



Impact Assessment

Kishori Vikas Prakaalp FY 22-23



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I. BACKGROUND

The Kishori Vikas Prakalp (KVP) project, implemented by the Seva Sahyog Foundation began 12 years ago. The project focuses on the empowerment and knowledge enhancement of adolescent girls of 12 to 18 years of age, in slums or 'Vastis' of Pune. The program was conceptualized to address the commonly observed challenges faced by adolescent girls from under privileged backgrounds. Girls from these backgrounds have low awareness on various issues such as personal hygiene, addictions, superstitions, good nutrition, studying methods, etc. Furthermore, they are exposed to unpleasant realities such as substance abuse in their families, child marriage, gender inequality, etc. They often lack confidence and do not have a platform (or a safe space) to express themselves and seek solutions.

The project initially started as after school remedial classes for students on selective subjects in the Vastis. The teachers and the volunteers who visited the slums noticed the issues that the girls faced and realized the need to work on building the life skills of these girls. This was how the Kishori Vikas Prakalp project started as a platform to share knowledge on various topics, build their life skills, for girls to share their ideas, discuss problems that they face, and ask questions.

HDFC Credila is supporting the project in 20 clusters covering around 45 vastis (each cluster comprises of 2-3 vastis). There are presently around 1074 adolescent girls reached out through the project supported by HDFC Credila.



Figure 1 Adolescent girls from Raamtekkedi vasti interacting with facilitator

The objectives of the Kishori Vikalp project are as follows:

- To build self-confidence and self-respect among girls to express themselves, learn new things, and make them good decision-makers.
- To raise awareness among girls regarding the importance of good health, self-care and hygiene.
- To identify the hidden talent and hobbies among the girls and encourage them to pursue them as a career and overall personality development.



Figure 2 Adolescent group in one of the project vastis

2. LITERATURE REVIEW

INTRODUCTION

In India, particularly within urban poor communities, adolescent girls are at a critical juncture of their lives where they encounter multifaceted challenges. These include early marriage, gender-based violence, limited access to educational and healthcare resources, and constraints in social and economic empowerment. Life Skill Education (LSE), which encompasses a broad spectrum of skills such as communication, decision-making, problem-solving, and critical thinking, has been identified as a strategic approach to address these challenges. This literature review aims to provide an in-depth analysis of global and Indian-specific research on the impact of LSE on adolescent girls in urban poor areas, with a focus on understanding its outcomes and the challenges faced in implementation.

GLOBAL PERSPECTIVE ON LIFE SKILL EDUCATION

Globally, the significance of LSE in youth development has been widely acknowledged. Organizations like the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO) advocate for the integration of life skills into educational curricula, highlighting its role in promoting informed decision-making, effective communication, and coping skills essential for a healthy life. Research studies across various countries have demonstrated the positive effects of LSE on adolescents' mental health, self-esteem, social skills, and educational achievements.

For instance, a meta-analysis of global studies on LSE's impact reveals its effectiveness in improving emotional intelligence, social skills, and academic performance among adolescents. Additionally, these studies underscore the role of LSE in reducing risky behaviors and enhancing overall well-being.

LIFE SKILL EDUCATION IN THE INDIAN CONTEXT

In India, LSE takes on a critical role, especially for adolescent girls in urban poor communities. These girls often face unique socio-cultural barriers that limit their access to opportunities for personal and professional growth. Studies conducted in various parts of India have shown that LSE programs can lead to remarkable improvements in self-esteem, decision-making abilities, and resilience among these girls.

For example, research in urban slums of India highlights the effectiveness of LSE in promoting awareness and skills related to sexual and reproductive health. These programs have been instrumental in delaying marriages and improving health outcomes among adolescent girls.

Furthermore, LSE initiatives have been found to enhance their knowledge of their rights and legal protections against gender-based violence.

DETAILED ANALYSIS OF IMPACT AREAS

Education:

Expanding on the research by Sharma and Khandelwal (2016), further studies have shown that LSE not only improves school retention rates but also fosters a conducive environment for learning, where girls are more likely to engage in classroom activities and exhibit higher confidence in their academic abilities.

Another dimension of LSE's impact is its role in bridging the gender gap in education, particularly in STEM fields, where traditionally, girls have been underrepresented.

Health and Nutrition:

In-depth analysis of studies by Banerjee et al. (2014) and Chandra et al. (2016) reveals that LSE programs often include modules on nutrition, personal hygiene, and mental health, which are crucial for adolescent girls in these communities.

Moreover, LSE interventions have been linked with improved menstrual hygiene management, a critical aspect of adolescent girls' health that is often neglected due to social taboos.

Decision-Making Skills:

The enhancement of decision-making skills through LSE has far-reaching implications, extending beyond personal choices to include community and family-level decisions. This empowerment is particularly significant in contexts where girls traditionally have limited say in matters affecting their lives.

Career Growth Opportunities:

Further evidence suggests that LSE not only aids in immediate employment opportunities but also prepares girls for future leadership roles, contributing to long-term career development and breaking cycles of poverty.

Reduced Risks and Vulnerabilities:

LSE's role in mitigating risks such as early pregnancy, substance abuse, and exposure to violence is corroborated by various studies, indicating its potential as a preventative tool in these high-risk environments.

Building Adolescent Agency:

The cultivation of a sense of agency among adolescent girls is one of the most profound impacts of LSE, fostering a generation of women who are confident, informed, and capable of leading change in their communities.

CONCLUSION

Life Skill Education emerges as a transformative tool in empowering adolescent girls in India's urban poor communities. By equipping them with essential life skills, LSE paves the way for these young women to overcome societal barriers, improve their health and well-being, and achieve their full potential. The findings of this comprehensive literature review underscore the necessity of integrating LSE into educational and community programs to ensure holistic development and empowerment of adolescent girls in these challenging environments.

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3. EVALUATION METHODOLOGY

EVALUATION OBJECTIVES:

The purpose of the evaluation was to:

- Assess the extent to which the project objectives have been achieved.
- Identify lessons learnt and best practices for informing future interventions.

EVALUATION FRAMEWORK

The evaluation used qualitative analysis to gain an in-depth understanding of the project interventions. The assessment was based on aspects derived from the IRECS framework which has 5 broad dimensions/criteria, they are as follows:

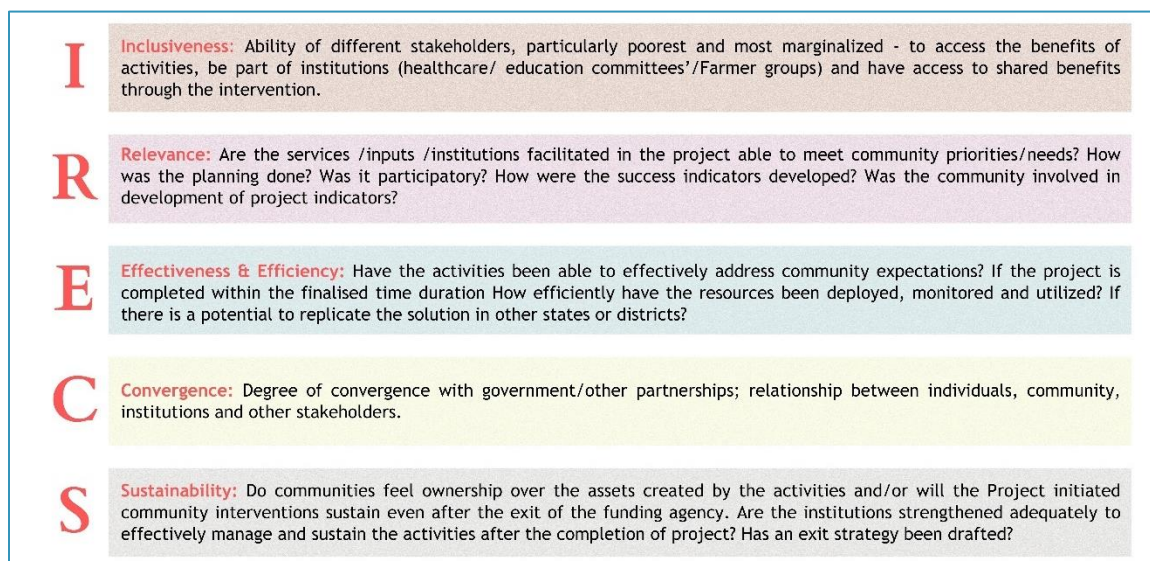


Figure 3 Brief description of the IRECS framework for impact evaluation

Some of the key evaluation questions based on the IRECS framework considered under the study is presented in the Table below (Table 1)

Table 1 Evaluation questions considered under the impact evaluation study

Aspects	Evaluation Questions
Relevance	I. How well does the project align with the specific SRHR needs and priorities of adolescent girls in urban poor communities?

Aspects	Evaluation Questions
	2. How is the project aligned to address the need for life skills such as problem-solving, communication, resilience, and financial literacy among the target group?
	3. How relevant is the project in addressing the specific mental health needs (emotional well-being, coping strategies, help-seeking behavior) of the adolescent girls?
	4. Does the project address societal and cultural barriers that prevent adolescent girls from accessing SRHR information, developing life skills, and enhancing their mental health?
	5. Does the project consider the voice and aspirations of the adolescent girls it is designed to serve in its implementation and design?
Effectiveness & Efficiency	1. How successful has the project been in improving knowledge related to SRHR (contraception, menstruation, STDs, etc.) among the target group?
	2. Has the project effectively increased access and utilization of SRHR services?
	3. What improvements in specific life skills (problem-solving, communication, self-confidence, resilience, financial literacy) have been observed among the project participants?
	4. How effective has the project been in enhancing emotional well-being, coping strategies, social relationships, and self-awareness among the adolescent girls?
	5. Has there been a demonstrable change in the safe and healthy practices related to SRHR among the adolescent girls as a result of the project?
	6. Has the project been effective in reducing adolescent's vulnerabilities to various social evils like eve teasing, sexual exploitation, child marriage, teenage pregnancy, trafficking, and discontinuity in schooling.
	1. How efficiently has the project used resources to achieve its objectives related to diverse aspects of SRHR, Life Skills, and Mental Health?
	2. Were there any challenges or delays in the delivery of the project activities, and how were these addressed?
	3. Has the project leveraged partnerships or collaborations to enhance its reach and impact?

Aspects	Evaluation Questions
	1. What quantifiable changes have been observed in the knowledge, attitudes, and practices related to SRHR, life skills, and mental health among the target group?
	2. How has the project impacted the rights and autonomy of the adolescent girls regarding their SRHR?
	3. Has the project influenced any changes in societal norms or policies to support the SRHR, life skills, and mental health of the adolescent girls?
	4. Are there observed changes in the community's attitudes or behaviors towards SRHR, life skills, and mental health of adolescent girls as a result of the project?
	5. Have there been any unexpected outcomes (positive or negative) of the project?
	6. Has the project been impactful in creating an enabling and safe environment or ecosystem around the adolescent girls?
Sustainability	1. Are there systems or structures in place to sustain the improvements in SRHR, life skills, and mental health among the girls beyond the funding period?
	2. Have the project participants been sufficiently empowered and motivated to continue with the improved practices learned during the project?
	3. How have government bodies been engaged to support the sustainability of the project's impacts?
	4. Are there partnerships or collaborations in place that can support the project's long-term sustainability?
	5. Has the project successfully engaged local government or community structures to support long-term sustainability?

SAMPLE DESIGN

RTI randomly selected 4 vastis that were spread across 3 different clusters in Pune. RTI ensured that the locations selected were spread across Pune. These 4 vastis are: Ramtekkedi, Pandavnagar, Rajwade Nagar, and Bibwewadi. The data collection tools used and the number of respondents of different categories are given in the Table 2 below:

Table 2 Sample size description for the evaluation

S. No.	Respondents	Semi-structured questionnaire for consultation	Key Informant's Interview	Learning Assessment
1.	Adolescent girls	1 child consultation per vasti (Total – 4)	-----	20-25 per vasti (Total – 56)
2.	Parents	-----	5 to 6 parents per Vasti (Total – 20)	-----
3.	Vasti Co-ordinators	-----	1 per vasti (Total – 4)	-----
4.	Vasti Mobilizers	-----	1 per vasti (Total – 4)	-----
5.	Representative of the program team	4 members of Program Executive Committee of Sewa Sahyog along with 2 project team members		

The learning assessment questionnaire was shared with adolescent girls of Level 2, from each of the 4 vastis in order to assess changes and differences in their Knowledge, Attitude and Practices (KAP) pertaining to the topics that were taught. Each questionnaire had 15 questions.

Section A: Questions 1 to 7 assessed the knowledge of the adolescent girls on the following:

- Q1: Understanding Adolescence
- Q2: Basics of First Aid
- Q3: Anaemia: Causes, Symptoms and Prevention
- Q4: Food and Nutrients
- Q5: Menstruation and it's management
- Q6: Understanding Protection Of Children from Sexual Offences Act (POCSO Act)
- Q7: Knowing the Social Media Platforms

Section B: Questions 8 to 12 assessed the attitude of the girls on the following topics:

- Q8: Perception on building self confidence

- Q9: Feeling stress and anxiety
- Q10: Discussing sexual and reproductive health issues
- Q11: Reaction to a 'Bad' touch
- Q12: Reaction to 'Discrimination'

Section C: Questions 13 to 15 assessed the practices of the girls on the following:

- Q13: Regularity in Physical Activities
- Q14: Regularity of key MHM practices
- Q15: Intake of a nutritious diet (Tiranga Bhojan)

These questions were based on topics covered in the 40 learning sessions that is being rolled out within these clusters by Seva Sahyog under the KVP program.



Figure 4 Interaction with program executive committee of Seva Sahyog



Figure 5 Child consultation with adolescent girls



Figure 6 Assessment of knowledge, attitude, and practice of adolescent girls



Figure 7 Interaction with parents of adolescent girls



Figure 8 Interaction with Vasti mobiliser and Vasti Co-ordinator

QUALITY ASSURANCE MEASURES

The following measures were used by RTI for quality assurance during the evaluation process:

- Pre-data collection consultation with the leadership and program team of Seva Sahyog to develop a comprehensive understanding of the program.
- The data collection tools were developed based on the program documents and the life-skill development curriculum followed by Seva Sahyog.
- Use of Kobo-collect toolbox for data collection to ensure that the human errors are minimized, and data is relatively clean.
- Capture the perspectives of various stakeholders for the project (like the teacher, the volunteers, the children, the parents) so that the findings get triangulated.
- Collecting evidence to the extent possible to support the findings. The evidence were taken both from Seva Sahyog's program team as well as from the primary stakeholders (groups in the Vastis) during the field visits.

4. EVALUATION FINDINGS

PROJECT MODEL

A synthesized version of the project implementation model is presented in the diagram below:

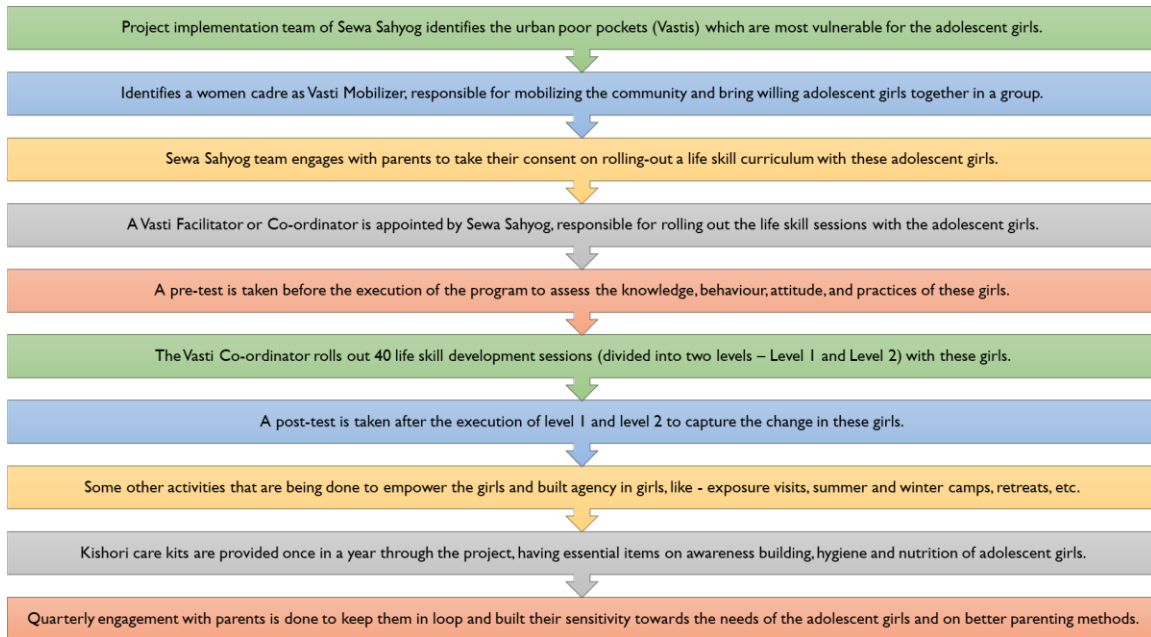


Figure 9 Project implementation model of Kishori Vikalp initiative

The above implementation steps are being executed through the following program team structure:

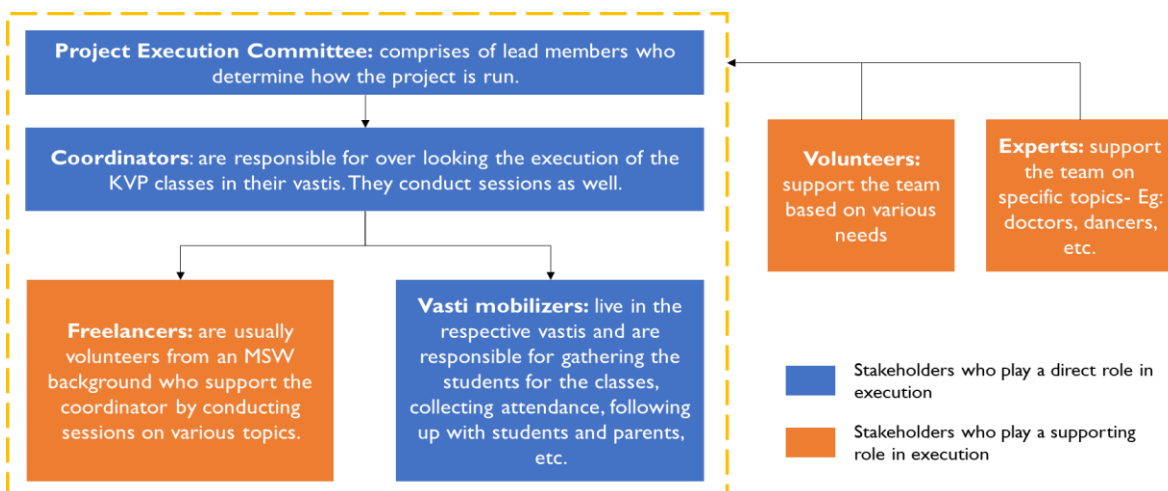


Figure 10 Implementation team and their roles

PROJECT OVERVIEW

An overview of the various project components for the evaluation period (FY 2022-23) has been captured in the Table 3 below.

Table 3 Key project components

Project Component	Description	Beneficiaries
Life-skill development sessions with adolescent girls	A series of sessions (around 40) are undertaken once every week on different modules such as nutrition, menstrual hygiene, adolescent changes, social media, abuse, addiction, etc., to provide awareness and education to the adolescent girls. The sessions are organized into 2 levels: Level 1 (L1) and Level 2 (L2). Festivals are also celebrated throughout the year.	1074 beneficiaries (adolescent girls) attend the sessions regularly.
Distribution of Kishori Care Kits	Kishori care kits are distributed once in a year. The kit comprised of the following: dry fruits, Kailas Jeevan, Dettol soap, comb, hot water bag, sanitary pads, nail cutter, Medicare shampoo, care kit bag, socks, earbuds, Vaseline, Shatavari Kalp, toothbrush, towel, and Maitrin Book.	In FY 22-23, 1000 kits were distributed.
One day retreat	A one-day retreat, 'Winter Shibir' is undertaken every year. In FY 22-23, The theme of the Shibir was "Kavya Shastra Vinoden". Based on this theme the retreat took place with the objective of insisting the importance of different forms of art, dance and humor to enrich the life skills.	Around 220 adolescent girls participated in the event.
Exposure Visit	In FY 22-23, one exposure visit was undertaken. Students were taken to visit the Zapurza Museum of Art and Culture, Kudje village in Pune.	Around 400 girls participated in the exposure visit.
Summer Camp	A residential summer camp, i.e., 'Unhali Shibir' was conducted for the girls in FY 22-23. The camp was 2 nights and 3 days. 'Save the earth' was the theme of the camp.	Around 150 girls participated, with 10-15 girls from each cluster.

FINDINGS RELATED TO INCLUSIVENESS

In order to assess inclusiveness, RTI evaluators viewed aspects such as the involvement of different types of people and groups in different phases of the program, i.e., from program execution, beneficiaries and other stakeholders, especially with a view on disadvantaged and marginalized sections of society and people with disabilities.

Aspects of inclusion observed in the project:

- Ensuring access to knowledge and skills for adolescent girls from the urban poor communities who otherwise do not get access to such kind of information and skill trainings either in schools or at their home. Pune is one of the educational hubs in Maharashtra, and yet, the slum areas are often left behind in terms of educational and skill development opportunities. Implementing this project will ensure these girls get a level playing field and able to compete with others after their schooling or during various stages of their life cycle.
- Engagement with adolescent girls and their parents for creating a safe, inclusive and gender equitable environment around these girls.
- Providing adolescent girls with opportunities to gain exposure to the outside world and ensure their social mobility through the various residential camps that is being organized from time-to-time.

Aspects of inclusion which is currently neglected in the project:

- Engaging adolescent boys for improving their life skills and perspective on gender issues.
- The space where the sessions are conducted in most of these slums were not found to be inclusive in their design. Most of them are in places where it is not only very safe for the children in terms of their vulnerability to accidents and were also not friendly for children with disabilities. The reason can be attributed to the fact that most of these slums are densely populated and are congested. Therefore, it is a challenge for the program team to get a space which is child-friendly in nature and enables the integration of more participatory and activity-based methods during these life-skill sessions.



Figure 11 The space in Ramtekkedi Vasti where sessions are conducted



Figure 12 The space in Pandavnagar Vasti where sessions are conducted



Figure 13 The space in Bibwewadi Vasti where sessions are conducted

FINDINGS RELATED TO RELEVANCE

To assess the relevance of the project, RTI evaluators focused on understanding the need for such a project from the view of the project execution team, adolescent girls and their parents.

Slums in Pune are expanding due to migration from rural to urban areas. Around 28% of the population in Pune is found to live in 390 official slums, according to the Environment Status Report of the Pune Municipal Corporation, 2021. The urban poor segment is often neglected, and adolescent girls found in this segment are found to lack knowledge in aspects pertaining to nutrition, menstrual hygiene management, superstition, etc.

After years of interactions with adolescent girls in the vastis, the volunteers and teachers began to understand the needs of adolescent girls. The project evolved based on the understanding of the needs and gaps observed by the Seva Sahayog Foundation team. Furthermore, there are yearly surveys conducted when the girls are enrolled for the sessions. The sessions may be modified and updated to stay relevant to the vasti and the present context based on inputs derived from yearly surveys. Seva Sahyog works in those slums where there are no other NGOs or private sector organizations in operation.

The program is relevant because of the following reasons:

- Gender discriminatory norms and gender stereo typing exists in slums across India leading to gender-based violence. Life skill development empower the girls to raise voice and addresses the gender equities.
- Educational gap and lack of access to necessary information on sexual and reproductive health and rights (SRHR) exists in the adolescent girls in the urban poor communities. A structured meeting cycle approach (as adopted in this project) would be of great help in bringing this gap.
- Teaching skills like financial literacy, basic computer skills, or vocational skills can help these girls become economically independent in the future.
- Girls in slums are often more vulnerable to social issues like early marriage, domestic violence, and exploitation. Life skills can equip them to better navigate through these challenges and enable them to take decisions concerning their lives.

FINDINGS RELATED TO EFFECTIVENESS

- **Curriculum development:** The life-skill development curriculum which currently has 40 sessions divided into two learning levels (level 1 and level 2) was organically developed over a period of last 12 years through the experience of the organization (Sewa Sahyog) of working with adolescent girls from the marginalized communities, especially the urban poor communities. The organization started with remedial classes for adolescent girls to address their learning gaps and ensure that continued education for girls in the slums of Pune. In the process of engaging with the girls and understanding their ecosystem, the organization

realized the significance of life skill development of these girls along with academic development. This led to the gradual development of the module. The content of the module is constantly being strengthened by vast teachers, mobilizers, parents, and students themselves. An annual survey is done by the organization to assess the situation of these adolescent girls along with the objective of line listing of adolescent girls in the slums. During this survey, data is collected on the family background of the girl and the awareness of the girls on different topics such as puberty, personal hygiene, menstruation, exercise, nutrition, etc. They also have discussions with the parents every year and identify the most relevant issues. This is a very important source of information for the content development team to make modification and add value to the module year-after-year.

Table 4 Session details for learning level I

Session	Description
Study Skills	Through the session, girls are motivated to practice reading and writing and to develop an interest in learning. Girls get to learn what are study skills, types of reading, the importance of writing, and why and how to study. Attendees talked about the difficulties faced while studying. Girls are guided to create a study plan to overcome difficulties.
Kumarvay (Adolescence)	Adolescent girls face many changes like physical, mental, and emotional changes. This session discussed the changes mentioned above with girls along with the importance of physical health, exercise, sports, and hobbies.
Self-Identification	The main objective of this session is to develop self-confidence by recognizing oneself and strength. Girls shared what they like/dislike and their views about themselves. It was discussed whether outward appearance/good looks are our only identity. Discussion about the role models in their life and explained how they recognized their qualities.
SWOT Analysis	SWOT represents strengths, weaknesses, opportunities, and threats. It is used to identify good and bad qualities in oneself. Girls were asked to make a list of their strengths, weaknesses, opportunities, and threats. Shared a few examples of famous persons, and celebrities and discussed their qualities. It was discussed how to identify one's weaknesses and turn them into strengths also how to take advantage of the opportunities available and move forward in life.
Love, Friendship &	The difference between love, friendship and attraction, their definition, confusion of one or the other, its aspects, characteristics, and

Session	Description
Attraction	importance of friendship. The objective of the session is to help in making the right decision at the right age.
Good Touch & Bad Touch	The aim was to explain to the girls the difference between good and bad touch. Showing them a short film, explanation, and reactions were discussed.
Stress Management	What is stress, how to manage/ handle it, what are the stressors of this age, and causes of stress were explained. Additionally, the discussion was also conducted on internal and external stress types by giving them examples, and measures that can be taken to relieve stress.
First Aid	Requirement of first-aid, basic information, types of first-aid treatments, easy first- aid tips, and how to perform the first aid
Cleanliness	Importance of cleanliness, Cleanliness of the house, surrounding area and the country, benefits of hygiene, how to maintain cleanliness
Anemia	What is anemia, its causes and symptoms, how to prevent and treat anemia, importance balanced diet
Exercise	The session was conducted to raise awareness about the importance of exercise. Attendees are informed about the types and benefits of exercises, maintaining physical fitness, overall health and wellness, and the benefits of exercise not only on physical health but also mental health.
Nutrition Diet	What is diet, its importance, effects of a nutritious diet on health along with important aspects of diet and its benefits shared with girls with examples like tricolor-foods and four colored diets. After the session girls expressed their willingness to adopt good eating habits.
Physical Health	The importance of physical health, misconceptions, and how to live and maintain a healthy lifestyle were discussed with the girls. Additionally, other important aspects of physical health such as food, hygiene, exercise, rest, environment, and health issues were also discussed. The session was interactive, and girls actively participated in this session.

Session	Description
Mental Health	Information about what is mental health, its importance, and keeping the mind and body healthy was provided to the attendees. Misconceptions about mental health in society, how to maintain good mental health, and various related topics discussed with girls.
Healthy Diet for adolescence	This is a continuation of the last month's session on a healthy diet. The different diet recommended with age is discussed with day-to-day examples. The benefits of a healthy diet and water intake on physical health and mental health were discussed with girls.
Addiction	What is addiction? types of additions, its stages, and overcoming the addition. During this session, it was discovered that girls ate addicted to eating soil, pencils, mobile devices, and social media. Some of the girls also mentioned some of the addictions their parents are suffering from such as smoking and drinking alcohol.
Public Speaking	Importance of effective communication and oratory skills, problems faced by the speaker, how to be an effective public speaker and pointers, preparation for public speaking and demonstration
Addiction	What is addiction? types of additions, its stages, and overcoming the addition. During this session, it was discovered that girls ate addicted to eating soil, pencils, mobile devices, and social media. Some of the girls also mentioned some of the addictions their parents are suffering from such as smoking and drinking alcohol.
Public Speaking	Importance of effective communication and oratory skills, problems faced by the speaker, how to be an effective public speaker and pointers, preparation for public speaking and demonstration
Social Media 1	The discussion with the girls covered social media, including its definition, types, changes over time, and popular platforms. The conversation also touched on the efficient use of social media to address social issues, promote awareness, and get justice.
Social Media 2	The girls were educated on the efficient and effective use of social media, as well as the precautions to take while using it. The discussion also covered the potential side effects, including physical, mental, and financial impacts. Additionally, the dos and don'ts of using social media were highlighted.

Session	Description
Superstition	Girls were educated about the difference between faith and superstition, the negative effects of superstitions on individuals and society, and some common superstitions. They were also informed about scientific knowledge, laws against superstitions, and activist agencies and NGOs working to eradicate superstitions.
Seasonal Changes and Health	Understanding the impact of different seasons on health. Six seasons mentioned, namely Vasant Ritu, Grishma Ritu, Varsha Ritu, Sharad Ritu, Hemant Ritu, and Shishir Ritu. Maintaining good health by eating seasonally.
Revision of all sessions	Reviewed every session from the entire year. The topics were explained to the girls, and they spoke about what they learned from them and how they would apply the knowledge to their daily lives. Each girl chose a topic and provided information about it.

Table 5 Session details for learning level 2

Session	Description
Balanced Diet	What is diet, the importance and benefits of a balanced diet were explained. Adolescent girls skip/don't eat breakfast for various reasons. It was discussed that importance of eating breakfast, and good, healthy food would have a good effect on the body. The importance of water along with the food was emphasized. Healthy eating habits and tips were shared with the attendees.
Menstruation	The menstruation awareness session was conducted to provide scientific information, on physical changes that occur in adolescence, sanitary products, and clear misconceptions about the topic. Additionally, information about the proper disposal of sanitary waste and red dot bags was provided to the attendees.
Emotions - I	Discussion about emotions and the importance of our emotions in our life. It was discussed what would happen if there were no emotions in our lives. By giving examples and instances in which emotions are generated, like anger, love, and happiness was discussed.
Types of	Benefits of positive emotions in our life and effects of negative emotions. How to manage emotions, the importance of emotional health and some

Session	Description
Emotions - II	tips to manage the same were discussed with them.
Behaviour and Types of Behaviour	Information about what is behaviour and the types of behaviour, and how behaviour can reflect the feelings of individuals was explained by examples and games. The difference between good behaviour and bad behaviour and self-identity was also covered in this topic.
Behavioural symptoms and causes	Information regarding symptoms of behavioural disorders and social hygiene was provided to the attendees. Effects of this inappropriate behaviour were discussed such as mental disturbance, imbalance in physical and mental development, family problems or strain on the family system, etc.
Behaviour Remedies	Topics covered in this session were social behaviour, action plans to change behaviour patterns, understanding what type of behaviour will harm us, and negative behavioural traits.
Goal Settings	What is goal setting and commitment, Setting SMART (Specific, Measurable, Attainable, Relevant and Time-bound), Types of goals and its benefits
Time Management	Importance of time management, planning and management of tasks, the requirement of time management, effective time management and hindrances
Study Skills	Study strategies, the importance of the study, distractions, effective communication, revision, presentation, concentration, techniques to improve effective study
Acceptance	Information about what is acceptance, and its importance is provided to girls. Additionally, its types and benefits of acceptance were discussed with them through various examples.
Gender	Introduction to what is gender and other topics such as the social status of women and men in a society, gender-equal society and equality were covered in this session.
Gender Equality	The definition of gender equality and discrimination based on gender is explained with day-to-day examples. Girls were taught that equality of opportunity can create a gender-equal society.

Session	Description
Child Abuse	The session started with showing a short film – ‘Komal’. Then the subject was introduced to a girl – what is child abuse and how to identify the same, types of abuse were discussed with girls. Information regarding whom to contact and talk to in case of abuse and whom you can seek help from was provided. Additionally, information about PSCO Act and its judicial procedure details were provided to attendees.
Child Right	To educate girls about Child rights this session is introduced. In the session information about Child’s fundamental rights in India and the Protection of Child Rights Act was provided to the girls. Girls listened to all the information and asked questions regarding the topic.
Addiction - I	What is addiction? Types of additions, its stages, and substance abuse: tobacco, alcohol, drugs, gambling, social media, smartphones, shopping, etc. Effects of additions on day-to-day life and mental and physical health.
Addiction- II	Consequences of additions on mental, physical and financial health, social ill- effects, and overcoming the addiction were discussed. Additionally, how to overcome the addiction and how to help an individual recover from the addiction was discussed.
Communication Skills I, II and III	The importance of communication skills was discussed with the girls, including effective ways to improve communication skills, different types of communication, and the positive impact of clear communication on our daily lives.
Superstition	The topic of superstition was discussed, including its definition, types of superstitions, and the scientific reasons behind them. Additionally, the Maharashtra Prevention and Eradication of Human Sacrifice and other Inhuman, Evil and Aghori Practices and Black Magic Act of 2013 and its provisions were explained to the participants.
Revision of all sessions	Reviewed every session from the entire year. The topics were explained to the girls, and they spoke about what they learned from them and how they would apply the knowledge to their daily lives. Each girl chose a topic and provided information about it.

If we analyze the contents of the curriculum followed under the Kishori Vikalp Project, it is quite evident that the learning is focused on improving knowledge, behavior, and practices along with facilitating a process of goal setting for the adolescent girls. However, the curriculum is not quite apt to enable and empower these girls to challenge existing gender norms or equipping them with the 21st century skills that they might need when they are out of school.

- **Execution of the sessions:** The life skill sessions (mentioned in Table 4 and 5 (above) are currently being implemented by the project team member called the Vasti Co-ordinators or Freelancers. These sessions are executed on a weekly basis in a common place (space) hired by the project and located within the Vasti. The Vasti mobilizer (who is a local person from the same Vasti) is responsible for ensuring full attendance of these girls. It was found that the Vasti Co-ordinators who are taking the session are well-trained and well-equipped to take the sessions. They have a very good understanding of the community, its culture, its socio-economic realities, and the vulnerabilities and risks that adolescents within these communities are facing. There are experts that are called in for special sessions, e.g.: a Bharatnatyam expert was called to undertake a dance workshop, nutrition experts are called to do sessions on nutrition, etc. There are guidance books for L1 and L2 that contains the various topics that need to be covered along with the expected outcomes. Coordinators and freelancers develop their sessions based on the guidance books. Though the space in which these sessions are conducted is not the most suitable and child-friendly space (because of the constraints of space in slums), however it was found (during the observation of the demo sessions by the evaluators) that the Vasti Co-ordinators are trying their best to make the sessions participatory, interesting, and engaging.

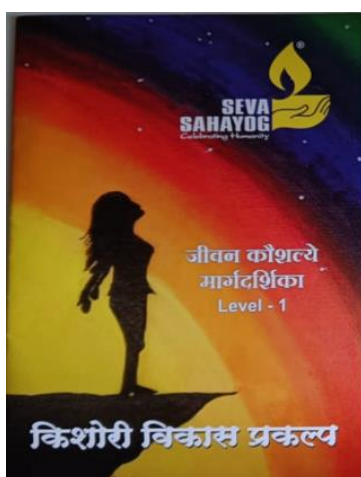


Figure 14 Guidebooks for L1 (left) and L2 (right)



Figure 15 Observation of a demo session in one of the slums under evaluation (Ramtekkedi vasti)

In addition to support material received from Seva Sahyog, some coordinators also refer to other teaching material to get ideas on games and activities.

Training of Freelancers is also undertaken by means of demo classes. The freelancers are expected to take demo classes on the sessions that they are responsible for undertaking, with experienced coordinators. The experienced coordinators would share their inputs and refine the teaching approach of the freelancers as required. During this time, best practices are shared. The freelancers are trained on 10-12 sessions every quarter.

Some good practices followed by Vast Co-ordinators and Freelancers:

- *The coordinator/ freelancer tries to customize content to a vasti by making examples that are more relatable.*
- *The coordinator/ freelancer picks activities that would be comfortable for the students to participate in. Not all activities are related to the subject matter Some activities are undertaken to make the students feel comfortable and ease into the class.*
- *The coordinators try to make use of illustrative props. For example: the coordinator wore an apron depicting the parts of the reproductive system when she was teaching about the parts of the female body.*
- *The coordinator tries to bond with the students and attempts to create personal connection with all the students. This was evident from interaction with students. Many students mentioned that they love and trust the coordinator and feel comfortable opening to the teacher, sometimes even more than opening up to their parents.*
- *Revision sessions are conducted once a month such that students can brush up on what they are being taught.*

- **Parental engagement:** The project team engages with parents on a quarterly basis in each of these slums. The purpose of these meetings is to sensitize the parents about the adolescent needs and give them the updates of the progress of their child. One-to-one interactions are done in special cases where there are any challenges or alarming vulnerabilities of any girl. It was found that these meetings are not very planned or structured in nature and often repetitive in terms of the agenda. There is a scope for further improvement of these engagements by making them more structured and ensure an incremental learning of the parents as well. Some of the area of discussion with mothers participating in these meetings are – legal awareness on women and child related issues, gender equity, nutrition, and sexual and reproductive health & rights (SRHR), social security schemes relevant to women and girls, ways of identifying risk and vulnerability for adolescent girls, and better parenting techniques.

- **Male participation:** One of the most neglected areas in the project was found to be male engagement. The project has not emphasized or prioritized a structured and planned engagement with men and boys. We all know how important it is to sensitize our boys and men to keep our girls and women safe. The focus is only on girls and their mothers. This is an area of consideration for making the strategy more comprehensive in nature.

- **Monitoring & tracking system:** One of the biggest challenges with programs seeking empowerment is to have a robust monitoring and tracking system to capture the change due to the project interventions and see if the intervention package is working in the desired direction. Under the Kishori Vikalp project the most important process in place to track the change is the pre-test and post-test taken quarterly for the adolescent girls after the completion of the curriculum during a particular quarter. The students are graded based on the tests and grouped into 4 categories: ‘needs improvement’, ‘satisfactory’, ‘good’ and ‘excellent’. The test results (as shared by Sewa Sahyog) depict encouraging signs (refer figure 14). However, there are some issues with this monitoring system, they are as follows:
 - Pre-test and Post-test questionnaires are not graded, based on age or class. The same questionnaire is used for all age groups. By adopting this method, it will be difficult to infer whether the knowledge, attitude, and practices in the adolescent girls are age-appropriate or not.
 - The program team is using different sets of questions for pre-test and post-test. Thus, the incremental change cannot be inferred from this.
 - The pre-test and post-test are tools for capturing the extent to which the content delivered in a capacity building session is grasped by the participants. This is mostly focused on knowledge enhancement. Therefore, the current monitoring system is not capturing the outcome indicators, especially those related to the change in life-skills of the participants and change in their lives because of improved life skills.

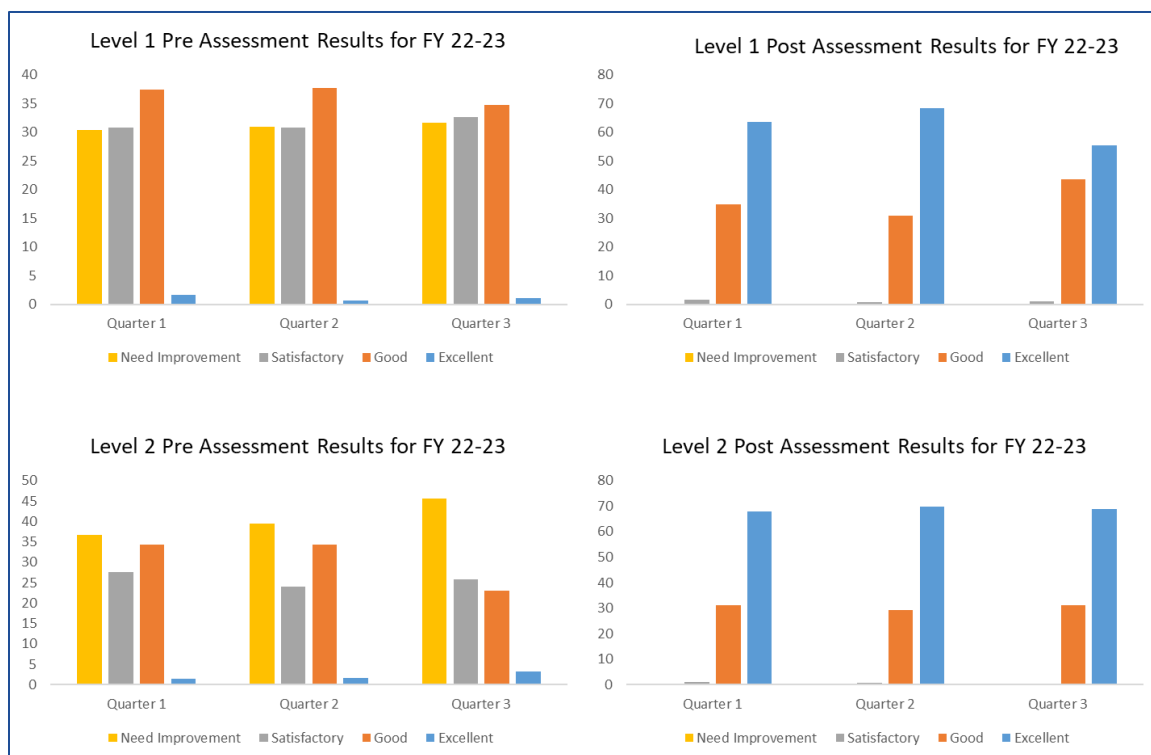


Figure 16 Pre-test Post-test results for FY 22-23

Table 6 Score card on key performance indicators emerging from community and child consultations

S. No.	Key Performance Indicators (Qualitative)	Sample Vastis			
		Ramtekkadi	Pandavnagar	Rajwadenagar	Bibwewadi
1	Active vasti mobilizer	Yellow	Red	Green	Yellow
2	Communication skill of adolescent girls	Red	Yellow	Green	Green
3	Adolescent's clear about the project objective	Yellow	Green	Green	Green
4	Parent's clear about the project objective	Red	Red	Green	Green
5	Parental willingness to send children in sessions	Yellow	Red	Green	Green
6	Emergence of adolescent peer leaders	Red	Yellow	Green	Green
7	Improved relationship with parents reported	Yellow	Yellow	Green	Green

S. No.	Key Performance Indicators (Qualitative)	Sample Vastis			
		Ramtekkadi	Pandavnagar	Rajwadenagar	Bibwewadi
8	Parent's engagement and participation	Yellow	Yellow	Green	Green
9	Dependency on Sewa Sahyog team for sessions	Red	Red	Yellow	Green
10	Child-friendly space for sessions	Yellow	Red	Yellow	Red
<i>Colour Index for the Score Card</i>					
Needs Improvement		Satisfactory		Excellent	

FINDINGS RELATED TO CONVERGENCE

Convergence with government schemes:

Although there are several government programs focused on different aspects of empowering adolescent girls, such as 'Poshan Abhiyaan' and 'Beti Bacaho Beti Padhao', the KVP project currently does not have any convergence with government schemes. The PEC has not interacted with local government agencies on potential areas of convergence.

Convergence with SDGs:

The program is aligned with several SDGs.

- Alignment to SDG 1: No Poverty- By encouraging girls to study and build careers, the program indirectly encourages girls to become earning members of the family. This may help improve the quality of life for the girls and families living in vastis.
- Alignment to SDG 2.1 Ending all forms of malnutrition- KVP focuses on promoting awareness on the importance of nutrition which may indirectly improve the health condition of the female adolescents in the vasti.
- Alignment to SDG 4.5: Gender equality and inclusion- access to quality education is critical for the empowerment of female adolescents. KVP focuses on improving the ability of girls to make good choices.
- Alignment to SDG 5: Gender Equality: KVP promotes that adolescent girls are equal to their male counterparts. It tries to promote this concept to both the adolescent girls and their parents.

Convergence with other programs of Seva Sahyog:

While the Kishori Vikas Prakalp project is focused on providing awareness to adolescent girls, there are other programs on women empowerment, digital literacy and skilling that run parallel to the KVP program.

Convergence with programs of other organizations:

The Kishori Vikas Prakalp project tries to utilize efforts of other organizations when they are working in the same in the vastis. For example, there is another NGO called 'Seva Ayog' that focuses on tracking health of children, so the KVP program only sticks to health-related awareness. They also make sure that they utilize sessions undertaken by other organizations. Volunteers from HSBC undertook a small session for the girls on the importance of savings.

FINDINGS RELATED TO SUSTAINABILITY

Factors contributing to sustainability:

In terms of execution, Seva Sahyog has been able to leverage a large volunteer base. The project is executed by volunteers. This is good in terms of value addition, beyond the sessions. However, in terms of students attending the sessions, the mobilizers have been successful in ensuring that the girls regularly attend classes.

Factors hindering sustainability:

The project is highly dependent on the Seva Sahyog NGO. It currently does not have an exit strategy. The situation in slums is often volatile, as slum population keeps migrating, unnotified slums get demolished, etc. so there are new adolescent girls entering the vastis. Although vasti mobilizers are not trained to undertake sessions, the responses from speaking to 4 vasti mobilizers was that they feel confident to undertake the sessions themselves. The vasti mobilizers should be trained and hand holding support should be offered such that they can also take classes. Furthermore, adolescent role models can be identified and encouraged to be part of the continuance of the program.

5. IMPACT STATEMENT

An assessment of the Knowledge, Attitude, & Practice (KAP) was done under the impact evaluation study. This assessment has thrown light on some of the measurable impact on the adolescent girls. The key findings of the KAP assessment are as follows:

(A) Knowledge assessment:

- Average knowledge score obtained by the participants is 3.43 out of a total mark of 7.
- Pandavnagar and Rajwadenagar with an average score of 4.50 and 4.36 respectively has done comparatively better than Bidwewadi (3.07) and Ramtekkedi (2.25).
- The 16 to 19 age group has done comparatively better in the knowledge related questions.
- On topics where the percentage of correct responses was below 50% are: Understanding adolescence, basics of first-aid, knowledge on anemia, and understanding on POCSO act. The understanding on food and nutritional intake was found to be comparatively better.

Table 7 Slum-wise correct responses on knowledge related questions

Topics	Sample Slums				
	Bidwewadi	Pandavnagar	Rajwadenagar	Ramtekkedi	Total
Understanding adolescence	6 (43)	8 (80)	5 (31)	0 (0)	19 (34)
Basics of first aid	3 (21)	9 (90)	5 (31)	8 (50)	25 (45)
Anaemia: causes, symptoms, prevention	8 (57)	3 (30)	9 (56)	6 (38)	26 (46)
Food & nutrients	3 (21)	5 (50)	14 (88)	13 (81)	35 (63)
Menstruation & its management	12 (86)	7 (70)	9 (56)	2 (13)	30 (54)
Understanding POSCO act	5 (36)	4 (40)	13 (81)	2 (13)	24 (43)
Knowing the social media platforms	6 (43)	9 (90)	12 (75)	5 (31)	32 (57)
Total participants	14 (100)	10 (100)	16 (100)	16 (100)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

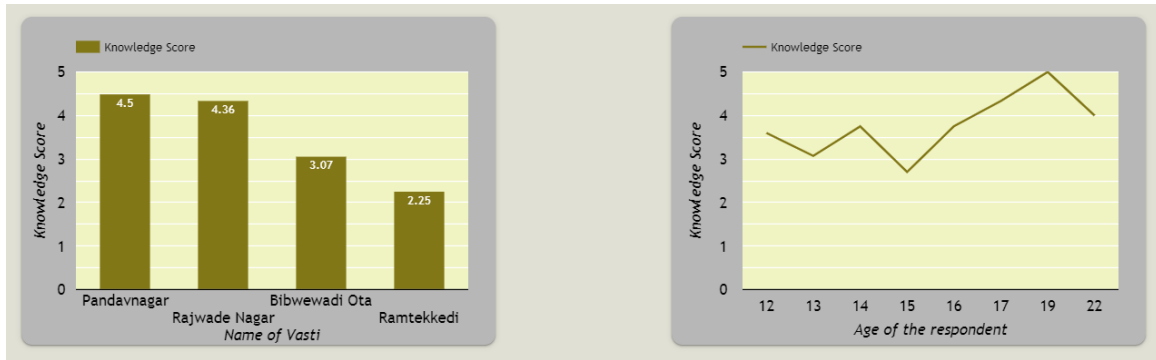


Figure 17 Slum-wise and age-wise knowledge score obtained in the KAP assessment

(B) Attitude assessment:

- When asked about their perception on the factors that builds self-confidence, 43 % of the adolescents said that it can be done through identifying our own strengths and weaknesses and another 43% said that knowledge and skill enhancement can build our self-confidence. This most of the respondents believed that physical appearance or access to resources are not the key factors determining self-confidence. (Refer Table 8)
- It was found that 36% of the participants experiences stress and anxiety during exams; 27% of the participants experiences stress and anxiety during public speaking; and 33% of the participants experiences stress and anxiety when they see fights within the family members. (Refer Table 9)
- When asked about how easily they can discuss about SRHR issues, most of the participants said that they feel it is a personal issue and cannot be discussed with everyone. Out of the total participants, 55% said that they feel it is important and should be discussed with family and friends without hesitation, whereas 29% said that they are comfortable discussing this only with their mother and that too when there is an emergency or urgent situation. Thus it was evident that there is still some level of hesitation in these girls while discussing about SRHR issues. (Refer Table 10)
- Almost 95% of the participating girls said that they feel confident enough to raise the voice against the perpetrator in case of any kind of sexual abuse in the form of 'bad touch'. This is a clear reflection of their empowered mind-set and liberation from the culture of silence. (Refer Table 11)
- When asked about how these girls will react to any form of discrimination, 49% said that they will raise their voice against the discriminator and express their feeling without any hesitation. Besides that, 30% said that they will ask for help from someone they rely on and another 14% stated that they will stay away from the discriminator. (Refer Table 12)

Table 8 Adolescent girl's perception on building self-confidence

Sample slums	Types of responses				Total Participants
	Access to resources	Identifying strength & weaknesses	Knowledge & skill	Personality or Physical appearance	
Bibwewadi	4 (28)	5 (36)	5 (36)	0 (0)	14 (100)
Pandavnagar	1 (10)	4 (40)	5 (50)	0 (0)	10 (100)
Rajwade Nagar	1 (6)	9 (56)	5 (32)	1 (6)	16 (100)
Ramtekkedi	1 (6)	6 (38)	9 (56)	0 (0)	16 (100)
Grand Total	7 (12)	24 (43)	24 (43)	1 (2)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 9 Situations in which adolescent girls feel stress & anxiety

Sample slums	Types of responses				Total Participants
	During exam	Having a fight with friends	Public speaking	Seeing fight within family members	
Bibwewadi	4 (29)	1 (7)	5 (35)	4 (29)	14 (100)
Pandavnagar	8 (80)	0 (0)	1 (10)	1 (10)	10 (100)
Rajwade Nagar	3 (19)	0 (0)	6 (38)	7 (43)	16 (100)
Ramtekkedi	6 (38)	1 (5)	3 (19)	6 (38)	16 (100)
Grand Total	21 (36)	2 (4)	15 (27)	18 (33)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 10 Feeling when the adolescent girls discusses about sexual & reproductive health issues

Sample slums	Types of responses				Total Participants
	I feel it is a personal matter and need not discuss	I feel it is important to discuss with friends and family	I feel it is not very important and may discuss with mother only when urgent	I feel shy and so do not discuss	
Bibwewadi	5 (36)	4 (28)	5 (36)	0 (0)	14 (100)
Pandavnagar	0 (0)	5 (50)	1 (10)	4 (40)	10 (100)
Rajwade Nagar	0 (0)	11 (69)	5 (31)	0 (0)	16 (100)
Ramtekkedi	0 (0)	11 (69)	5 (31)	0 (0)	16 (100)
Grand Total	5 (9)	31 (55)	16 (29)	4 (7)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 11 Adolescent girl's reaction to a 'bad touch'

Sample slums	Types of responses		
	I will be confused on how to react	I will raise my voice and protest	Total Participants
Bibwewadi	0 (0)	14 (100)	14 (100)
Pandavnagar	0 (0)	10 (100)	10 (100)
Rajwade Nagar	1 (6)	15 (94)	16 (100)
Ramtekkedi	2 (12)	14 (88)	16 (100)
Grand Total	3 (5)	53 (95)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 12 Adolescent girl's reaction to 'discrimination'

Sample slums	Types of responses				Total Participants
	I will ask for help from someone I rely on	I will be quite as I don't want confrontation or conflict	I will confront the discriminator and raise my voice	I will stay away from the discriminator	
Bibwewadi	2(14)	1 (7)	9 (65)	2(14)	14 (100)
Pandavnagar	2 (20)	2 (20)	4 (40)	2 (20)	10 (100)
Rajwade Nagar	6 (38)	0 (0)	7 (43)	3 (19)	16 (100)
Ramtekkedi	7 (44)	1 (6)	7 (44)	1 (6)	16 (100)
Grand Total	17 (30)	4 (7)	27 (49)	8 (14)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

(C) Practice assessment:

- It was found that most of the girls are doing some kind of physical exercises after getting associated with the project. Almost 86% of the participants said that they do exercise out of which 18% said they do it daily and the remaining 68% said that they often do it. (Refer Table 13)
- It was very encouraging to see that 82% of the participants said that they are following all the key MHM practices that they have learnt from the session conducted under the project. This is the most significant impact of the life-skill sessions that was observed during the evaluation. (Refer Table 14)
- Out of the total participants, 66% said that they often take nutritious food (tri-colored food or tiranga bhojan) in their daily diet, whereas 18% said that they consume *Tiranga Bhojan* daily. (Refer Table 15)

Table 13 Regularity in physical activities

Sample slums	Types of responses				Total Participants
	Daily	Never	Often	Sometime	
Bibwewadi	0 (0)	0 (0)	12 (86)	2 (14)	14 (100)
Pandavnagar	3 (30)	0 (0)	6 (60)	1 (10)	10 (100)
Rajwade Nagar	4 (25)	0 (0)	12 (75)	0 (0)	16 (100)
Ramtekkedi	3 (19)	3 (19)	8 (50)	2 (12)	16 (100)
Grand Total	10 (18)	3 (5)	38 (68)	5 (9)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 14 Regularity of key MHM practices

Sample slums	Types of responses		Total Participants
	All 4 practices regularly	Some of these practices regularly	
Bibwewadi	13 (93)	1 (7)	14 (100)
Pandavnagar	6 (60)	4 (40)	10 (100)
Rajwade Nagar	14 (88)	2 (12)	16 (100)
Ramtekkedi	13 (81)	3 (19)	16 (100)
Grand Total	46 (82)	10 (18)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Table 15 Intake of a nutritious diet or Tiranga Bhojan

Sample slums	Types of responses			Total Participants
	Daily	Often	Sometimes	
Bibwewadi	0 (0)	13 (93)	1 (7)	14 (100)
Pandavnagar	2 (20)	7 (70)	1 (10)	10 (100)
Rajwade Nagar	1 (6)	13 (81)	2 (13)	16 (100)
Ramtekkedi	7 (43)	4 (25)	5 (32)	16 (100)
Grand Total	10 (18)	37 (66)	9 (16)	56 (100)

Figures in the parenthesis are percentage of the total participants for the slums

Besides the quantitative impacts reflected from the KAP study, the following qualitative impacts of the Kishori Vikalp Project was quite evident from the evaluation study:

Impact on adolescent girls:

- Increased exposure to relevant information for their holistic development.
- Improved communication skills with girls becoming more vocal about raising their issues.
- Improved confidence about their future goal and career pathways.
- Improved relationship with parents.
- Girls becoming more focused towards their studies and significant improvement in their academic performance in a large proportion of girls.
- They are sensitized on the negative impact of substance abuse, which is quite prevalent in the project area.
- Decisions and beliefs are not being influenced by superstitions.

Impact on parents:

- Learnt some important parenting skills and have started appreciating the perspectives of their children.
- Improved relationship with adolescent girls.
- With the passage of time, they are more willing to send their girl child not only to attend this session within their slums but also allow them to go outside during camps and exposure visits.
- Parents are now more gender sensitive and are non-discriminatory in their behaviour with the girl child.
- Parents said that they are learning a lot of new things from their child on SRHR, career opportunities, and nutrition.

Impact on the vasti co-ordinators and mobilisers:

- Improved competencies to engage with adolescents.
- Improved technical knowledge and understanding on adolescent issues.
- Gradually the vasti mobiliser has emerged as a leader in the community especially amongst the mothers and a mentor for the adolescent girls.

6. STORIES OF CHANGE



A mother shared about how the KVP class coordinator and mobilizer encouraged her to make her daughter continue studying after 10th standard, and the importance of working. She fought her family to send her daughter to school after 10th standard. Her daughter is now going to the 11th standard.

Figure 18 A proud mother in Bibwewadi vasti sharing her experience



Ashwini Dislae is a mother with lots of hopes and aspirations for her two daughters- Tanuja and Rituja. She has seen how the KVP classes have made her two daughters feel confident. Her elder daughter wants to become a Police Sub-Inspector and her younger daughter wants to become a doctor.

Figure 19 A hopeful mother in Bibwewadi vasti sharing her dreams about her two daughters



“I learnt about the menstrual cycle over here. There is a chapter in class 10 about the reproductive system which also covers about menstruation. The teacher in school was hesitant to teach both the boys and girls in the class together. However, I went to the teacher at the end of the class and told her that she should not be ashamed to teach both boys and girls together because I learnt in the KVP classes that there is nothing to be ashamed of, it is normal”.

Figure 20 Anusha from Rajwade Nagar Vasti



Figure 21 Emergence of peer leaders who will drive the change in future

7. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS	RECOMMENDATIONS
Parental engagement is quite informal and repetitive in nature.	Developing a communication package for structuring the parental engagement, focusing on aspects like better parenting, social security linkages, legal awareness, career opportunities for girls, and gender equity issues.
Community is dependent on the project staff (Vasti Co-ordinators) for rolling out the life skill sessions. It will be a challenge to sustain this approach in the long run.	Capacitating the Vasti Mobilizers on the life skill module so that they can start taking the session under the mentoring and guidance of the Co-ordinator.
The space where the sessions are being conducted is very smalls and not child friendly. Therefore, the sessions are less activity based and more in lecture mode. Moreover, some of the spaces poses risks of accidents.	Explore larger spaces (even open spaces) around the Vasti. If that is not possible, make ethe existing space safe and child-friendly in terms of its design and ambience.
Men and boys' engagement is completely ignored in the project. Without ensuring male engagement the ecosystem of the girls cannot be made enabling.	Integrate mechanisms for engagement of boys and men through meetings at suitable times (may be evening). Sewa Sahyog should work on developing a dedicated communication package for male engagement in the project.
The outcome monitoring and tracking system is not adequate to capture the transformation in the associated stakeholders. There is a lot of scope for improvement in data management and data-based decision making in the project.	Develop a robust monitoring and evaluation framework of the project based on the theory of change and logical framework. Improvement in qualitative documentation should also be considered to showcase the success of the model that is being implemented under the project.
Limited or no engagement with other agencies and government departments on	Explore the opportunities of multi-sectoral and multi-department convergence as adolescent

CONCLUSIONS	RECOMMENDATIONS
adolescent empowerment. Convergence and leveraging are the missing elements in the project.	empowerment and well-being can be realized only through a convergence approach.
The results of the KAP assessment with respect to knowledge was not very encouraging with an average score of 3.43 out of 7.	Sewa Sahyog must explore the reasons for poor learning levels. One of the probable solutions may be more of activity-based learning methods rather than lecture methods. But for ensuring that, the space should be appropriate.