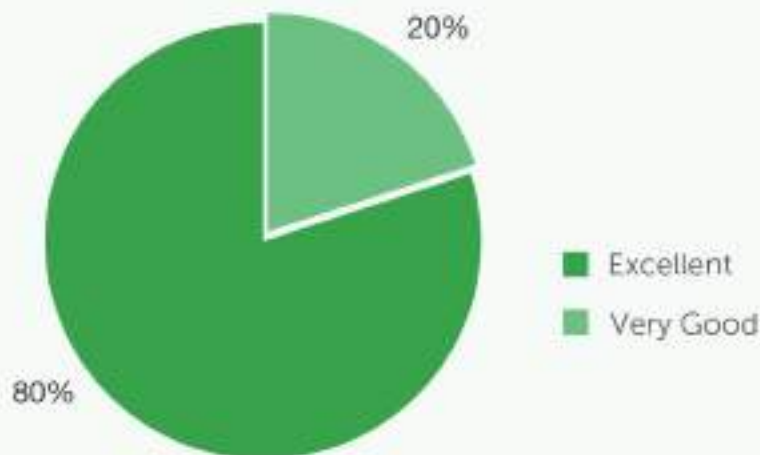
Benefits of the sessions



Considering the social fabric of the community, these activity-based sessions helped children understand the complex issues conveniently. 86% of the respondents mentioned that in a span of 9 months, these sessions helped in gaining confidence to raise their voices against unacceptable societal norms. Further, beneficiaries stated that these sessions improved their knowledge (74%) regarding the existing issues and created awareness (71%) of unfamiliar topics.

Earlier, in the Basti, girls mentioned that they faced unsafe situations in the public toilets. However, post-programme, the awareness to tackle such situations has increased. Further, all the beneficiaries could identify a trusted adult they could contact in an unsafe situation.

Rating of the Adolescent Awareness sessions (N=35)



Overall, **80% of the respondents rated the adolescent awareness sessions as Excellent, and 20% of the beneficiaries rated them as Very Good.** All the beneficiaries stated that the trainers were friendly and approachable, which helped them clear their doubts without any hesitation. The beneficiaries confirmed during the survey that they had recommended these training sessions to their peers/colleagues/family.

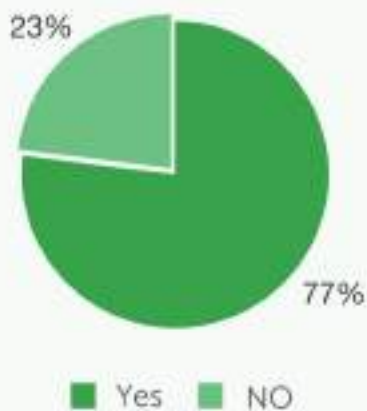


Figure 31: Aarambh training sessions conducted in AFC centre

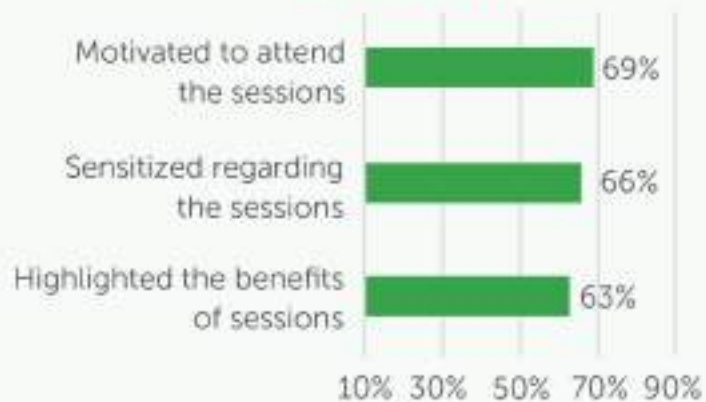


Figure 32: Students participating in activity-based Aarambh training sessions

Basti visit done by AFC team members (N=35)

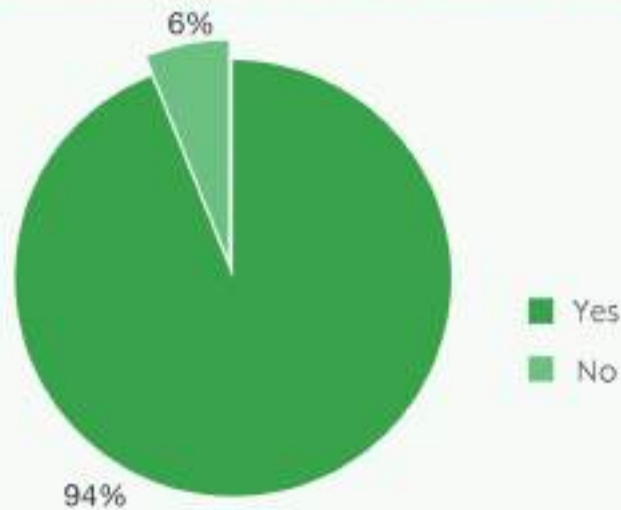


Type of information shared during the visit (N=27)



77% of the respondents mentioned that there were regular Basti visits by the AFC team members. However, due to seasonal occupation timings, the unavailability of a few families was observed during the Basti visit. Further, during the Basti visits in these 9 months, the team sensitised the community at large to create a safe and hygienic environment for children and adolescents.

Influence of Basti visits on the attendance of the sessions (N=35)



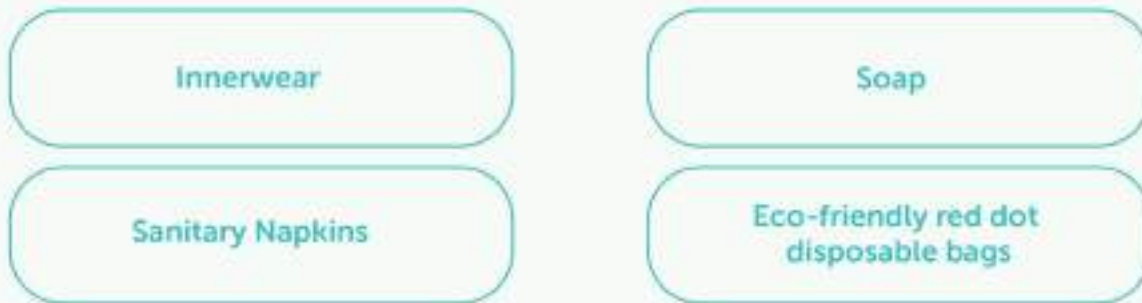
During the programme, Basti visits were aimed at:

- To understand the needs of the community, such as challenges in maintaining menstrual hygiene. During the FGD, women mentioned that buying sanitary napkins for themselves and their daughters was expensive. Thus, the need for a sanitary vending machine was identified.
- To resolve hygienic or other concerns in the community area, such as identifying the unsafe pockets in the Basti, communal issues, and misconceptions prevailing in the communities.
- To meet the parents who could not visit the school for Parent Teachers' Meetings. 94% of the respondents agreed that Basti visits helped in regularising the attendance of the students.

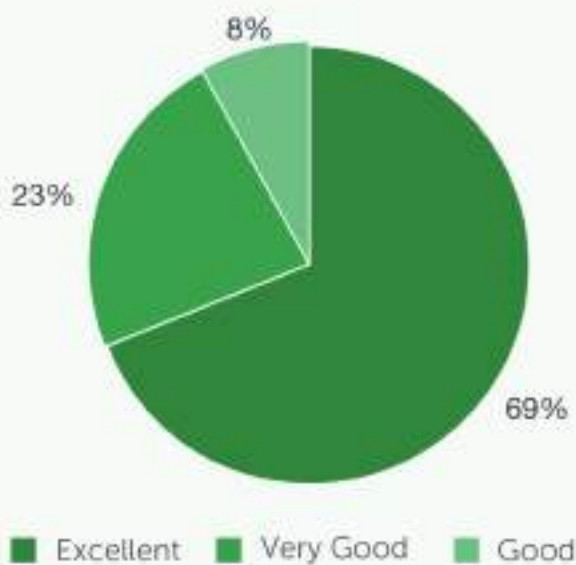


Figure 33: Basti visits conducted by AFC Team

Sanitary napkins kits were distributed quarterly in the community to inculcate hygienic practices during the menstruation cycle. The following items were provided in the kit:



Rating the quality of items provided in the sanitary kit (N=13)



69% of the beneficiaries rated the quality of the items provided in the sanitary kit as Excellent, and 23% of the respondents rated it as Very Good. Additionally, during the qualitative interactions with the mothers, it was mentioned that, prior to the programme, the majority of the women were using cloth for menstrual protection. However, post the intervention; women started using safe and hygienic sanitary napkins for menstrual protection. This change was due to the awareness and information about the negative consequences of cloth on their reproductive health.

66

Earlier, we used cloth during the menstruation cycle; however, after understanding the drawbacks of it, we all have started using sanitary napkins.

- Rekha Waghri

99

Further, the following sessions were conducted for mothers:



Menstrual Hygiene



Family Planning



Maternal Health

The local group as a support system

Considering the strong patriarchy prevailing in these Basti, the women, specifically of the Sikligar community, were forbidden to talk and step out of the house. However, with consistent and continuous efforts, they were encouraged to speak freely and have their opinions. During the FGDs, women highlighted their social group, also known as the Gup Shup Group. This group motivated them to think about themselves more as an individual with their rights, in addition to being a wife, mother, daughter and sister.

Amidst the unprecedented times of COVID-19, this group helped women to fight against depression, domestic violence and other harassment. The meetings of this group do not have any specific agenda; however, amid the conversations, the women would decide on any topic to shape their discussion into a constructive group discussion.



Figure 34: Sanitary kit distribution to adolescent girls

88

Prior to the intervention in the community, there was a lack of awareness on girl child education; but now we have understood its importance and the mistakes we made by dropping out from schools, we won't repeat it again with our children.

- Pooja Waghri

99



The women reported that they received explanations regarding the menstrual cycle and related hygiene practices. Additionally, they were taught how to discuss and explain it to their daughters, thus, creating a safe environment for healthy discussion on menstruation and supporting women to become adolescent influencers. Further, the installation of a sanitary napkin vending machine improved the accessibility of hygienic menstrual protection. The cost per sanitary napkin is INR 5. The sanitary napkin vending machine is always functional. Also, for convenience and monitoring purposes, a team member from AFC helps the community members to buy sanitary napkins from the vending machine. These cost-effective sanitary pads have initiated a generational transformation from cloth to sanitary napkins.



Recently, one lady bought a sanitary napkin from a medical store and carried it without a black polyethene bag. She said we shouldn't be shy about these topics as every woman menstruates.

- Lata Waghri



Human Interest Story

*Gungun Godhariya is a 13-year-old Ashraya student living with her parents and 3 younger siblings in Ashok Nagar Basti. Her parents are in the business of selling clothes, the hierarchical occupation of the Waghri community. During the Aarambh sessions, she realised the rights of women. She also learned about menstruation hygiene and management. The session was an eye-opening learning experience for her as she comprehended the gaps in the beliefs existing as myths and taboos in the community and the knowledge she gained from the sessions.

After the sessions, she shared the gained knowledge with her mother and explained her with correct factual information. Soon realising a lack of awareness and understanding the importance of hygienic menstrual practices, she started using sanitary pads. Gungun, further shared the information with her sisters and aunts. She is extremely happy to bring change in the lives of women.*



Figure 35: Mother using sanitary napkin vending machine



Figure 36: Adolescent girl using sanitary napkin vending machine

Family Planning and Maternal Health



During the qualitative sessions, women stated they were encouraged to discuss personal issues of family planning and maternal health. All the respondents were aware of protection methods, including:

Condoms

Oral
Contraceptive Pills

Copper T
(Intra-Uterine
Contraceptive
Devices)

Family Planning
Operation
(Tubectomy)

Further, Mother – Baby Classes are organised for pregnant women and young mothers (0-3 years children) every Tuesday. The classes start with meditation and Yoga, and topics, including nutritional awareness, Antenatal Care and Postnatal Care, are discussed with the community members. These discussions on taboo topics encouraged them to burst their myths related to it.



Earlier, in my community, women never used to speak in front of their families and with neighbours. Stepping out of the house was a farfetched dream for us. But now you see, I'm sitting in front of you, talking freely about sanitary pads, condoms, and contraceptive pills

- Bandhan Bauri

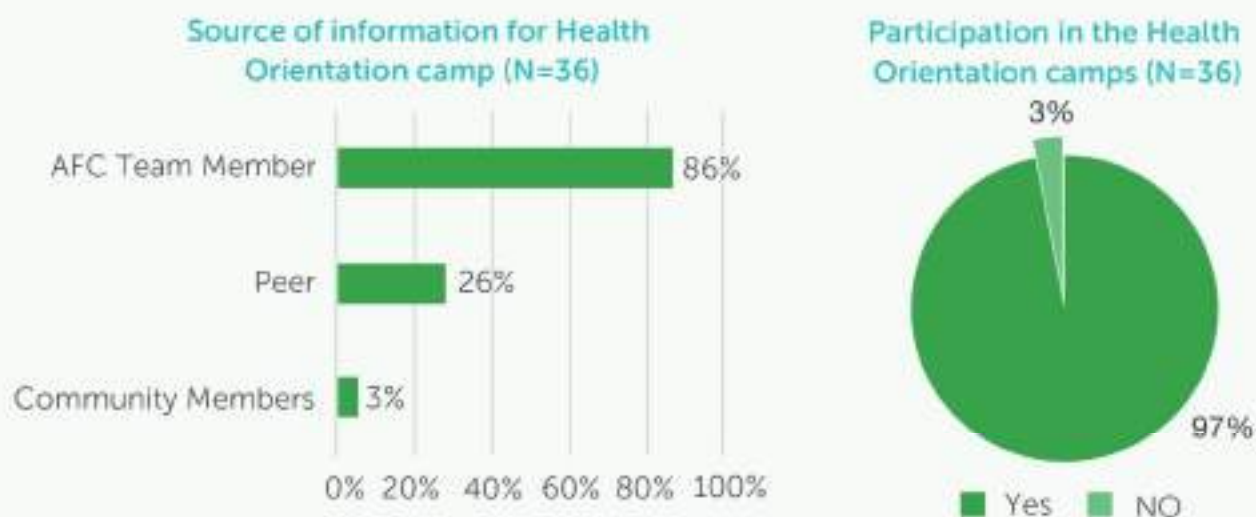


Figure 37: CSRBOX Team with adolescent influencers

Health Orientation Camps



Due to prevailing gender discrimination in the communities, the health of the girls was neglected, and thus, to ensure their well-being, Health Orientation camps were organised for all the students.



86% of the respondents mentioned that the source of information for the Health Orientation camp was the AFC Team Members. Further, 97% of the beneficiaries attended the Health Orientation camp for BMI and Hb level check-ups.

Self Defense



During the qualitative discussion about the environment of the Basti, girls mentioned the harassment faced in the community. Further, the public toilets were the most unsafe places. Thus, to empower the girls to encounter such unsafe situations, self-defense sessions were conducted.



88% of the beneficiaries rated the self-defense sessions as Excellent, and 12% of the respondents rated them as Very Good. Further, 94% of the respondents shared their experiences of self-defense training sessions with their peers/family, hence, influencing their

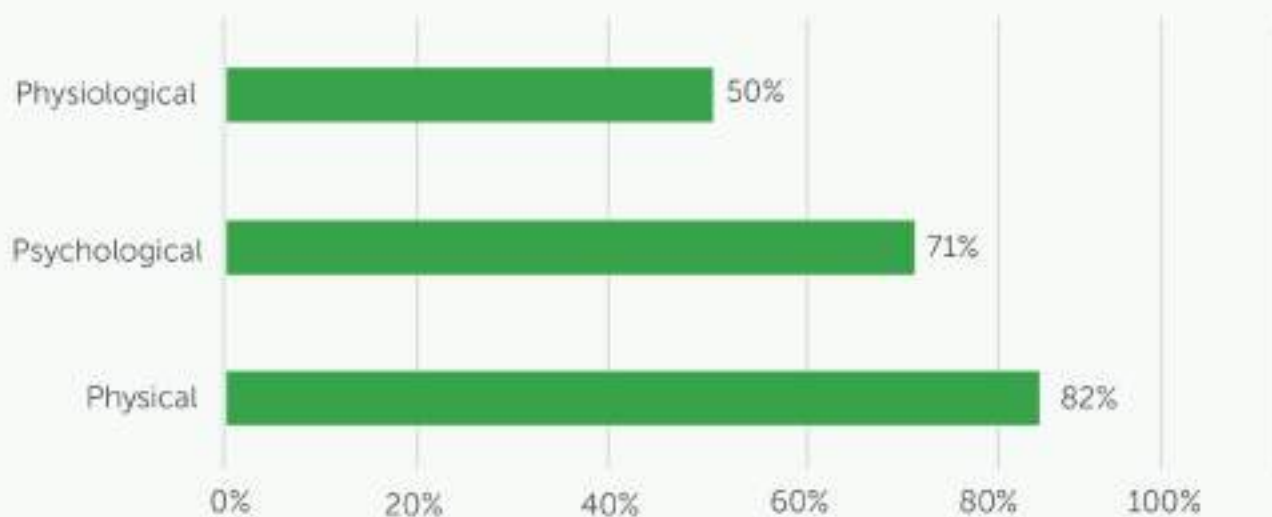
mothers and other family members in identifying unacceptable actions such as domestic violence in the household. Additionally, all the beneficiaries stated that the trainers were helpful and approachable.

In the short span of 9 months, due to the existing community network and continuous efforts, the attitudinal shift was observed in the mothers. Through the programme, children broadened their horizons of knowledge. During the FGDs with students, they highlighted the importance of human rights, gender equality, disadvantages of violence in the school/ community.



Figure 38: Girl practising self-defence moves

Changes after undertaking self-defence training sessions (N=34)



Post-intervention, students realised certain changes in them. Further, 82% of the respondents stated that they observed physical changes in them. Additionally, 71% of the beneficiaries realised psychological changes in their attitudes.

Agreement with the statement "I am confident enough to handle an unsafe situation" (N=35)

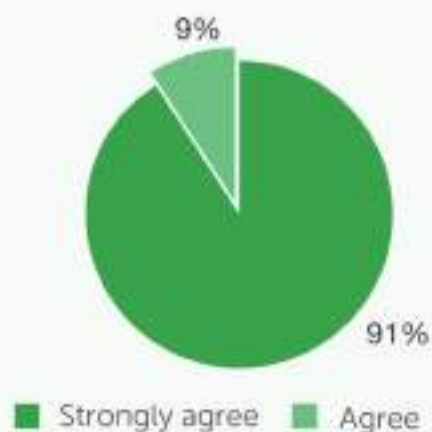


Figure 39: AFC students with certificates post self-defense assessment

91% of the beneficiaries strongly agreed with the statement that they feel confident handling the unsafe situation.

Children's Parliament



The Children's Parliament, serving as a safety group, was established through a democratic election process at the school. The Parliament comprises eight members, including a President, Vice-President, Secretary, and five other Ministers, with representation from both girls and boys.

The Parliament meetings are organised by the AFC team every Monday, wherein they discuss the concern of the students. These students are responsible for maintaining discipline among the students. For instance, they observed that students were not following the school timings, and the majority of them were coming late to school. These members took a unanimous decision not to allow students to enter the school after the school bell rang. Prior to the implementation of this rule, the students were informed, and since then, the students have been coming to school on time.

These students are given batches with their designation engraved on them, and hence, this has instilled a sense of responsibility in them towards their school. Further, any challenges faced by students are also resolved through a collective decision. Thus, when the students complained regarding the quality of the food provided, these members conducted a survey to assess it and informed the kitchen staff to improve the quality of the food. Currently, students can either bring food from home or have the food prepared by the kitchen staff.



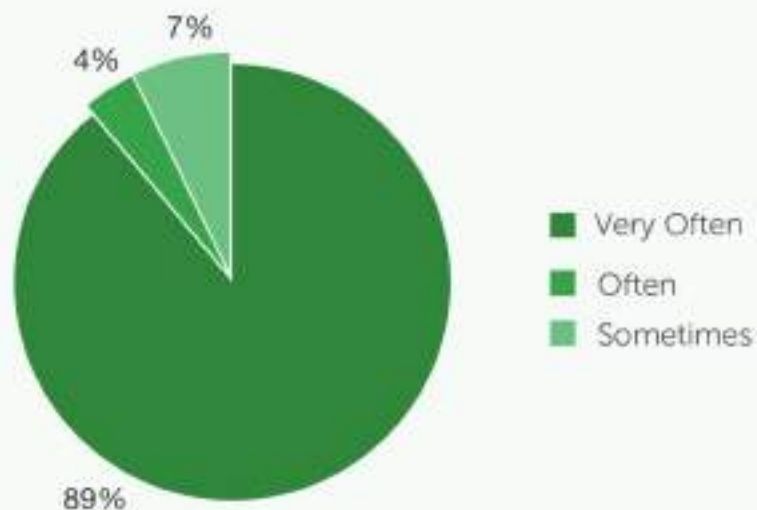
Figure 40: CSRBOX team with Children's Parliament

7.7 Efficiency of the Programme Delivery

Evaluating efficiency involves viewed the key areas of operational efficiency and efficiency of service delivery through Aarambh Programme. This criterion also looked at how resources have been utilized and how efficiently the program reporting system was implemented. In the Aarambh programme, sessions were conducted during school timings; thus, the students needed to attend it.

Also, the trainers mentioned that the timings of the session were from 4 PM – 5 PM and by the end of the day, students were comparatively exhausted; however, the activities in the sessions helped them comprehend the sessions. Further, the students stated that they needed to understand these sensitive issues.

Average frequency of attending Aarambh Programme (N=35)



89% of the students attended these sessions very often. Further, during the qualitative discussion with the trainers from Equal Community Foundation mentioned that the students regularly attended their sessions. However, rarely a few students missed the session due to some sickness.

Due to societal restrictions on women, it was necessary to involve mothers in the programme for the holistic development of the community. Thus, in the Aarambh programme, mothers were direct beneficiaries and adolescent influencers. They influenced women and children in their neighbourhood through discussions. Hence, the influence was at the awareness level.

There was a monthly reporting system established, which helped to keep check-on project activities by the Metropolis Foundation.



7.8 Output of the Project

The tables below provide a glimpse into the immediate result of the various project activities implemented.

Overall Output

Indicators	Planned	Achieved	Percentage Achievement
Adolescent Influencers (SHG/SMC/Significant Others)	250	542	217%
Direct Beneficiaries	250	155	60%
Indirect Beneficiaries	650	750	115%
Trainers/Teachers/Assistant Teachers	40	40	100%
Groups	10	8	80%

Output Per Activity

Field observations are a mix of qualitative and quantitative insights.

Activities	Planned	Achieved	Prior to the Intervention	Field Observations
Creating safety nets/groups and conducting training sessions	Groups - 12	Groups - 15	33% of girls will approach AFC staff in case of an emergency situation.	84% of girls will approach AFC staff in case of an emergency situation.
	Sessions- 48	Sessions- 48	100% of students were unaware of appropriately responding to an unsafe situation.	91% of students feel confident in handling unsafe situations.
Training/ Awareness Sessions	Sessions - 60	Sessions - 60	66% of boys have concerns about understanding consent.	80% of students rated Adolescent Awareness sessions 'Remarkable'.
	Children - 150	Children- 150	76% of boys agree that violence is justified when insulted or angry, indicating toxic masculinity.	100% of students agreed that trainers were approachable and friendly. 100% of students stated that the adolescent awareness sessions were beneficial.
			48% of girls and boys agree with the statement, 'A girl/woman's role is to cook, clean and take care of the family.'	97% of students shared their knowledge/learnings of the sessions among their peers /family /community.
Parent Teacher Meeting	Meeting - 12	Meeting - 12		94% of students stated that Basti visits motivated them to attend the sessions
	Families - 126	Families- 125		
	Family Members-700	Family Members-655		
Basti visits	Families - 125	Families-120		
	Family Members-650	Family Members-600		

Sanitary Kit Distribution	Kits - 320	Kits - 320	68% of adolescent girls would change their sanitary napkins lesser than twice a day.	79% of adolescent girls use sanitary napkins during the menstrual cycle.
				92% of students rated the quality of menstrual kits as 'Remarkable'.
Menstruation sessions for adolescent boys	Boys - 50	Boys - 50		Cost of each sanitary napkin is Rs 5, indicating affordability and easy accessibility.
Sanitary Napkin Machine Installation	Girls and women - 262	Girls and women - 262		100% of children mentioned that sanitary napkin vending machine has regular supply and it is beneficial.
Health Orientation camps	Health Orientation camps - 2	Health Orientation camps - 2		97% of students visited the Health Orientation camp.
				94% of the students were satisfied with the services provided in the Health Orientation camp.
				100% of the students agreed that these Health Orientation camps such be organised more frequently.
Self-defense Training sessions	Session - 11	Session - 11	59% of girls experienced harassment in public toilets.	100% of the students attended the self-defense training sessions.
	Boys and Girls - 100	Boys and Girls - 100	75% of girls experienced sexual harassment by older boys in the Basti.	100% of the students agreed that the sessions were beneficial. 100% of the students rated the sessions as 'Remarkable'.

7.9 Prominent Strategies of the Project

- The team leveraged their community network of 4 years for the Aarambh programme. Further, it deepened the mutual trust and improved their stance in the community.
- The sessions were well-structured, and the themes and topics were explained to the students as inter-connected issues, thus, bolstering their understanding of these societal issues and their impact on an individual's life.
- The activity-based pedagogy engaged the students most effectively and helped them stimulate their thoughts and opinions.

7.10 Way Forward and Recommendations

- Due to the programme intervention, an initial attitudinal shift was observed in children and mothers. However, to attain sustainability for the project, a robust follow-up mechanism should be structured in the form of refresher training and weekly/regular Basti visits.
- Considering the religious and cultural norms of the community, a long-term structured project plan should be created. Further, for 360-degree development, fathers should also be involved in project intervention.
- To observe the profound impact of the intervention, in-depth counselling sessions with the victims of domestic violence or abused children and their families are required.

"Sakshi Kaur, a student of Ashraya, is a resident of Ashok Nagar Basti. Her mother, Rekha Kaur, is a domestic helper and sole-earning member of the family. The societal and cultural norms of the Sikligar family create barriers to girl child education beyond the 7th Standard. Sakshi, being a Sikligar, encountered a similar challenge in her family when she visited her uncle's house during her vacations. Her uncle forced his daughter to drop out of school. Soon, Sakshi realised that her cousin was being denied her 'Right to Education'. This circumstance intrigued her, and she confronted her uncle. As she attended the sessions, she explained to him about Human Rights and confidently stated that it was her right to continue her education. With this confrontation, her uncle realised the lack of importance of girl child education in their community. Currently, her cousin attends her school regularly; further, her family encourages her to study."



Figure 41: SHG session of community members



Chapter 8: Rubaroo Breaking Sliences Foundation

8.1 Introduction

Child Sexual Abuse (CSA) is a grave human rights issue and public health concern. The World Health Organisation has defined child sexual abuse as the involvement of a child in sexual activity he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. In 2007, a comprehensive study titled 'Study on Child Abuse: India 2007' was conducted in 13 states, making it one of the largest studies of its kind in the country. The study included a sample of 12,447 children, with 51.9% boys and 48.1% girls.

The study revealed the following findings:

- Out of the total child respondents, 53.22% reported having faced one or more forms of sexual abuse that included severe and other forms. Among them, 52.94% were boys and 47.06% girls.
- Majority of the abusers were people known to the child, and strangers were a minority.
- Sexual abuse of children was very often a pre-planned insidious abuse of a relationship by an abuser over the child.

Despite the existence of a strong legal framework, there has been a substantial increase in the number of crimes against children, according to the National Crime Records Bureau (NCRB) Report on Crimes against Children. It is imperative to note that the increase in cases registered under the Protection of Children from Sexual Offences Act, 2012 (POCSO Act) has been much sharper than the overall crimes against children. POCSO cases increased by 22% in 2018 and 19% in 2019. With regard to the seriousness of the issue, Rubaroo Breaking Silences Foundation, launched in 2014, has been working with children and adult stakeholders to create awareness of the issue of child sexual abuse and address it through its prevention programme.

8.2 Project Activities

Child Sexual Abuse (CSA) Program for Adults

- Educating adults to create safety systems around children and responding sensitively to their needs

Teacher's Training Programme

- Providing knowledge and skills to make organisations safe spaces for children outside of their homes

My Body My Safety (MBMS)

- Empowers children and youth to keep themselves safe from sexual abuse; includes age-appropriate sexuality education

Counselling

- Therapeutic psychological interventions provided to survivors and their families

⁶<https://www.childlineindia.org/a/issues/sexual-abuse>

⁷<https://resourcecentre.savethechildren.net/pdf/4978.pdf/>

⁸<https://satyarthi.org.in/wp-content/uploads/2021/03/Status-of-POCSO-Cases-2017-2019.pdf>

8.3 Beneficiary Profile

Rubaroo focused on providing awareness sessions to children falling in the age groups of 4 to 15. Child Sexual Abuse (CSA) is a topic rarely discussed either in schools or at home; the Foundation worked with children as young as 4. MBMS Program provided age-appropriate content on safety and sex education for children.

Children's Profile (<10 years)

Parameters		Percentage of students
Age Group	7 years	24%
	8 years	10%
	9 years	30%
	10 years	35%
Education Status	Grade 2	24%
	Grade 3	10%
	Grade 4	30%
	Grade 5	35%

Total Sample: 115 students

Children's Profile (10-19 years)

Parameters		Percentage of students
Gender	Male	32%
	Female	68%
Age Group	10-13 years	75%
	14-16 years	23%
	17-19 Years	2%
Education Status	Primary Education (1st – 8th Std)	74%
	Secondary Education (8th to 10th)	
	Higher Secondary Education (11th–12th Std)	5%

Total Sample: 264 students

Adolescent Influencers Profile

Parameters		Percentage of students
Gender	Female	100%
Age Group	18 – 20 years	4%
	21 – 25 years	15%
	26 – 30 years	6%
	31 – 35 years	28%
	Above 35 years	47%
Education Status	Government Job	25%
	Private Job	66%
	Self Employed	2%
	Unemployed	4%
	Others	4%

Total Sample: 53 Adolescent Influencers

8.4 SWOT Analysis

Strength

- The topic of CSA challenges the existing societal norms, which Rubaroo is able to cater through a professional team of counsellors
- Inclusion of story telling and situation-based activities in Teachers' Training
- Partnership model (Majlis-Legal partner) developed for the entire process of disclosed cases

Limitations

- CSA awareness sessions were content-heavy to comprehend for students.
- CSA being a sensitive topic, meeting children due to confidentiality issues took a lot of time.
- The CSA content should be more participatory for enhanced retention.

SWOT

Opportunity

- The scope of the awareness campaign should include caretakers, helpers, and security personnel in school as they interact and have better access to the students as compared to teachers on a daily basis

Challenge

- One of the operational challenge faced by the team was building trust with the abused child as it takes a lot of time to build trust
- Counselling is not a one-time activity, hence consistent and regular sessions are required even if provided by school counsellors (as an influencer)

8.5 Relevance of the Project

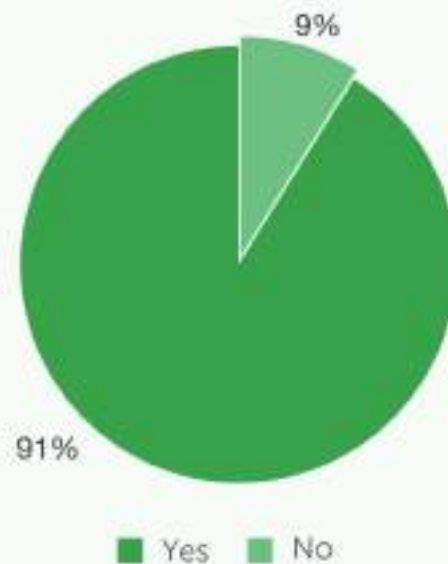
This criterion looks at the extent to which the project objectives and design respond to beneficiaries, policies, and priorities. It also assesses whether the program could contribute towards addressing existing community problems related to child sexual abuse and awareness.

Child sexual abuse (CSA) remains a significant issue in Maharashtra, with alarming statistics. One in every five children raped in India hails from Maharashtra, and the state accounts for at least two reported child molestation cases in the country.⁹ However, these numbers only represent reported cases, and countless children silently suffer abuse due to a lack of support, understanding, or societal taboos.

Between 2017 and 2019, Maharashtra recorded the highest number of 8,503 cases registered under the Protection of Children from Sexual Offences (POCSO) Act. According to the National Commission for Protection of Child Rights (NCPCR), Maharashtra ranked third among all states, with 2,101 reported cases of child sexual abuse during the same period.¹⁰

Child sexual abuse (CSA) occurs when an adult, adolescent, or child uses their power or authority to involve a child in sexual activity for sexual gratification. As per different surveys and reports, it was observed that majorly abusers were the men child trusted, including uncles, older cousins, teachers, and even fathers. The issue of CSA is still a taboo in India, and a majority of the people remain numb about it. Further, due to the restrictive nature of the topic, the adults are unaware of the organisation working on this topic.

Awareness of other organisation working on similar lines (N=53)



The issue can be observed from the above graph; 91% of adolescent influencers (teachers) were unaware of any organisation working on child sexual abuse. This silence is due to the fear of indignity, denial from the community, social stigma, inability to trust external stakeholders, and the gap in communication between parents and children about this issue.

Since its inception, Rubaroo has been working with children and adult stakeholders to create awareness on the issue of child sexual abuse and address it through personal safety education. Children between the ages of 4 and 18 are the primary beneficiaries of the programme. However, the programme recognises that preventing child sexual abuse is fundamentally an adult responsibility; therefore, apart from working with children directly, the implementing partner also works with adult stakeholders, including but not limited to parents, teachers, and school leaders.

⁹<https://www.hindustantimes.com/mumbai-news/mumbaiites-watch-over-your-kids-data-shows-one-in-five-raped-children-are-from-maharashtra/story-B4TBWxuvKp09WvgD2tsY7J.html>

¹⁰[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8445113/](https://www.ncbi.nim.nih.gov/pmc/articles/PMC8445113/)

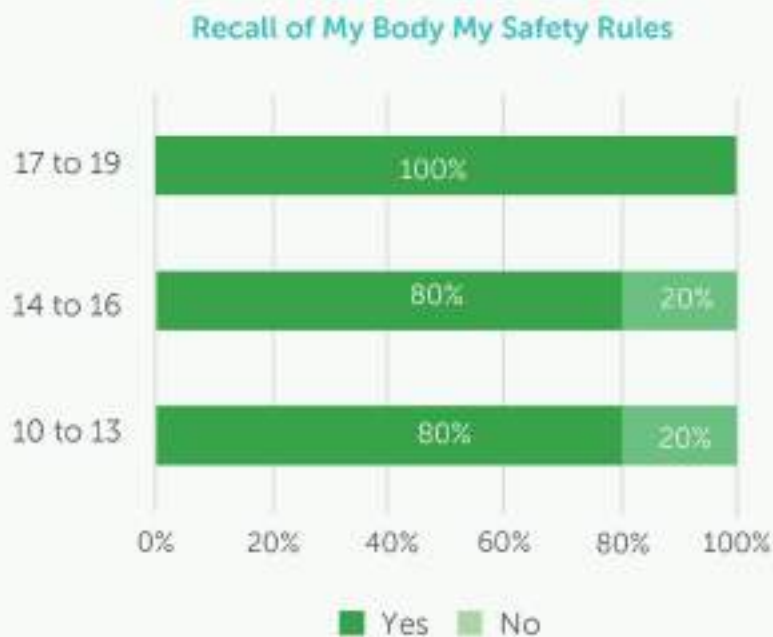
8.6 Effectiveness of the Project

This criterion measures the extent to which the project achieved or is expected to achieve its objectives and results. It will help identify the factors that supported/ impeded the project's success. The effectiveness of the project will also look at the improvement in the awareness created on restrictive topics.

Child Sexual Awareness (CSA)

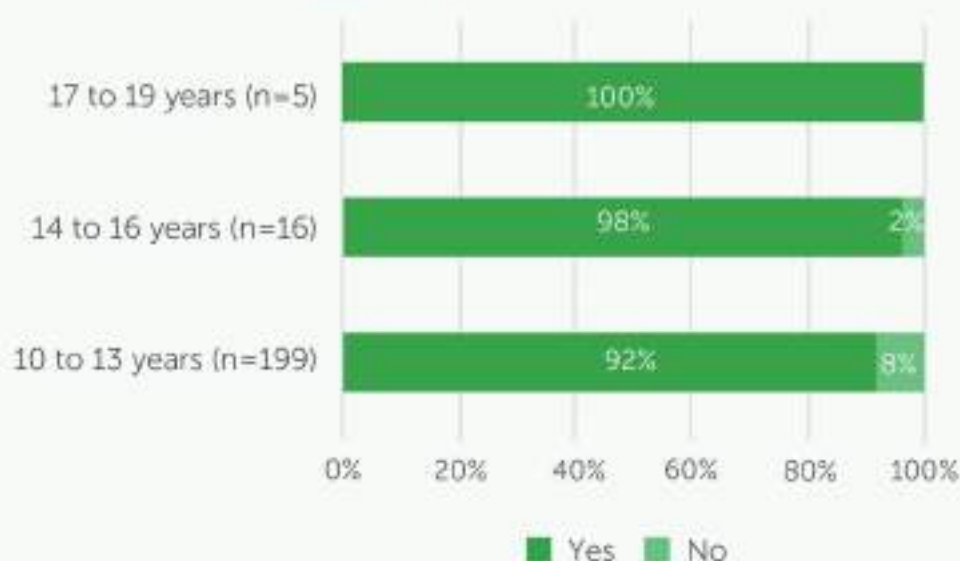
My Body My Safety (MBMS) – 10 to 19 years

The adolescent survey participants were asked to recall body safety rules shared during MBMS training. The two major rules include: no one is allowed to touch your private body parts, and in an unsafe situation, say No and inform a trusted adult. **80% of the adolescents in the age group category of 10 to 13 and 14 to 16 years were able to recall these rules. In comparison, all adolescents in the 17-19 years of age group recalled all the body safety rules.**



It is important to teach children to protect and respect their bodies. Children are curious by nature, and hence, they start exploring their bodies as well. Thus, it is crucial for any caregiver to provide them with correct factual information about their body. During this stage of exploration, it is also important to educate the children about their personal safety, especially about safe and unsafe situations. Hence, **the main focus of MBMS was to work with children to increase their knowledge about their private body parts and associated rights, safe and unsafe situations, and body safety rules.**

Awareness of strategy to keep oneself safe from indifferent situation



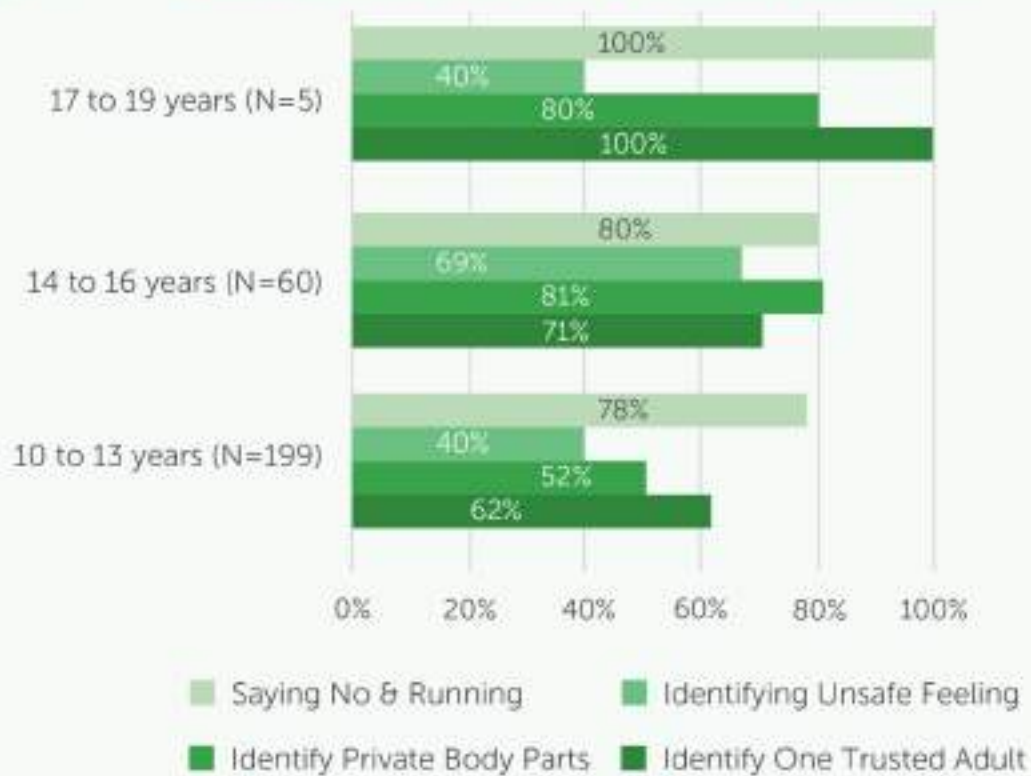
The primary objective of the awareness program was to equip individuals with the necessary knowledge and skills to ensure their safety during challenging situations. In addition to teaching children how to identify unsafe situations, the program emphasized the importance of recognizing trusted adults. The MBMS awareness program covered a wide range of related topics to enhance overall safety awareness.



Figure 42: My Body My Safety programme for children of Family Service Center

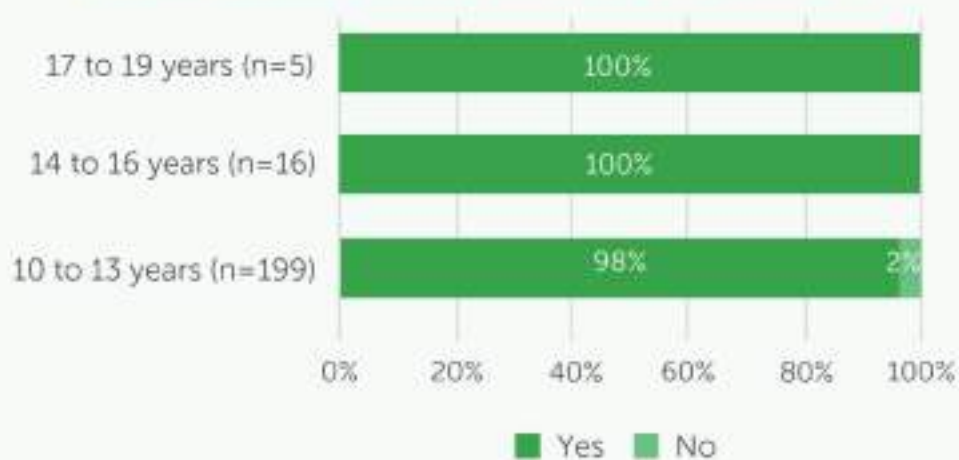
The graph presented above demonstrates that children of all age groups have developed an increased awareness of various strategies to safeguard themselves in different situations. It is noteworthy that the sessions were gender equal. During qualitative interactions with the Rubaroo team, it was mentioned that the common belief that girls face a higher risk of sexual abuse in comparison to boys is mistaken as both genders are at equal risk of CSA. Thus, **MBMS lays equal focus on boys as well as they believe that children at large, irrespective of gender, encounter the equal risk of facing CSA.**

Strategies to keep oneself safe from indifferent situation



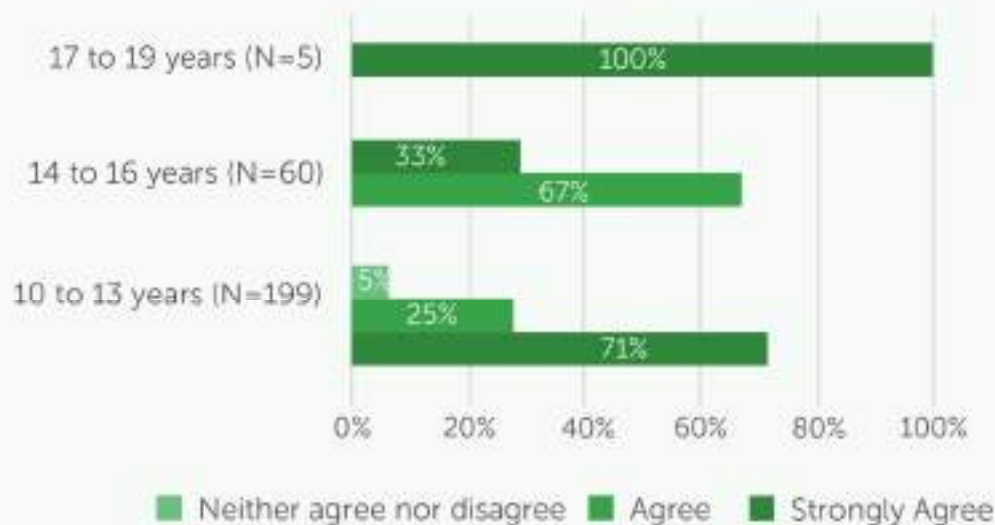
When asked about the specific strategies a child can implement to keep them safe, the data indicates more clarity with older children belonging to 17-19 years of age. **Overall, 79% of total students were able to successfully identify "Saying NO and running" as the most effective strategy in an unsafe situation.** 100% of children in the age group of 17 to 19 years were able to "identify a trusted adult" to keep themselves safe in an indifferent situation. As the age group of adolescents decreased, the data indicated a lack of clarity and decisiveness among the adolescents. This is understandable as children of younger age groups are exploring the world's ways. **It is significant that adolescents are getting aware of safe strategies in indifferent situations and gaining CSA Awareness knowledge in this time span of 9 months.**

Identification of 2 trusted adults from acquaintances



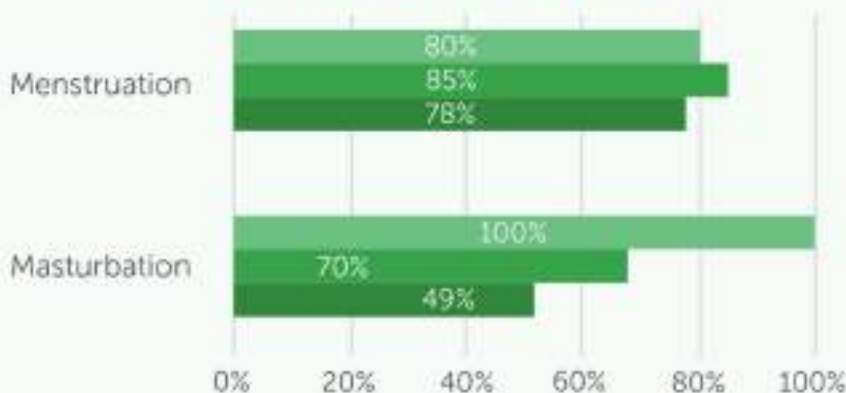
MBMS included the identification of a trusted adult as a primary task during their awareness sessions. This is indeed helpful as adolescents know whom to connect with in troubling situations. As the data points, this task was successfully achieved across all participating age groups. When asked during the survey, almost all the adolescents were able to identify a trusted adult.

Agreement with "I understand about the roles of male and female and for them to be treated equally" statement



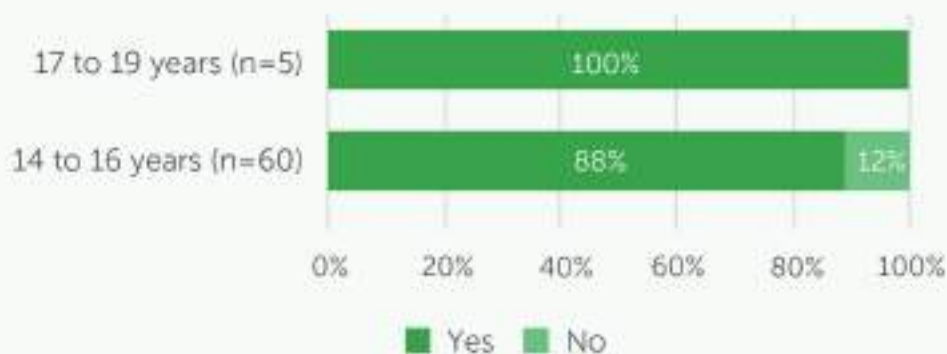
Adolescents were also informed about gender equality – specifically, focusing on gender-specific as well as neutral roles. This is important as adolescents form the future generation and hence should treat all genders equally. As these are complex issues, it is expected that adolescents increase their understanding as they grow up. The data indicates the same trend, where participants in the age group 17 to 19 years fully agree to equal treatment of both genders. The agreement to the statement declines as we move down the age group, with 5% of adolescents in 10 to 13 years neither agreeing nor disagreeing with it. **It is impressive to note that even in a period of 9 months, the MBMS programme has been able to initiate thoughts of gender equality in these juvenile minds.**

Awareness of Myths and Taboos



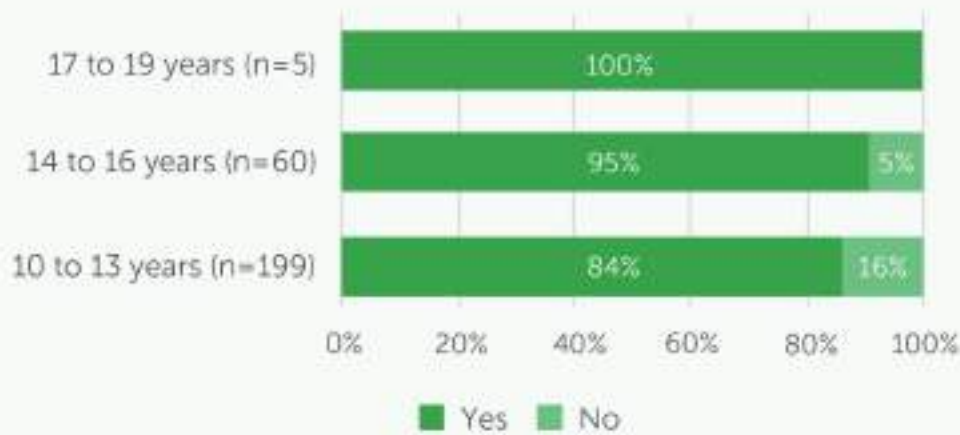
MBMS program included discussion on taboo topics like masturbation and menstruation. There is an unsaid hesitancy, largely due to cultural norms, and thus it is common to hear statements like "Don't touch your private body parts. It is not good to touch it even in private by oneself". Before participating in the program, all participating adolescents expressed the same opinion. However, during MBMS, it was conveyed to them (boys and girls) that masturbation is a way to explore one's body. The programme also stressed the issues of cleanliness and hygiene during either- menstruation or masturbation. Thus, the **program was successful in initiating talks about these issues, as pointed out by the data above. Even during the survey, the participating students were not smiling shyly, as would happen otherwise with adolescents who are not comfortable talking about these issues.**

Awareness of 'healthy' and 'unhealthy' relationship



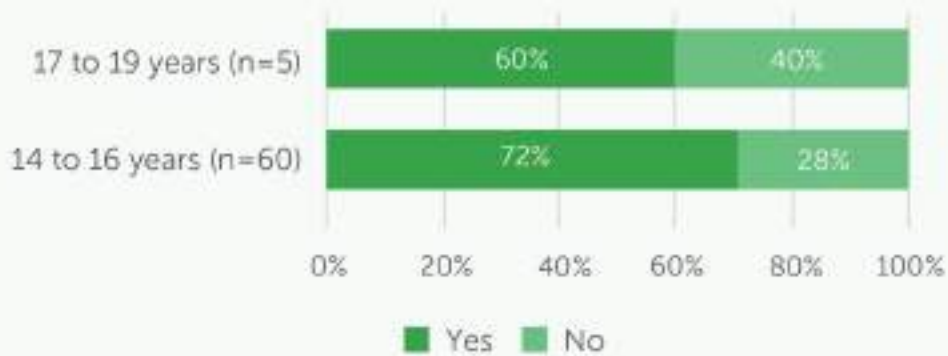
Adolescence is a transitional stage of physical and psychological development, during which relationships play an important role. Realising this need for adolescents, MBMS included topics on identifying, establishing, and maintaining healthy relationships. These specific topics were discussed only with adolescents above 14 years of age. The program discussed that attraction and relationships could be between any two individuals, informing them about Gay, Lesbian, and Trans-Gender relationships also. The main aim of the inclusion of this topic was to normalise the relationship between LGBTQIA+. This is necessary in the 21st century as the world is moving at such a fast pace, and these adolescents will be the changemakers in society.

Agreement with "I am aware of the names of private body part." statement



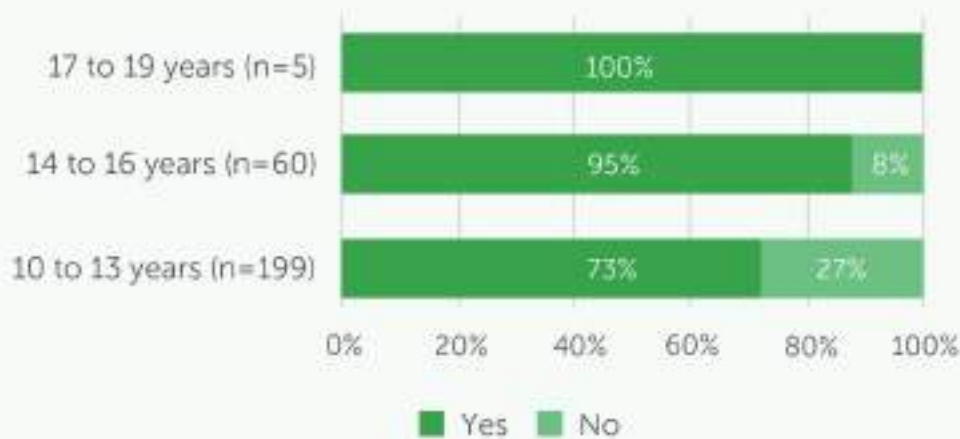
MBMS was successful in making all participating adolescents aware of their private body parts. This is important towards preventing CSA as the adolescents know which body parts should not be touched by others. As maturity levels increase with age, adolescents get more open to discussing and understanding these restrictive topics. The same trend is shown in the above graph as well. This training has surely initiated conversations about issues that are rarely discussed in the open.

Awareness of contraceptives and safe sexual practices



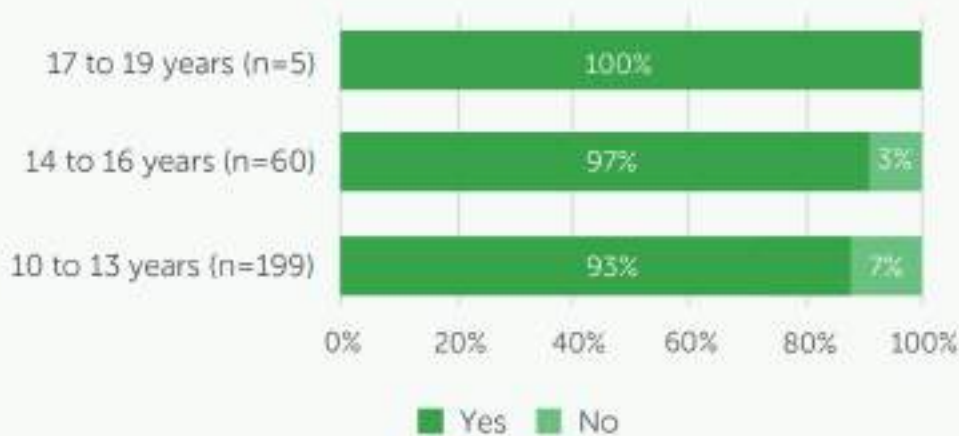
Adolescents across the age groups were informed about the names of private (or reproductive) body parts. As per age-appropriate content, the discussion about contraceptives and safe sexual practices was held with the 14 to 19 year of age group only. The data points out that an average of 66% of the participating adolescents were aware of these issues. This is a notable achievement, as these topics are considered taboo and rarely discussed by adults also.

Comfortable discussing taboo topics



The data points to the progression of a child being totally aware of their own body. Children in the age group of 10 to 13 years were hesitant to share this information with their friends and cousins due to a lack of maturity, which eventually develops as they grow up. However, all the age groups were confident to share this information.

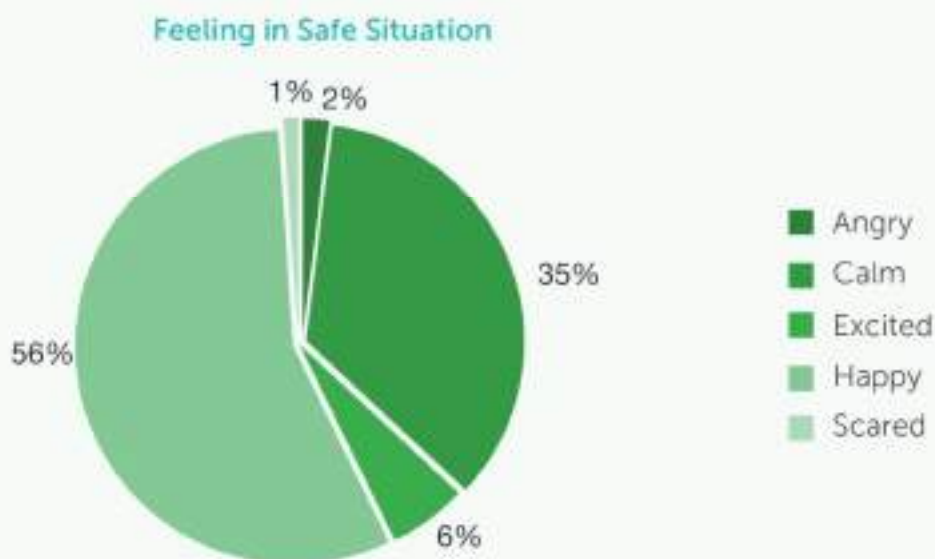
Feeling confident and safe after attending the session



Over 90% of the surveyed adolescents stated an increase in their feeling of safety and confidence post attending the MBMS sessions. This indicates the increased understanding among adolescents about their private body parts and ways to protect them in difficult situations. In a span of 9 months, the MBMS sessions have been able to initiate discussions on topics which would not have otherwise been discussed with them. **It is important to note that MBMS sessions shared factual information about restrictive topics, in comparison to information provided on informal sources on the internet, usually used by adolescents.**

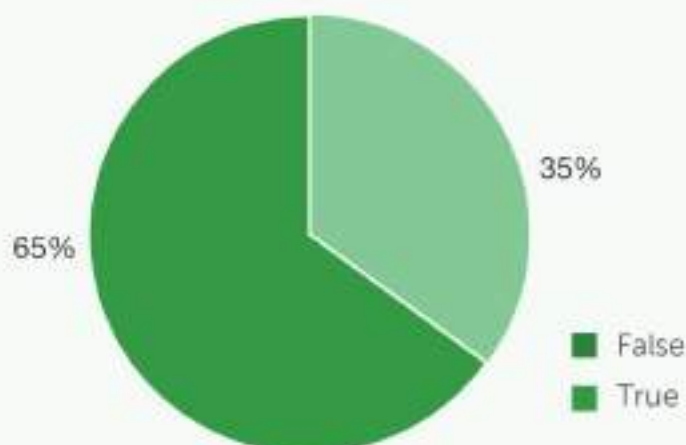
My Body My Safety (MBMS) – < 10 years

Sessions were organised for younger children, with age-appropriate content. The main aim was to help them identify an unsafe situation and ways to overcome the same. Data collection with children below 10 years of age was done through a pictorial worksheet. To corroborate whether children can identify feelings associated with a safe situation, they were asked to describe their feelings in a safe situation. 57% of them associated happiness, while 35% associated feeling calm in a safe situation. Negative feelings like anger (2%) and scared (1%) were not identified by children indicating that the surveyed children were clearly able to identify a safe situation.



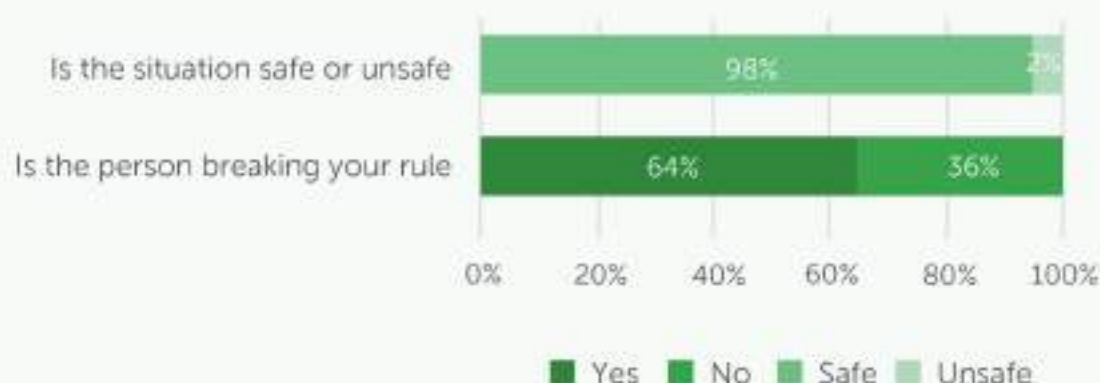
MBMS sessions included recognition of unsafe situations. Thus, during the survey, children were provided with situations to recognise as safe or otherwise. 65% of the surveyed students were able to correctly state that it is wrong to touch, see or talk about private body parts.

Agreement with "No one is allowed to touch, see or talk about your private body parts." statement



The children were asked about their reactions to **situational questions stating whether an unknown person came and touched their chest. 98% of the surveyed children were able to identify this situation as an unsafe situation.** However, 36% of these children affirmed negatively, stating that this is a situation where no personal safety rule is broken. This indicates that even though children can identify an unsafe situation, there is a dilemma about privacy and safety rules. This is expected as the program has been implemented only in the past 9 months.

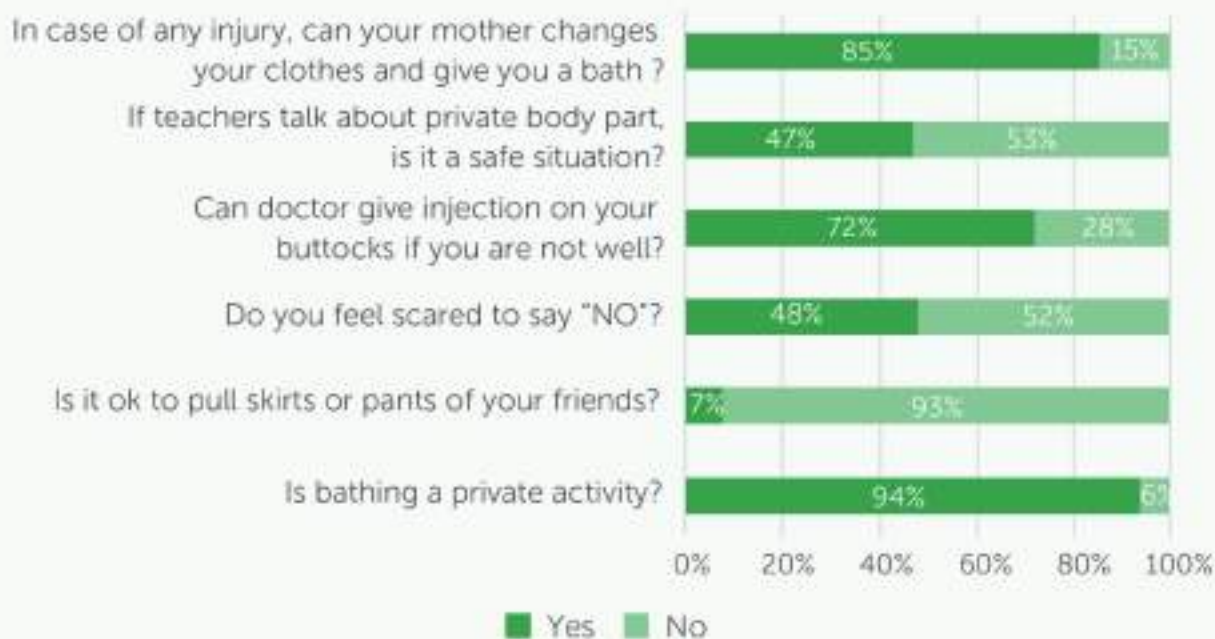
Situation based question: If an unknown aunty comes & touch your chest



CSA and safety issues are complex and thus need a deep understanding. In order to check the understanding levels of young children, the surveyors posed them with practical questions related to everyday activities. These posed as tricky situations for them, and as data points, the surveyed students lack clarity in terms of their response in such situations. This is understandable as the program was only for 9 months, with sessions conducted only once. In order to develop a better understanding of the situation, follow-up sessions with focused discussions, including tricky practical situations, should be held more.

Students trust the teachers wholeheartedly, sometimes even more than their parents. Thus, students lack clarity in case an unsafe situation arises involving a teacher. This is understandable as they are young and innocent. Since the program was only for 9 months, with 1 session only, it is not expected that children will get clarity on various difficult situations arising from cases of CSA. However, the team recommends deeper discussions with students to develop their ability in such tough situations in case the need arises.

Agreement with the following statements

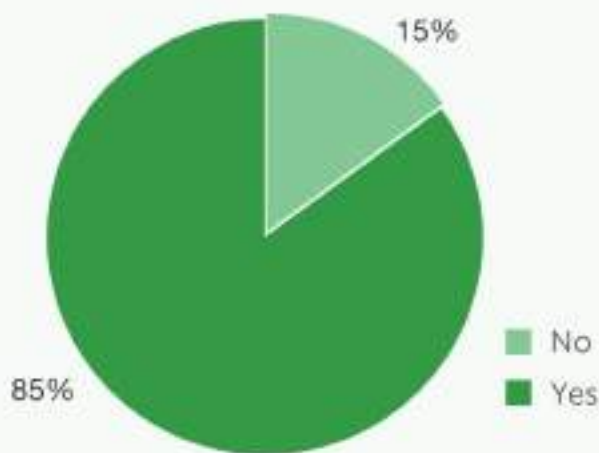


The data points to the confusion in a child's mind. Mothers, as caregivers, are expected and associated with protective and empathetic activities. In order to develop a deeper understanding of the thin line between caregiving and the safety of private parts, follow-up sessions are recommended.



Figure 43: My Body My safety programme for pre-primary students of Tarabai Modak School

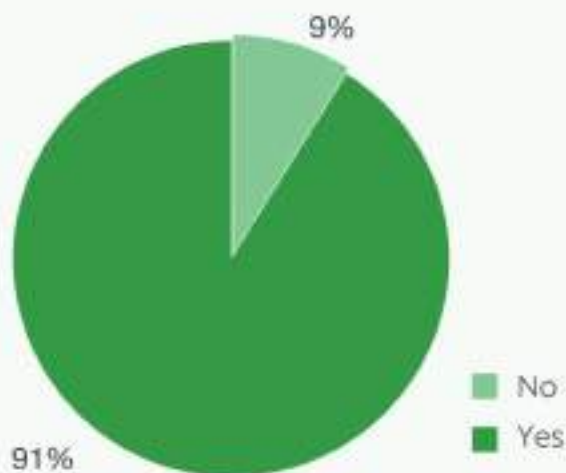
Agreement with "Should you say No in a situation which you feel is unsafe and run away from there?"



A notable **85%** of the surveyed children demonstrated awareness that they should vocalize their refusal by shouting "NO" when they perceive an unsafe situation, followed by immediately running away. **This finding highlights their comprehension of appropriate actions to take in such circumstances, indicating the effectiveness of communication during the MBMS**

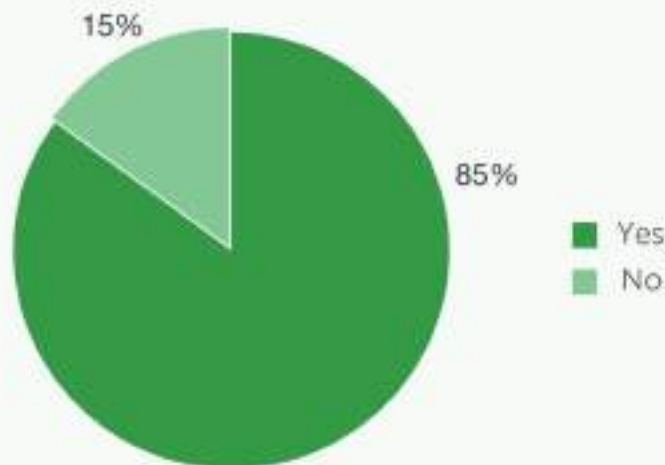
Informing trusted adult if someone sees, touch or talk about your private body part?

Informing a trusted adult is the most important action that a child needs to take during an unsafe situation. **91% of the surveyed children agree to this as they would do the same if someone saw/touched or talked about their private part. This is remarkable since the program has been implemented only for the last 9 months.** However, to amplify and continue the momentum of discussion on taboo topics, it is suggested that the MBMS sessions increase in frequency.



Adolescent Influencers

Difference between adults before and after attending the sessions (N=53)



A striking difference was observed in adults prior to and post the session. This was due to the Empathy Building activity conducted during the sessions.

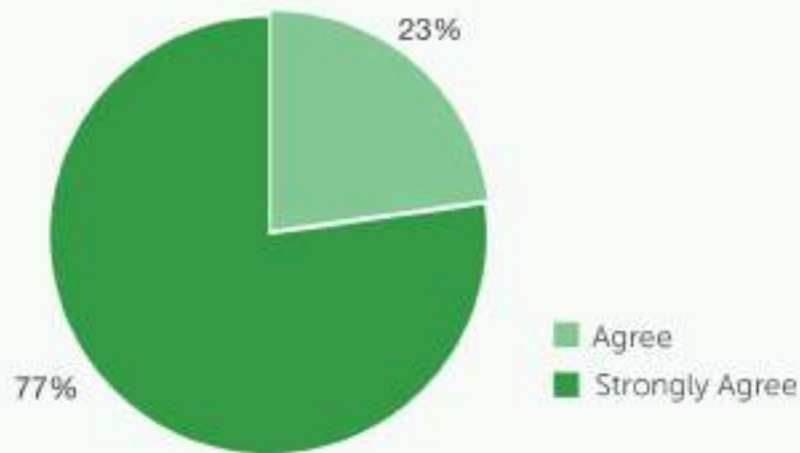
The intention of the activity was to inculcate the feeling of empathy and compassion in adolescent influencers. The adults were asked to imagine themselves in a secure place, enjoying their life with their trusted person (the person could be anyone). The next moment, they were asked to think, what if that person sexually abuses you? Within a snap of a finger, the situation changed, and the positive feelings associated with the person and place transitioned into the most heart-wrenching feeling.



Figure 44: CSA Awareness programme for parents at Tarabai Modak School

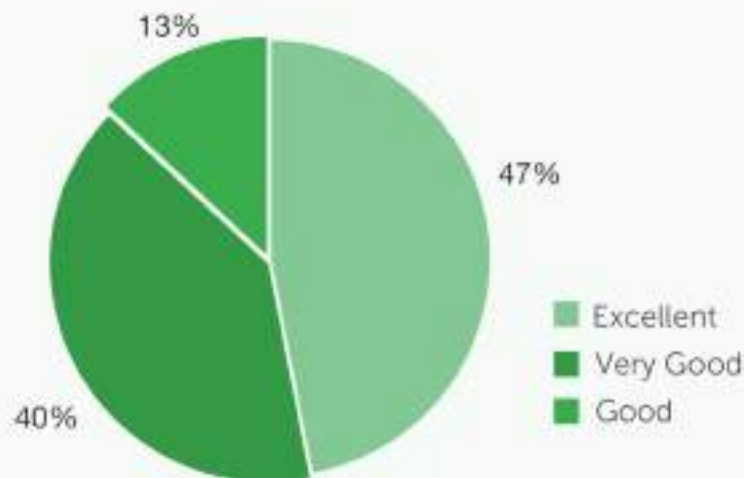
During the focus group discussions (FGDs), the teachers expressed their immediate reactions to the activity, which included a sudden shock, shivering, and a sense of disgust. The activity left a profound impact on everyone's memory. Moreover, the activity employed a *verstehen* approach, enabling the teachers to empathetically understand the perspective of sexually abused children by putting themselves in their shoes.

Agreement with "I will be/am satisfied with my role and the work as an influencer" statement (N=53)



Post the sessions, adolescent influencers realised the importance of the topic of CSA and their role in creating awareness for the topic. 77% of the teachers strongly agreed with the statement, "I will be/am satisfied with my role and the work as an influencer". Further, Rubaroo caters to different categories of schools such as private schools, special schools, pre-school and day-care; hence, the teachers stated that the content should be customised and more emphasis should be given on identifying and approaching the sexually abused child.

Rating of Teachers' Training Programme by adolescent influencers (N=53)



Overall, 87% of the adolescent influencers rate the Teachers' Training Programme as 'Remarkable'.

8.7 Efficiency of the Programme Delivery

Evaluating efficiency involves looking at the key areas of operational efficiency and efficiency of service delivery through Rubaroo Child Sexual Abuse Awareness Programme. This criterion also looked at how resources have been utilized and how efficiently the program reporting system was implemented.

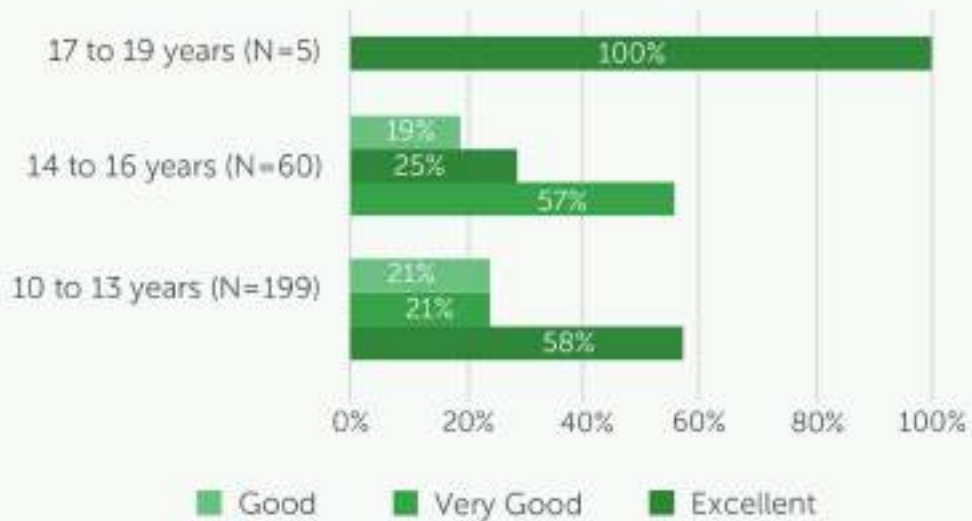
All the MBMS sessions were relevant to the children. Since CSA is a taboo topic, the sessions included situation-based activities. However, the slides shown during the sessions were content-heavy. The entire program was divided according to age appropriateness, with discussions on complex issues only for 14 years and above. The time duration for sessions also varied for each age group.

Age	Duration of CSA Awareness sessions
4-6 years	1 hour 1 day
7-9 years	2 hours over 2 days
10-12 years	3 hours over 2 days
13-15 years	4 hours over 2 days
16-17 years	6 hours over 3 days
18+ age	6 hours over 3 days

The customisation of the content and duration of the session ensured that participating children could give their entire attention during these sessions.

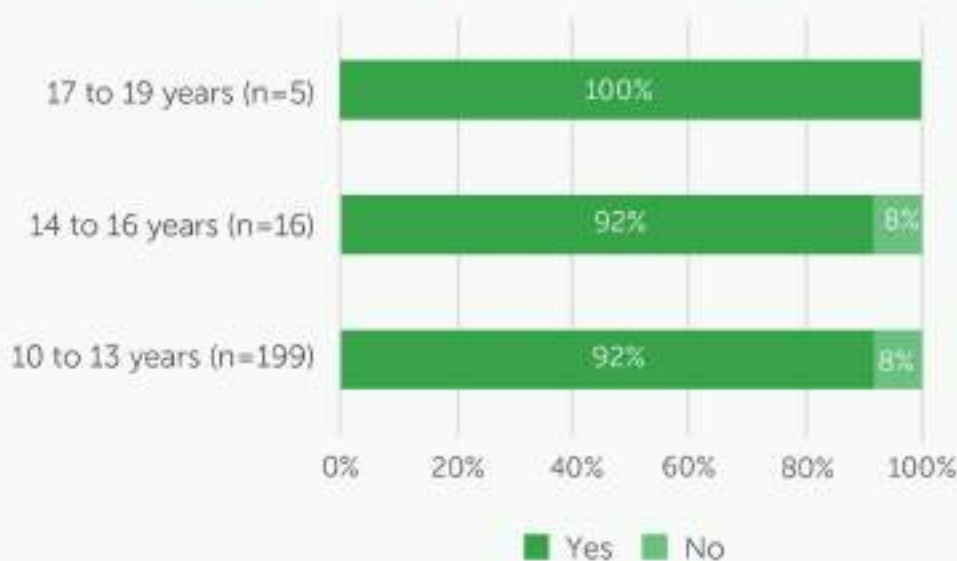
The surveyed adolescents were asked to rate the CSA-MBMS awareness sessions. All of the adolescents in the 17-19 years of age group rated it as 'Excellent'. Since the sessions included numerous restrictive topics, adolescents in the lower age groups had to overcome their shyness and hesitancy to discuss them. Thus, it is seen that a lower percentage of participating adolescents (i.e., 57% and 58%, respectively) have rated the sessions as 'Excellent'. However, their appreciation for the MBMS sessions is visible as the remaining of them have also rated the session as either Good or Very Good.

Rating of Child Sexual Awareness Sessions



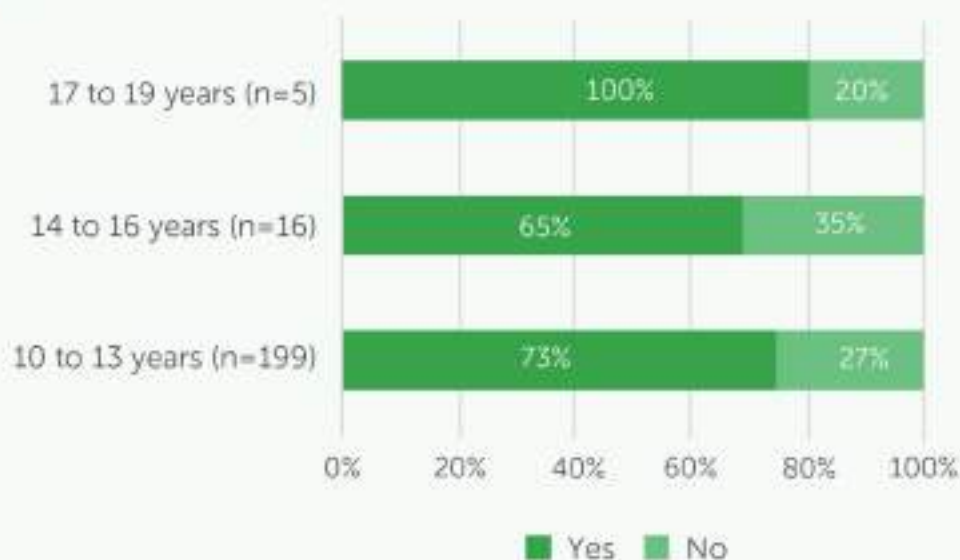
It is important that adolescents have access to the trainers, even after awareness sessions. This ensures that the channels of communication and discussion remain open, especially for taboo topics which cannot be discussed, sometimes even with parents. The surveyed adolescents stated that the majority of the time, they had access to the trainers, post their MBMS sessions. This helped them to discuss their concerns, even at a personal level, with them.

Accessibility of trainers post the session to hear your concerns



On average, 72% of total adolescents spanning the age groups had interacted with the trainers individually. This highlights the faith of adolescents in the trainers, indicating that even in a span of 9 months, the program has commenced a change in attitude among the adolescents.

Individual interaction with trainers (one- to- one)



There was a monthly reporting system established, which helped to keep check-on project activities by the Metropolis Foundation.

8.8 Output of the Project

The tables below provide a glimpse into the immediate result of the various project activities implemented.

Overall Output

Indicators	Planned	Achieved	Percentage Achievement
Adolescent Influencers (SHG/SMC/Significant Others)	900	914	102%
Direct Beneficiaries	3000	3222	107%
Indirect Beneficiaries	6000	5716	95%
Trainers/Teachers/Assistant Teachers	300	288	96%
Groups	10	5	50%

Output per activity

Project Intervention/ Activities	Planned	Achieved
My Body, My Safety sessions	Sessions - 100	Sessions - 100
	Children - 3000	Children - 3404
Self -Defence Training	Girls - 50	Girls - 50
Child Sexual Abuse Awareness	Adult Awareness Programmes - 18	Adult Awareness Programmes - 18
	Adults - 900	Adults - 1213
Counselling	Sessions - 300	Sessions - 300
Teachers Training	Teacher Training - 15	Teacher Training - 15
	Teachers - 300	Teachers - 341

The table comprises the output achieved age-wise in the project.

MBMS programme (Grade 3rd - 4th)	Planned	Achieved
% of students who understand that no one is allowed to touch, see or talk about their or anyone else's private body parts except to keep them safe and healthy	96%	80%
% of students who understand all people are equal	86%	71%
% of students who understand that if their body boundaries are being violated, they should say 'no' and run away	97%	78%
% of children who can identify unsafe feelings	97%	78%
% of children who can identify private body parts	97%	78%
% of students who can identify at least one trusted adult and understand what to say to them	95%	98%

MBMS programme (Grade 3rd - 4th)	Planned	Achieved
% of students who understand that no one is allowed to touch, see or talk about their or anyone else's private body parts except to keep them safe and healthy	89.23%	80%
% of students who are able to identify myths and taboos associated with menstruation	81.38%	85%
% of students who are able to identify myths and taboos associated with masturbation	83.69%	70%
% of students who understand all people are equal	95.85%	67%
% of students who understand that if their body boundaries are being violated, they should say 'no' and run away	96.21%	80%
% of children who can identify unsafe feelings	95.03%	69%
% of children who can identify private body parts	84.24%	95%
% of students who can identify at least one trusted adult and understand what to say to them	91.45%	100%

MBMS programme (Grade 3rd - 4th)	Planned	Achieved
% of students who understand that no one is allowed to touch, see or talk about their or anyone else's private body parts except to keep them safe and healthy	94%	100%
% of students who are able to identify myths and taboos associated with menstruation	74%	80%
% of students who are able to identify myths and taboos associated with masturbation	77%	100%
% of students who understand 'healthy' and 'unhealthy' relationships	79%	89%
% of students who understand all people are equal	57%	100%
% of students who understand safe sexual practices	91%	71%
% of students who understand that if their body boundaries are being violated, they should say 'no' and run away	80%	100%
% of children who can identify unsafe feelings	99%	40%
% of children who can identify private body parts	84%	100%
% of students who can identify at least one trusted adult and understand what to say to them	95%	100%

8.9 Promising Strategies of the Project

- Specific Teacher Training programme is designed to train teachers on complex topics like CSA. This trained set of teachers at the school level ensures local support for students in distress.
- The programme ensures the inclusiveness of all stakeholders involved in the education ecosystem.
- Rubaroo has anticipated of possible child abuse case coming out of the closet after post-one-on-one sessions. Hence, to cater to such types of complexities, they have partnered with Majlis (Legal Consultant) to provide support to child abuse victims willing to seek legal help.

8.10 Way Forward and Recommendations

- Presently, the programme involves teachers or stakeholders from the education ecosystem. However, with the current needs, the programme should integrate extra-circular staff (caretakers, helpers, security personnel, and bus drivers).
- The Rubaroo team can provide regular CSA training to counsellors already recruited by the schools. Thus, to ensure the sustainability of the programme, the counsellor can provide help to the students even in the absence of the Rubaroo team.
- Presently, it was observed that post the sessions, there was a lack of follow-up mechanisms to check the application of imparted knowledge in the field. Thus, it is important to develop a regular and robust follow-up mechanism to amplify the results of the programme.
- The content of the My Body My Safety Programme for students (below 10 years) should be precise and concise to avoid confusion in the student's minds.
- The scope of the programme can be extended to the school affiliated with Brihanmumbai Municipal Corporation (BMC). Further, the teachers attending the Teachers' Training can be the Single Point of Contact (SPOC) for the school and the Rubaroo Team for Refresher Training. Hence, this model can help in making the programme sustainable.



Figure 45: CSRBOX and Rubaroo Team with teachers of Safal Teacher Training School, Kalyan



CSRBOX & NGOBOX

806-808, Shivalik Satyamev
Near Vakil Saheb Bridge, Bopal Rd,
Bopal, Ahmedabad, Gujarat 380058