

PROJECT REPORT

Sundargarh

P.A.C.E. Adolescent Girls Life Skills Training Program

Project period: Oct. 2020 to Sept. 2021



TABLE OF CONTENTS

I. INTRODUCTION	3
II. RELEVANCE AND BACKGROUND	3
III. ABOUT P.A.C.E PROGRAM	4
 IV. P.A.C.E ADOLESCENT GIRLS LIFE SKILLS TRAINING PROJECT	
<i>Objectives</i>	7
<i>Project Reach</i>	7
<i>Details of Project Implementation</i>	8
<i>Baseline Survey</i>	10
<i>Imparting P.A.C.E. Training</i>	11
<i>Assessment and Certification</i>	14
 V. PROJECT OUTCOME	15
<i>Knowledge Before and After the P.A.C.E. Training</i>	15
<i>Participants Feedback</i>	16
<i>Module-wise Training Outcome</i>	18
<i>Endline Survey</i>	30
 VI. VOCATIONAL TRAINING AND SCHOOL EDUCATION	31
VII. KEY ACHEIVEMENTS	32
VIII. WAY FORWARD	33
IX. ANNEXURE	34

INTRODUCTION

Adolescence is a key tipping point in a girl's life when she stands on the threshold of adulthood. According to Sarah Gordon, adolescence "magnifies the difference between girls and boys, it entrenches norms that disproportionately create negative experiences for girls." Cultural expectations in many parts of the country, often limit a girl's future to an early marriage and child bearing. These social norms compromise a pivotal moment in a girl's life when she especially needs support to pursue her educational goals and successfully transition to the next stage of adulthood. Supporting adolescent girls' multifaceted needs at these tipping points in their lives by providing them with the necessary skills, resources, and competencies is the key if they are to realize their educational aspirations and lead lives of dignity, choice, and opportunity.

Life skills-based education combines a set of learning experiences for adolescent girls that promote the acquisition of new knowledge and attitudes as well as the skills to change behaviours. Such skills are particularly effective in the context of supportive communities. Gender equality, empowerment and the career enhancement create pathways for adolescent girls to achieve fullest potentials.

RELEVANCE AND BACKGROUND

- The mining-affected areas of Sundargarh are rural areas spread across eight blocks. The male population in the district is 1,061,147, while the female population is 1,032,290. 27% of the district populations belong to adolescent age group. 14.5% population belongs to Scheduled caste and 45.3% belongs to scheduled tribe of the district. (Census 2011)
- 64.74% of the district lives in rural areas. Lephirpada, Tangarpali and Sadar are three such rural blocks in the district.
- Literacy rate in Sundargarh is 73%. The male illiteracy rate here is 19% whereas the female illiteracy rate is 35%. The literacy rate in rural areas of the district is lower, with only 58% of the rural population being literate. Only 65% of rural men and 50% of rural women are literate in the district.
- The sex ratio of the district is 973 females per 1000 males. However, in rural areas of the district, the sex ratio is 1005 females per 1000 males.
- Early marriage, discontinuation of education, the burden of caring for siblings, menstrual taboo, lack of effective communication skills and lack of aspiration for future education and career are some of the challenges that girls in rural areas of the district face.
- Access to career opportunities and lack of aspiration is leading to dropout and low educational attainment among the girls; most of the girls are interested in a change in personality and lifestyle, but not sure about career options. Discontinuation of education is common, and most of them continue education because it is free and they need a minimum qualification which will be an advantage for their marriage.

- According to UNICEF, malnutrition in the form of anemia is present in large proportion of Odisha's adolescents with 56% of girls and 30% of boys being anemic, the reason being lack of knowledge about proper healthy living, family level discrimination, early marriage and pregnancy etc. Anemia among adolescents adversely affects growth, resistance to infections, cognitive development, and work productivity.
- Girls do not have proper knowledge about menstruation and its hygiene management. While the onset of puberty marks a major shift in the status of young adolescent girls, there is a culture of silence around menstruation and often the young girls are not prepared for their first menstrual cycle. Fear, trauma, and a belief that this is impure and dirty dominate the attitude of young girls towards menstruation girls.

To bridge the existing gap and to empower adolescent girls to lead a safe and healthy life, life skill education in terms of the nature of organisational realities and leading skill types - complex problem solving, creativity, people management, emotional intelligence and entrepreneurship is the need of the hour.

Humara Bachpan Trust, a not for profit pan India organization has initiated the GAP Inc.'s 'Personal Advancement & Career Enhancement' (P.A.C.E) life skill training program for 6077 adolescent girls of Sadar, Lephirpada and Tangarpali block of Sundargarh under project in order to secure better access to knowledge, skills, employments, resources and dignified lives.

The programme, by providing clarity and accurate information on various issues, created a platform for adolescent girls so that they could better understand the transitional changes that take place as they step into adulthood and resolve their doubts, thereby transforming them into responsible, informed and healthy citizens. The target populations were adolescent girls of two age groups, 11 to 13 years were considered as younger adolescents and girls of 14 to 17 years were considered as older adolescents. The teaching of the LSE programme comprised two sets of separate modules, four modules for younger girls and four modules for older.

The pilot intervention aimed to provide a safe and fun learning experience where adolescent girls from marginalized communities can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in or return to school and feel empowered to protect themselves from insults and abuse and to pursue their dreams.

The life skills training program was delivered through the globally acclaimed and scientifically developed life skill modules by the certified trainer.

ABOUT P.A.C.E PROGRAM

Gap Inc. has been a pioneer amongst its peers by developing P.A.C.E. ahead of the curve, and by doing so, charting a path for other companies to join the effort in engendering women's advancement. P.A.C.E. stands for 'Personal Advancement & Career Enhancement', a unique globally acclaimed certified life skill enhancement program, as it has been designed to be flexible, adaptable and contextualized for the setting in which it is implemented.

Modules used in the program

P.A.C.E. Life Skill Education program is being imparted through structured modules developed by International Center for Research on Women (ICRW) to bring behavioural changes among the adolescent girls bringing a balance in three areas; Knowledge, Attitudes and Skills. Four different sets of age specific modules are developed for target trainee groups, younger adolescent girls (11 to 13 years) and older adolescent girls (14 to 17 years). The modules are:

Module & Session details for Older Girls

Self

- Self-Identity & Awareness
- Self Esteem Building
- Social Constructs of Gender & How Gender affects
- What is Power, Power & Patriarchy
- Bodily Integrity
- Puberty (What, How & When)
- Menstruation & Bodily Changes
- My Body, My Respect
- Emotions & Relationships

Self-Efficacy

- Effective Communication
- Verbal & Non-verbal communication
- Gender & Communication
- Healthy Relationships
- What is violence
- Different forms of violence
- The change we want to see

Resourcefulness

- Gender & Aspirations
- How work is gendered
- Women & Work
- What is Aspiration
- Aspiration Mapping & Goal Setting
- Time Management
- Stress Management
- Leadership skills

Employability

- Preparing for Work
- Resume Building
- Preparation to face job interviews
- Work Management
- Conduct & Attitude at work
- Money Management
- Prioritizing, Budgeting & savings

Module & Session details for Younger Girls

Me & My Environment

- Self Identity& Awareness
- Social Constructs of Gender & How Gender affects
- What is Power, Power & Patriarchy
- Gender & Communication
- Ways of Verbal & Non Verbal Communication
- How to make communication effective

Me & My Body

- Anatomy, Puberty & Menstruation
- Verbal &Non verbal communication
- Gender & Communication
- Healthy Relationships
- What is violence
- Different forms of violence
- The change we want to see

My Emotions & Relationships

- Gender & Aspirations
- How work is gendered
- Women & Work
- What is Aspiration
- Aspiration Mapping & Goal Setting
- Time Management
- Stress Management
- Leadership skills

Me & My Aspirations

- Preparing for Work
- Resume Building
- Preparation to face job interviews
- Work Management
- Conduct & Attitude at work
- Money Management
- Prioritizing, Budgeting & savings

P.A.C.E ADOLESCENT GIRLS LIFE SKILLS TRAINING PROJECT

The project 'P.A.C.E. Adolescent Girls Life Skills Training' implemented in three blocks of Sundargarh district with an objective to provide a safe and fun learning experience where adolescent girls from marginalized communities of scheduled caste and scheduled tribes and can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in or return to school and feel empowered to protect themselves from insults and abuse and to pursue their dreams.

OBJECTIVES

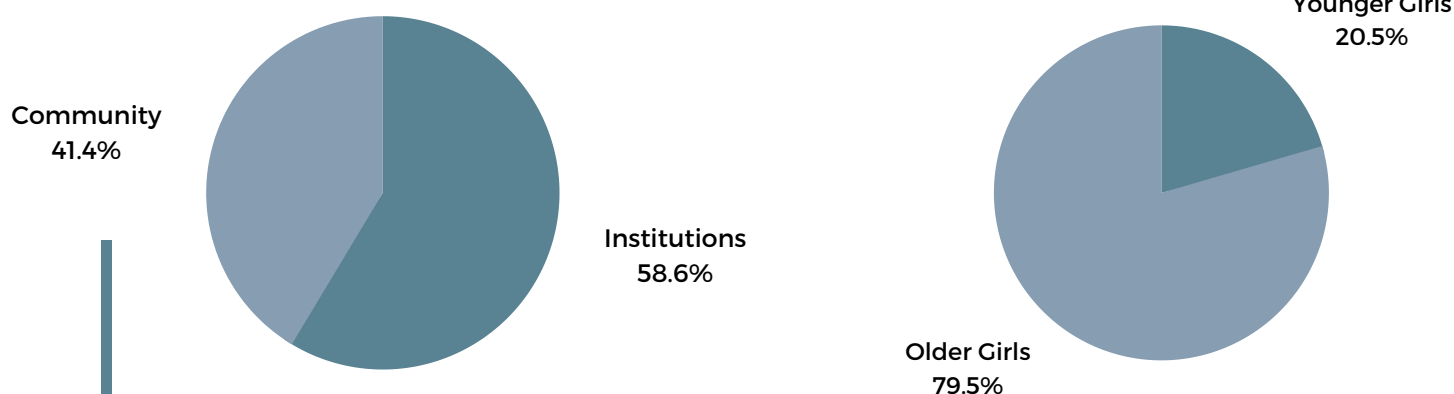
The program was implemented with following objectives

- 1.To develop understanding of adolescent girls about gender, power, and patriarchy, and how these constructs influence and impact their identity
- 2.To enhance specific skills (communication, problem solving, goal setting, etc.) that can enhance girls' agency and negotiation ability to assert themselves and exercise their rights & choices
- 3.To build aspiration and knowledge about different career opportunities and understandings to address challenges generated by gendered societal expectations
- 4.To develop leadership skills to be able to prevent or protect oneself from trafficking, sexual abuse and other kinds of Gender based violence at individual and community level
- 5.To address harmful social practices like child marriage, gender inequality, dowry through well informed and skilled adolescents
- 6.To equip girls with accurate information which will make them feel comfortable with their own bodies and sexuality and take informed decision for improved health and wellbeing

PROJECT REACH

The project 'P.A.C.E. Adolescent Girls Life Skills Training' was implemented in Sadar block, Lephirpada block & Tangarpali block of Sundargarh district in communities and educational institutes.

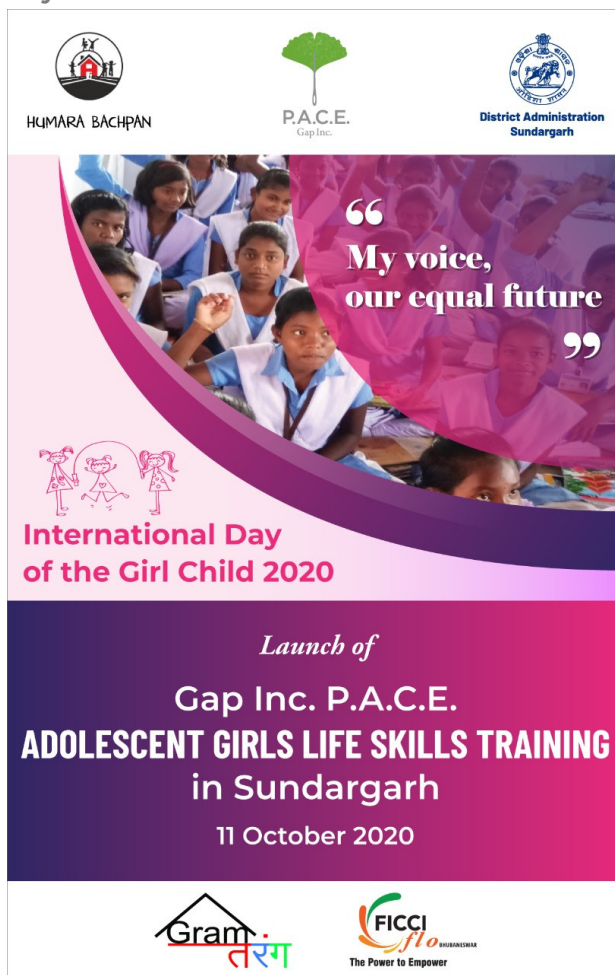
Adolescent girls of 11 to 13 and 14 to 17 years were identified from the villages and schools and Junior colleges of these three blocks. 6077 girls were identified from different social backgrounds and been included in the life skill training process. (The village wise adolescent girls reach is attached as Annexure)



DETAILS OF PROJECT IMPLEMENTATION

PROJECT INAUGURATION

On the occasion of International Day of Girl Child, P.A.C.E. Adolescent Girls Life Skills Training was launched by the district authorities comprising of District Education Officer, District Social Welfare Officer, Public Relations Officer, District Collector and Director of District Rural Development Agency.



RECRUITMENT OF TEAM

A team of 7 members was formed for the project implementation which constitutes

- 1 Training Manager
- 4 Trainers &
- 1 MIS & Documentation Person

With a series of interviews conducted, the Project Manager with relevant working experience was selected. 4 trainers having relevant work experience were selected from intervened blocks. 2 experienced trainers of HBT were associated with the project to handhold and monitor the new recruited trainers.

Training of Trainers:

A 6 day trainers' training workshop was organised during 8 November to 13 November 2020 for the new recruited project team members. The purpose of this trainers' training workshop was to train facilitators who could carry out life skills education trainings for adolescent girls in the communities and schools. The specific objectives of the workshop were

- To help facilitators understand the adolescents' issues and give them in-depth understanding of the lessons of the 8 scientifically developed modules
- To introduce participatory training methods and different tools to be used to train the girls
- To introduce the sample monitoring and knowledge assessment process to be adopted to capture the change among the girls after the training.

The new recruited trainers were trained by 2 main trainers in the ToT process. Dr. Chayanika Mishra was the resource person who trained the facilitators on Anatomy, Puberty and Menstruation.



TRAINER CERTIFICATION PROCESS

Post ToT, the 4 team members took the certification test which included synopsis writing and teach back method. The 4 trainers including the project manager were certified by the master trainer.

STAKEHOLDER ENGAGEMENT

Engaging with stakeholders is crucial to the success of any program intervention. With this objective, the team met the concerned block level, panchayat level and village level stakeholders and discussed with them about the program objectives and also got understanding about the location specific issues and challenges.





BASELINE SURVEY

A baseline survey was conducted among the adolescent girls with a sample size of 10 percent of total trainees. A structured questionnaire was used for the baseline survey (The questionnaire is attached as annexure). Baseline survey was conducted among 600 girls across training location. The specific objectives of the survey were to assess

1. Whether adolescent girls possess the skills to achieve their goals and to make informed decisions/ choices for improved health, wellbeing and life opportunities
2. Whether adolescent girls can communicate well, have mature relationships and have a greater sense of self
3. Whether adolescent girls possess the skills to be able to prevent or protect themselves from sexual abuse or other kinds of gender based violence
4. To assess the level of work preparedness of adolescent girls

Data was collected before and after training to understand pre-existing knowledge and attitudes regarding the following constructs: identity and awareness, power and patriarchy, bodily integrity, emotions and relationships, self efficacy, understanding violence, resourcefulness and employability. The highlights of the findings are

- For many of the young girls covered by the surveys, there was a lack of skills and ability to communicate and some of them had a sense of being highly pressured in their daily lives.
- The part of the survey on assertiveness in generally showed that young people were hesitant in making decisions, which was consistent with their overall lack of confidence. In young girls, 50% of the respondents indicated that they lacked the confidence to express their opinion, or give and receive compliments.
- The most common health problems for girls are around menstruation; girls reported that they had severe cramp and heavy bleeding but their mothers/elder sisters did not give much importance by saying this has to be considered normal, and besides, speaking to anyone about it would be embarrassing.
- Girls get most of their information about SRH from their peers (usually older adolescents). However, due to strong stigma, adolescents do not have access to relevant information, which puts them at high risk of sexually transmitted illnesses (STIs) and other problems.
- Girls are also restricted from being in public spaces and interacting with the unknown people. Older adolescent girls face severe restrictions in what is a strict patriarchal system, if girls do not follow this, they will be known as girls gone 'bad' and 'out of control' and thus bringing shame on the family.

- **Mobility (freedom to leave the house alone) and public spaces are both gendered: Boys have more mobility than girls.**
- **While boys who transition to higher education have role models who have acquired better jobs, girls will not go out of district, nor do they have aspirations to do so. The education objective is to be a matriculate which will help finding better marriage proposal**
- **The girls have no understanding about multiplicity of emotions and managing healthy and unhealthy relationships**



The same questionnaire used with same sample girls to understand the program impact. The endline survey result is mentioned in the outcome part of the report.

IMPARTING P.A.C.E TRAINING

The training process involved the activities such as, mobilization of adolescent girls, village wise batch formation, life skill training and pre-post knowledge assessment.

TRAINING DURATION

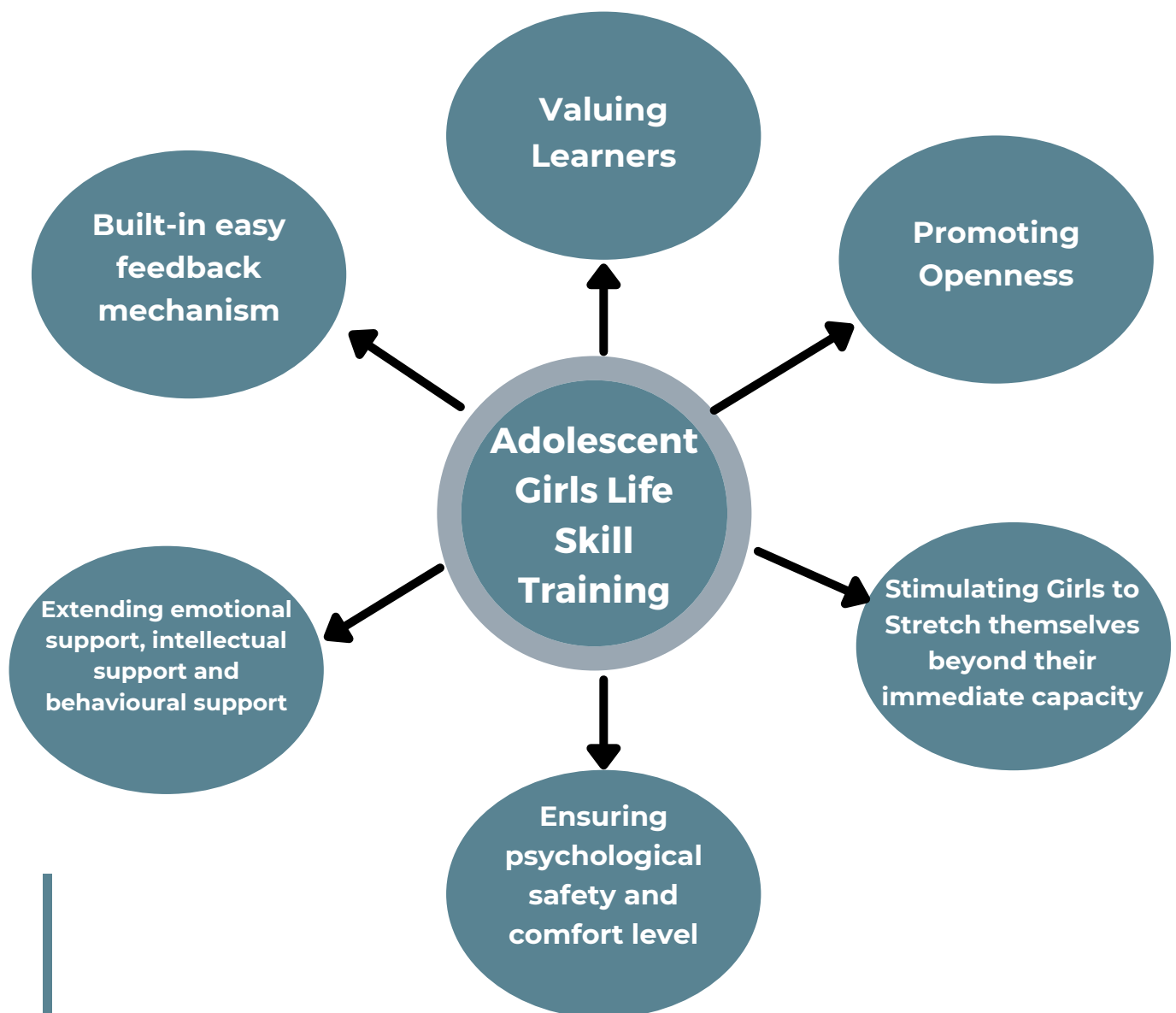
The Gap Inc.'s 'Personal Advancement & Career Enhancement' (P.A.C.E.) training for community set up is of 27 hours training for older girls and 42 hours 15 minutes for younger girls. The training constitutes four modules for older girls; Self, Self-Efficacy, Resourcefulness and Employability. For younger girls, the four modules are: Me and my Environment, Me and my Body, Me and my Emotions and Relationships, and Me and my Aspirations. The module wise, session plan and time allocation for training is as follows.

Girls participated in two hours of training per day. On holidays and festivals (which are times of high absenteeism and school holidays), the practice sessions were conducted somewhat more flexibly with respect to timing. Catch-up sessions were conducted for trainees who were unable to attend a session. This flexibility is reflected in average attendance which was very high, ranging between 94 and 100 percent. With these adjustments, overall program implementation took 21 training days for younger girls and 14 days for older girls.

TRAINING APPROACH

The training used participatory teaching methods, such as group discussion, brainstorming, role-play, small group work, educational games, and storytelling. The group activities for

sessions were conducted following the module. In few schools girls were found hesitant to some of the games and activities, initially seeing them as childish and preferred lecture method, but later they started taking interest in the group activity and wanted to perform better. The games and activities provided participants with opportunities to interact freely, and often generated discussion that couldn't have yielded by other methods. The intention of the training was to provide a fun and relaxed environment, NOT one that resembles a classroom!





ASSESSMENT AND CERTIFICATION

The last session of training batches are consolidation session where trainees shared their learning from each module through debate, presentation and role play. Trainees also made the platform participatory where they presented their real life stories mentioning how the program was instrumental in bringing transformation in them. The candidates were then provided with completion certificates.

On the occasion of Republic day, two certificate distribution programs were organized in Sundargarh. At Bankibahal village of Bhedabahal panchayat, 102 girls were felicitated with certificates by District Social Welfare Officer (DSWO) Mrs. Pratibha Das, Child Development Project Officer (CDPO) Sadar Ms. Kamini Dwivedi & Supervisor Ms. Binapani Choudhury felicitated the girls.

Another certificate distribution program was organized at Bandhapali village of Tangerpali block where CDPO Ms Anjana Bhoi and Supervisor Ms. Signdharani Mohapatra felicitated the girls' trainees.

Girls shared their experience and demonstrated their learning through role play and debate before the stakeholders.



Apart from that, on the occasion of International Women's Day, felicitation and observation of IWD-2021 event was organized by Humara Bachpan Trust at Bhedabahal panchayat of Sundargarh. District Social Welfare Officer Ms Pratibha Das, Child Development Project Officer Kamini Dwivedi, Sadar Block Supervisor Binapani Choudhary felicitated 50 successful trainees from Sadar block, Sundargarh.

In schools and colleges, after training sessions completed, the girls were certified with course completion certificates by principals on different occasions. Trainees used to share their experiences about life skill training that how they have gained confidence and how their lives have changed post P.A.C.E. training among peers and others.

PROJECT OUTCOME

The training program was organized with an intent to empower the adolescent girls to build their lives and their dreams. The training was able to improve skills of girls to achieve their career goals and to address harmful social practices like child marriage, gender inequality, and dowry through well informed and skilled adolescents. The learning outcomes of the training sessions as captured are mentioned below.

KNOWLEDGE BEFORE AND AFTER THE P.A.C.E. TRAINING

The knowledge assessment was done through structured digital set of questionnaire with each batch.

OLDER GIRLS

The knowledge of Self, Self-efficacy, Resourcefulness and Employability prior to the training and post training was assessed and scored. The module wise average scoring of 4832 older adolescent girls is mentioned in the below table.

TRAINING MODULE	AVERAGE SCORE (BEFORE TRAINING)	AVERAGE SCORE (AFTER TRAINING)
SELF	24.10	80.33
SELF-EFFICACY	26.9	80
RESOURCEFULNESS	20	79.8
EMPLOYABILITY	25	80

YOUNGER GIRLS

The knowledge of Me and my Environment, Me and my Body, Me and My Emotions and Relationships and Me and My Aspirations prior to the training and post training was assessed and scored. The module wise average scoring of 1245 younger adolescent girls is mentioned in the below table.

TRAINING MODULE	AVERAGE SCORE (BEFORE TRAINING)	AVERAGE SCORE (AFTER TRAINING)
ME AND MY ENVIRONMENT	20	78
ME AND MY BODY	18.6	78.4
ME AND MY EMOTIONS AND RELATIONSHIPS	20	81
ME AND MY ASPIRATIONS	20	78

PARTICIPANTS FEEDBACK

Post training, to understand the effectiveness of the program, feedback mechanism and experience sharing methods were used. The training quality, its applicability and personal and professional level gains was captured module wise through the feedback mechanism. Thus during Closing & Consolidation session, feedback was collected from 600 participants.

OLDER GIRLS

TRAINING MODULE	QUALITY OF TRAINING			AVERAGE	TOTAL PARTICIPANTS
	HIGH	MEDIUM	LOW		
SELF	500	62	36	2.7	600
SELF-EFFICACY	520	28	52	2.7	600
RESOURCEFULNESS	480	80	40	2.7	600
EMPLOYABILITY	540	50	10	2.8	600

YOUNGER GIRLS

TRAINING MODULE	QUALITY OF TRAINING			AVERAGE	TOTAL PARTICIPANTS
	HIGH	MEDIUM	LOW		
ME AND MY ENVIRONMENT	496	66	38	2.7	600
ME AND MY BODY	530	24	46	2.8	600
ME AND MY EMOTIONS AND RELATIONSHIPS	484	78	38	2.7	600
ME AND MY ASPIRATION	530	50	20	2.8	600

The trainees were unanimous in their confidence in the P.A.C.E. trainings and rated a high scoring for the quality of training in all modules of the P.A.C.E. program.



APPLICABILITY OF TRAINING

The participants were requested (10% sample of each batch) to rate the applicability of the P.A.C.E. trainings in their day to day lives, at the work place and in society with a high score of 3 and a lowest score of 1.

OLDER GIRLS

TRAINING MODULE	APPLICABILITY OF TRAINING			AVERAGE	TOTAL PARTICIPANTS
	HIGH	MEDIUM	LOW		
SELF	366	182	52	2.5	600
SELF-EFFICACY	390	148	62	2.5	600
RESOURCEFULNESS	360	180	60	2.5	600
EMPLOYABILITY	440	94	66	2.6	600

TRAINING MODULE	APPLICABILITY OF TRAINING			AVERAGE	TOTAL PARTICIPANTS
	HIGH	MEDIUM	LOW		
ME AND MY ENVIRONMENT	380	186	54	2.6	600
ME AND MY BODY	386	156	58	2.5	600
ME AND MY EMOTIONS AND RELATIONSHIPS	392	162	46	2.5	600
ME AND MY ASPIRATION	446	94	60	2.6	600

The participants were of the opinion that the P.A.C.E. trainings were very much applicable in their day to day lives.

The trainees shared that the sessions were very much useful for them to address the multiple challenges such as gender role perception, conflict of emotions, safety issues, confusions regarding inter personal relationship, accepting bodily changes, curiosity regarding sex and sexuality, choice of career, educational aspirations and lack of knowledge in menstrual hygiene & reproductive health with better understanding. The trainees were of the opinion that they were very weak with their communication skills and understanding of their aspirations. They also shared that they could not raise their voice against social evils such as child marriage, dowry and gender inequality.

Subsequent to the training the participants were more confident of themselves, armed with the new knowledge and the skills gained in the relevant areas of the P.A.C.E. training. The average scoring after the P.A.C.E. training increased to 79.26 percent and above in the relevant areas, revealing the positive impact of the P.A.C.E. training.

MODULE WISE TRAINING OUTCOME

YOUNGER GIRLS

Me and my Environment

Training participants were asked to describe their experiences of utilizing the Me and My Environment learning in the personal, educational and societal aspects of their lives. The training enabled the girls to understand the below

- Identify and articulate statements descriptive of self and identity
- Identify influences that shape self and identity.
- Gender as a social construct and to identify the role of patriarchy in daily life
- Increase the comfort level and capacity of participants for communicating with adults
- Develop effective verbal and non-verbal communication skills

About applying the learning in day to life, the girls stated they are able to communicate confidently and express themselves effectively. They developed a critical understanding of gender concerns and are able to explore scopes of negotiation to break gender norms.



Gauri's journey from shyness to confidence

When it comes to education of children in rural areas, they face a number of challenges like lack of resources, poor infrastructure and limited learning opportunities. The resource constraints impede the academic stimulation needed for the students' cognitive, intellectual, and social development. The pandemic has further restricted children's access to education.

Gauri Karali, is a 12 year old girl of Meghadega village of Sundargarh district who lived with her parents and siblings. Gauri's father was a daily wage labourer, who was facing a lot of difficulties in making ends meet ever since the pandemic. Because of the financial conditions of her family always Gauri was always distressed. She would rarely talk to anyone, and did not have many friends. Unable to communicate properly, Gauri always kept quiet and did not participate in her classes, or in her community.



When the GAP Inc's P.A.C.E. Life Skills training was conducted in her village, Gauri attended the sessions. At first, Gauri rarely spoke or participated in any discussion. She would not mix with anyone and would always sit alone at the back of the room. Talking about her experience of the training, Gauri shared, *"With each passing session, I started gaining an idea of self and identity. I learned the importance of interaction and building strong relationships with friends, family and peer. I decided to carry forward to positive aspects of my identity and build my confidence."*

The change in Gauri was duly noted by the trainers, parents her school teachers and friends. Towards the end of the training, Gauri was regularly participating in the discussions, making friends and presenting herself confidently.

Thanking HBT for the support she got, Gauri said, *"I had never thought I would ever be able to make any friends in my life. I always felt lonely and sad and never had the confidence of approaching people. The training has enabled a change in me which I will forever be grateful for. I am more confident, and I am able to articulate my thoughts effectively."*

Me and My Body

The module 'Me & My Body' for adolescent girls helped them feel comfortable with their bodies, and made them better informed about sexuality, reproduction and prevention strategy so that they can make informed decisions about their sexual and reproductive lives. The module focuses on bodily changes during adolescence and the impact of these. Sessions within the module also deal with issues of safety and of consent.

Trainees shared that the training was able to:

- Equip participants with accurate information about anatomy, puberty, and the human reproductive system
- Provide basic information on sex and sexuality
- Present menstruation as a biological process and debunk some of the myths associated with menstruation
- Explain concepts of safety, consent, and rights

Breaking the taboo of menstruation

Periods and menstruation have long been a taboo and considered impure. Even today, women are often restricted from social and religious events, denied entry to religious places like temples and even kept out of kitchens. Menstruating girls are not allowed to touch certain things, in the fear that they might spoil its purity.

Barsa Nag was 10 years old when she first got her periods. *"I was a little surprised the first time. I told my mom and she narrated a list of Do's and Don't's. Being a naïve girl unaware of the patriarchal roots of menstrual taboo, I accepted what my mother told me to do and followed the rules. However, it always seemed very preposterous,"* Barsa recalled.



When the P.A.C.E Life Skills training began in the village, Barsa was one of the most inquisitive and curious trainees. *"In the training, I was told about all the myths associated with menstruation. I got to know that menstruation is a completely normal biological process and there is nothing there to be disgusted about it. I also learned about how pregnancy occurs and the menstrual hygiene practices and the social taboos associated with periods,"* Barsa said.

Taking her learning further, Barsa is now speaking vocally against the menstrual taboo and myths associated with it. At her home, she has made her family members aware of the biological nature of periods. Apart from that she is also sharing the knowledge with her friends and classmates.

"Every girl should be given knowledge about menstruation process by her mother before the onset of periods. The training sessions are very useful for every girl to overcome the difficult days. The knowledge I got from the training, I wish I should been given either by mother or in my school." Barsa added.

Preparing Parents....

In the initial batches of the training, our facilitators faced parents and teachers objection to speak about puberty, reproductive organs to young girls many of whom have not attained their periods. There were drop out cases in most of places where training was going on. It was also difficult for the trainers to generate participation of the trainees during the sessions. They were just sitting silently putting the head down. To address the situation, we decided to involve parents and female teachers in the schools in the training process. Our trainers made home visits to the houses of the drop out trainees and started interacting with their mothers making them understand that it is important for the children to be informed about the bodily changes to accept that positively and this will protect them from physical abuses that they face from near relatives because of ignorance.

Then after we started scheduling the parents' session in communities and teacher's sessions in schools prior to that of the training so that they are better prepared and better able to respond and participate in the family activities and take home exercises that are parts of the training program.

Me and My Emotions and Relationships

The module "Me and My Emotions and Relationships" enabled the girls to have an understanding of their changing emotions. This module has equipped the participants to think for themselves and assess new situations with new people so that the excitement of growing up is guided by an increasing capacity to identify and negotiate one's own desires, choices, and decisions. The module has helped the girls:

- To understand one's own emotions and how they impact our choices and decisions.
- To understand what it means to feel attracted to people around them and understand the importance of forming friendships and peer networks that will support them.
- To think through emotions and relationships with evolving maturity.

Laxmipriya's Step towards a Better Future

Adolescence can be a confusing period for a child where they are grappling between what they want and what others think is best for them. Life skills training can help children discuss and tackle their problems effectively.

This is the story of Laxmipriya Das, an 18-year-old girl working in the stitching department of Sai Export in Bengaluru. However, years before moving to Bengaluru, Laxmipriya lived with her mother and father in Karamdihi village of Sundargarh. Things were going well, until at a very young age, Laxmipriya ran away from her home with her boyfriend.

Laxmipriya was later found by the police and sent to Aba Ujjwala shelter home for girls. Laxmipriya continued her education from the shelter home for one year, after which her parents took her back home. However, Laxmipriya tried to run away from her home once again after a few years. This time her parents found her and sent her back to the Ujjwalacentre.

Recalling the tough period of her life, Laxmipriya said, *"The time then was very confusing for me. I was fickle and naïve and did not know what is right for me. I did not have a good rapport with my parents and I always felt trapped."*

When the P.A.C.E. Life Skills Training was started in the Ujjwala Centre, Laxmipriya started attending it regularly. *"The training and support I got from them came at a time when I was feeling lost and hopeless. But after attending the life skills training I realised that what I did was wrong. I should not have run away from my home, and I regret it,"* Laxmipriya narrated.

"But now I have made up my mind that I will not take any wrong step. Although I did a mistake in my past, I will not take the wrong path again and will prove myself," Laxmipriya said enthusiastically. Laxmipriya's life took a turn for the better after she attended the life skills training. After the training, Laxmipriya showed an interest in learning stitching and living an independent life. HBT supported her decision and helped her get admission for vocational training under DDUGKY at Karamunidhi, Sundargarh.

After taking the three months residential training, Laxmipriya took up a stitching job at Sai Exports in Bengaluru. *"I am living an independent life now, thanks to the support by HBT. After the dark phase in my life, I am now finally able to think of a better future,"* Laxmipriya shared.



Me and My Aspirations

Through this module, the girls were able to build awareness and understanding of what it means to aspire and to achieve. The module also enabled participants to identify their own interests and aspirations. The girls also learnt some essential skills such as time and money management, priority setting, decision-making, problem solving, and leadership, which helped them achieve some of their aspirations. Through the training, the girl were able to

- Think about and identify their interests and aspirations.
- Understand how to work on achieving their aspirations.
- Build an understanding of concrete ways of planning for the achievement of their aspirations.
- Get insight into human rights and the significance of these rights in their own real lives and contexts



Ismat Oram: An example of education for a bright future

Ismat Oram is a 12-year-old girl from Bandhpali village of Sundargarh. At a very young age, Ismat's father abandoned her family. Ismat's mother was the sole working member in the house after Ismat's father left the home. Since then Ismat is living at her grandmother's house with her mother and grandmother.

After her father left them, Ismat had to leave her education and help her mother with the household chores. However, Ismat had always wanted to go to school and study. When HumaraBachpan Trust began the life skills training at her village, Ismat joined the sessions. At the session, Ismat met with other girls who went to school and was now even more eager to begin schooling.

"At first, I thought I will not be able to attend school anymore. But at the life skills training I was told that I can still join school," Ismat shared.

"I got to know many things at the training session and was informed about the benefits of education. The people there encouraged me to join a school. Didis from the HBT team also told me that they will help me get admission to a school and will enrol my name there so that I can go. With the help from HBT, I then convinced my mother to allow me to go to school," Ismat added

Ismat's story is a perfect example of how a little bit of awareness and support can help a girl get out of the darkness of illiteracy. At such a young age, Ismat is now a role model for other girls to follow.



OLDER GIRLS

Self

The module enabled the girls to learn about their own identity within the larger framework of the concepts of gender, power and patriarchy. Through the module the girls learnt how gender norms and expectations often dictate their sense of self and how concepts of power and patriarchy can impact how they interact with the world. Through the various sessions under this module, the girls were able to develop greater confidence in themselves and their body image, while also learning to deal with their emotions effectively.

Some of the major takeaways from the modules are:

- Understanding of how their identity and sexuality as a girl is constructed by their community.
- Ability to understand, deconstruct, and create their identities on their own terms.
- Greater self-confidence.
- Stronger self-awareness.
- Awareness about the bodily and emotional changes during adolescence
- Knowledge about myths and stereotypes associated with menstruation and bodily changes.
- Understanding of the different kinds of relationships in their life and developing the ability to navigate these relationships.

Sunima's search for personal identity

Adolescence is a period of identity formation. When a teen is developing their identity they are learning what makes them unique while also feeling the need to fit in. For teens who feel excluded from others due to their social, cultural, ethnic, gender, or sexual identity, this process can lead teens to begin participating in harmful behaviour.

Sunima Pujhari, a 15 year old girl from Meghadega village of Sundargarh who was facing a difficult time adapting to the changes in her life due to adolescence. Sunima was a student of class 10 at the Meghadega Ashram School and she was finding it difficult to fit in. Even during the initial sessions of the P.A.C.E Life Skills Training, Sunima remained withdrawn.

Gradually she started interacting during the training sessions. In the feedback session of 'Bodily Integrity', Sunima shared that she was not comfortable with the bodily changes came in her with the onset of adolescence. She used to be in a confused state of mind and was unable to share her difficulties with anyone. The interactive sessions, role play and the friendly training atmosphere helped Sunima to overcome the situation and was able to bring good range of behavioural changes.

After the training Sunima became a vocal part of her community. She now acts a mentor and friend to other girls in the village. *"I consider myself lucky to have got the opportunity to be a part of the P.A.C.E Life Skills Training. I am now advocating for other girls who are facing a situation similar to mine. All that the girls need is emotional support and guidance in such times, and often they are not able to get the same from their family or peers. I am trying to give them the support to help them make important lie decisions,"* Sunima shared.



Self Efficacy

The Self Efficacy module aimed at helping the girls learn about the gendered nature of communication and how they can develop effective and stronger communication skills. Through the various sessions, the girls were able to comprehend the interplay of power in their daily lives. The girls were able to recognise violence and its causes, making them more self-assured and prepared to deal with it.

Because of the module, the girls were able to

- Communicate aspirations effectively.
- Assert themselves and exercise their agency and choices.
- Understand the impact of power in their relationships.
- Understand what constitutes a healthy relationship.
- Learn about and be able to identify different forms of violence

Bhalugada Adolescent Girls Addressing Their Safety Issues

The P.A.C.E life skill training program of adolescent girls' is able to bring transformational changes among girls of Sundargarh. The Humara Bachpan Jyoti Adolescent girls club members of Bhalugada village did safety audit in their village and identified that accessing the village pond after sun set is not safe for women and girls. They want maintenance of the road as well as repairing of the street lights to avoid the unsafe factors while approaching the pond. The adolescent girls submitted Charter of Demands (COD) to Deuli Panchayat



Sarpanch Smt Nalini Pradhan and Sadar Block Development Officer Shri Mitrabhanu Naik. BDO Shri Naik has given commitment to resolve the lighting issue immediately and to do the road construction work before summer season.

Similarly Humara Bachpan Dharitri adolescent girls' club members have submitted Charter of Demands to Sadar Block BDO to construct steps in the village pond embankment to avoid the chance of accidents from drowning.

The training made the girls informed about menstrual health and hygiene; the girls of Humara Bachpan Dharitri club has submitted request to conduct Hemoglobin screening and make low cost sanitary napkin available at village Anganwadi centre to Child Development Project Officer (CDPO) Ms Kamini Diwedi. Since schools are closed now, girls are not able to get free sanitary napkin.

Madhumita is fighting for an end to Child Marriage

Madhumita Bhoi, a 16 years girl of Bankinahal village (Bhedabahal Panchayat) of Sundargarh district had set an example by refusing her marriage and pursuing her career path.

Madhumita is a bright student; she is studying in standard 10th of Bargard Ashram School, Sundargarh. The young girl belongs to poor family, her brother is a daily wage worker and her mother is also into wage based work. Madhumita's father Shri Rohit Bhoi has kidney problem for which he is unable to earn any livelihood. During the pandemic period, the family faced financial crisis when they did not get any work. Father's health ailment, family's economic condition and lack of alternatives built pressure on Mdhumita to discontinue her study. Her family and relatives arranged a marriage alliance for her during the lock down.



Madhumita became aware of the consequences of early marriage such as the end of her education and increased risk of pregnancy through the GAP Inc's P.A.C.E adolescent life skill training (Older Girls) conducted in her village.

She took a stand against family's decision and sought HBT's support to convince her father and relatives not to get her married at such an early age. With a series of conversation, finally Madhumita's father agreed to cancel her marriage. She was allowed to go back to her hostel to continue her matriculation.

“Early marriage not only puts a stop to girls’ hopes and dreams; it puts her in health & life risk as well. I want to stand for every girl who is in my situation. I want to become a social worker; I will work towards setting up a society where young girls will no longer be seen as a burden”. Says Madhumita.

On the occasion of ‘National Girl Child Day-2021’, Madhumita got felicitated as “Extra Ordinary Girl” by Sundargarh district Superintendent Police Ms.SagarikaNath, (IPS).

“The issue of child marriage does not end by just preventing the marriages from taking place. It is a symptom of deeper cultural and poverty related problems that must be addressed to end child marriage.” Said Madhumita in her experience sharing session during the award giving ceremony.

Resourcefulness

Through the previous two modules, the girls were able to gain awareness and exposure which helped them gain a stronger sense of self. The resourcefulness module enabled the girls to start thinking and working towards their career pathways.

The modules helped the girls:

- To have a clear vision of their goals and are able to concretely develop a plan for further education or employment.
- To be able to identify the information needed to access their goals and where to access it.
- To have an understanding of basic finances including banking, saving, and spending money.
- To understand which skill sets are needed for the careers they choose.
- To be able to identify community role models that can provide them guidance for their future.
- To be aware of appropriate, safe, fair, and ethical work practices

Putting girls on the forefront: Girls of Sundargarh working for the betterment of their community

Women have been chasing the dream of equality for centuries. But patriarchy often stifles those dreams at a very young age, even before they take flight. By the time girls reach adolescence, they are told that they are a burden to the family and their only aim in life should be to get married as soon as possible. Developing a goal and having a clear vision to achieve these goals is not something girls are encouraged to do.

The P.A.C.E Life Skills Training aims to give young girls the support to dream big and to fulfil their dreams. It

encourages women to not only speak for themselves, but to become role models for the other girls in the community.

With the help of the P.A.C.E. Life Skills Training, the girls of Kuarabaga and Kanakjura have set an example for other girls to follow. Swati Pooja Surin, Nancy Surin, Priyanka Kakh, Jamini Seth, & Pooja Munda are girls from these villages who are now working towards helping the people of their community and are set out to provide social security linkages to every eligible family in their village.

Talking about her training experience, 16 year old Pooja Munda said, *“Before the training I did not know what my future would be like. Having seen my other siblings get married by the*



time they turned 18, I also thought that that is what is in store for me. However at the P.A.C.E. life skills training I learnt that I can actually go ahead and set a future for myself, and have a career goal. I realised that there is nothing withholding me from having a bright future for myself."

During the training, Pooja and her friends sat together and charted out a plan for themselves. *"We all wanted to do something for our communities, and we realised that a lot of the people in our villages are not getting the benefits they are entitled to receive from the government because they lack the required documents. We then set out a plan to help each villager get these documents and help them receive what is rightfully theirs."*

The girls were able to help 59 people get old age pension, 7 women get widow pension and 6 people get disability pension. The girls also corrected the Aadhar cards of 42 people and made new Aadhar cards for 9 people.



BEFORE



AFTER

Similarly, in Sadar block, village Infrastructure change such as repairing of village roads, drain construction in Jamapalia village happened when adolescent girls submitted Charter of Demand to BDO (Sadar Block).

Employability

The module enabled participants to learn specific skills that help them move towards preparing for their future career paths. They also learnt how to create a resume, how to prepare for an interview, how to conduct themselves at work, and how to manage their finances. The girls also shared that they gained knowledge about enterprise and entrepreneurship and how to start their own business and plan for it.

The girls shared that due to the training they were able to:

- Identify the type of jobs they want to apply for.
- Feel prepared with a C.V. and interview tips for applying for a job of their choice.
- Gain knowledge about conducting themselves in a workplace environment.

Gain knowledge about financial management and the ability to make their own budgets and practice saving for their futures.



Rima Kumra: Carving a future for herself

Rima Kumra is the eldest daughter of Kesaba Kumar, a daily wage labourer in the Meghdega village of Sundergarh. She is 18 years old and lives with her family. The family's weak financial conditions made it difficult for Rima to continue her higher education after 10th. Having always dreamt of working and earning, Rima had to compromise with her aspirations after she slowly realised her family's situation.

Seeing her father working as a labourer and struggling to get some work on a daily basis broke her partially. Rima was always worried about her family's financial conditions and would feel helpless thinking that she could never work and earn because she does not have the required educational qualifications.



"I was constantly worried about how will we be able to sustain our lives without a proper source of income. I had lost all hope. However, things changed after I was counselled by people from Humara Bachpan Trust. I shared my story with them and I was informed that I still have options in hand like skill development training which can help me get a job," Rima shared.

Under the guidance of HBT, Rima was enrolled at the Deen Dayal Upadhyaya Grameen Kaushal Vikas Yojana of NIAM Centre in Sundargarh. Not only did she enrol herself, but Rima also asked her friends to join the training. *"Having attended the training I realised that many other girls from our village can also benefit from the training programme."* Rima shared.

"Having seen my family struggle so much, I had never thought that I will be able to study. The training has opened doors for me and given me opportunities I had never imagined I will get in my life. I can now look forward to a better future for me and my family," Rima concluded.

ENDLINE SURVEY

An endline survey was conducted among the adolescent girls with a sample size of 10 percent of total trainees. A structured questionnaire was used for the survey (The questionnaire is attached as annexure) which was conducted among 600 girls across training location. The findings of the survey are as follows:

- There is a positive impact of life skills training on both younger and older adolescent girls as evidenced in the findings prior to and after training
- There is an increase in self esteem after the training upto 94.6 per cent
- There is a significant increase in understanding about gender and social constructs about gender among girls
- The trainees have gained proper understanding of 'Power & Patriarchy' concept that before training 19.8 per cent of respondents reported that power can shift from one person to another which has increased to 31.7 per cent after training. Similarly before training, only 18.8 per cent were able to identify the source of power which has increased to 48.5 per cent after training.

- The knowledge about menstruation and hygiene practices to be followed during menstruation has increased to 58.1 per cent after training
- 67.7 percent girls are able to differentiate between good touch, bad touch and confusing touch
- When assessing the knowledge on gender based violence (post training), it was observed that 71.3 per cent of the respondents considered women or girls are prone to violence by virtue of their gender
- The positive impact of training is that following training, participants are able to articulate a minimum of 21 different career resources available to them
- Both younger and older adolescents expressed an enhanced sense of self-worth after training. They were able to confidently present themselves and articulated a far greater aspiration for the future.

VOCATIONAL TRAINING AND SCHOOL EDUCATION

The P.A.C.E adolescent girls life skill is focusing on education and learning outcome of girls and the domain meeting points are the followings.

- Cultivation of educational aspirations
- Access to quality education
- Freedom from child labour, domestic and care work responsibilities
- Transitions to (post-) secondary educational and learning pathways

Because of the training, 35 drop out girls are enrolled back in school. Apart from that, the career aspiration building among girls is one among the training objectives. Towards this during training, career goal mapping exercise was conducted. Girls expressed interest to take up vocational training and they were counselled about different skill opportunities available under different job roles. As a result of this 35 girls have registered in vocational training centres under DDU-GKY, out of which 12 girls are continuing classes, rest 13 will enrol in next year session under different trades. Another 30 girls were also identified for vocational training in RSETI under different trades, and 20 girls were identified to get coaching under 'Sudakhya' program.





KEY ACHEIVEMENTS

Education and Career Aspiration

- 35 drop out girls are enrolled back in school
- 35 girls have registered in vocational training centres under DDU-GKY, out of which 12 girls are continuing classes, rest 13 will enroll in this year session under different trades
- 20 girls are identified to get coaching under 'Sudakhya' program
- 30 girls are identified for vocational training in RSETI under different trades
- 2 girls are enrolled in school and 1 girl in vocational education of Ujjawala centre

Self Efficacy & Leadership quality

- 15 adolescent girls group formed in 15 villages with 625 members, 61 girls are developed as leaders
- The 61 leaders are cascading the training learning among peers
- The adolescent girls' leaders have identified vulnerable families and linked them under social security schemes. Old age pension-30, PwD pension-15, Aadhar card-30
- Village Infrastructure change such as repairing of village roads, drain construction in Jamapalia village happened when adolescent girls submitted Charter of Demand to BDO (Sadar Block)
- Girls of Bhasma village submitted demand to CDPO (Sadar) to conduct Haemoglobin test and provide Sanitary Pads

Self Efficacy & Leadership quality	<ul style="list-style-type: none"> The girls have become regular to classes and asking questions to clear doubts (As informed by teachers)
Financial Literacy	<ul style="list-style-type: none"> 61 girls have opened bank accounts & started savings habit, More than 111 girls confirmed having a savings plan in past three months.
Health & Wellbeing	<ul style="list-style-type: none"> 3 early marriages have been stopped 300 girls are receiving free sanitary pads from Anganwadi centre every month 2530 girls have adopted improved menstrual hygiene practices 2530 door to door visits, 325 oximeter readings, and 570 thermal scanning done for COVID awareness

WAY FORWARD

The PVTG adolescent girls of Sundargarh face multiple challenges such as gender role perception, conflict of emotions, safety issues, confusions regarding inter personal relationship, accepting bodily changes, curiosity regarding sex and sexuality, choice of career, educational aspirations and lack of knowledge in menstrual hygiene & reproductive health. The project can offer important life skills to these girls to get a better understanding of their self, gender, patriarchy, their bodily changes, and their emotions and relationships in the changing phase. It will also enable them to build aspirations and resourcefulness and work preparedness towards their future.

The program has been acknowledged by stakeholders at different level and there is a scope of replication in PVTG residential blocks, such as Banei, Lahunipada of Sundargarh. The impact of this programme on adolescent girls and communities will lead to improved social status of girls in Sundargarh district. The program in communities and educational institutions will bring transformation in the current scenario in Sundargarh district.

ANNEXURE

BLOCK	VILLAGE/SCHOOL NAME	BATCH SIZE (OLDER GIRLS)	BATCH SIZE (YOUNGER GIRLS)
Sadar	Bankibahal	27	20
	Bhedabahal	35	20
	Bhasma	23	25
	Jampalia	22	30
	Kundukela	20	20
	Rangadhipa	60	
	Kali Mandir	20	
	Bhabanipur		20
	Mundapada	24	22
	Timadihi	21	20
	Gurabasa	23	21
	Kusapada	20	22
	Balijuri	33	
	Kiakacchar	20	22
	Labanybati High School	30	
	Women's Collage	244	
	Bhalugard	20	20

BLOCK	VILLAGE/SCHOOL NAME	BATCH SIZE (OLDER GIRLS)	BATCH SIZE (YOUNGER GIRLS)
Sadar	RatanPur	25	
	MedinPur	20	20
	Rani Janaki Girls High School	94	
	Sundargarh Women college	817	
	Sundargarh/Govt college	442	
	MD College	164	
	T.G.P High	34	
	School(Katra)	36	
	Mangaspur High School	38	36
	Singhputla	20	20
	Kandabahal	55	20
Tangerpali	Mahulpali	33	22
	Bandhpali	91	70
	Tasaladihi	23	20
	Meghadega	68	61
	Kuanrbaga	20	20
	Kanakjora	45	66
	Jampada	29	

BLOCK	VILLAGE/SCHOOL NAME	BATCH SIZE (OLDER GIRLS)	BATCH SIZE (YOUNGER GIRLS)
Tangerpali	Kalabahal	24	
	Kuludhipa		30
	Budbahal	21	20
	Tangerpali	40	41
	Kenapali	20	21
	Surda	26	28
	Hundarmal	32	
	Tinikuda	30	32
	Tasupada	25	
	Nialipalli	30	
	Kadalimunda	22	30
	Jhimermahul	25	28
	Kirpsira	25	26
	Kepsa	26	23
	Ujalpur	50	49
	Singhanimunda	25	22
	Bilaigada	24	22
	Saradhapali	24	20
	Telipalli	38	

BLOCK	VILLAGE/SCHOOL NAME	BATCH SIZE (OLDER GIRLS)	BATCH SIZE (YOUNGER GIRLS)
Tangerpali	Remada	35	30
	Mangaspur	37	35
	Ujaalpur Higher Secondary College	100	
	Mahulpali M.D.College	192	
	Ujjawla Centre, Mahulpali	20	
	Girnjikela KCP Panchayat School	226	
	Jeojoni	21	21
Lephirpada	Sargipali	21	20
	Chakuli	25	25
	Aampada	30	20
	Shreebhavan	21	25
	Tikarpada		36
	Labdega	26	24
	Sargipali Girls High School	96	
	Ujaalpur Girls High School	160	
	AVA High School	70	
	Basudev High School	133	
Sundargarh Town	St Maries Girls High School	416	
TOTAL: 3 Blocks	18 institutions, 54 villages	4832	1245

SURVEY QUESTIONNAIRE

Interviewer Information

Name of Interviewer

Date

1.General Information

- Girl's Name:
- Age (in year):
- School/Community Name:
- Number of family members:

2.Education Status

- Are you continuing your education: (Y/N)
- Name of your school/collage:
- Which class/Year you are studying in:
- If No: when did you leave your study:

❖ Up to Primary (Class V)

❖ Up to Upper Primary (Class VII)

❖ Up to Secondary (Class X)

❖ Up to Higher Secondary (Class XII)

❖ Never been to school Reason for leaving education (Drop out):

❖ Poor family Background

❖ No family/Parent's Support

❖ No interest in education

❖ No future aspiration for becoming employed

❖ Burden of household chores/taking care of siblings

❖ Health issues/illness

❖ School/Collage in long distance

❖ Safety issues

❖ Early Marriage

❖ After menstruation started

❖ Any other, please specify -----

- Do you regularly attend school/collage? Y/N

- If No, Reason for not attending school/college regularly?

❖ No family/Parent's Support

❖ Classes are not interesting

❖ No future aspiration for becoming employed

❖ Burden of household chores/taking care of siblings

❖ Health issues/illness

❖ School/Collage in long distance

❖ Safety issues

❖ After menstruation started

❖ School infrastructure/atmosphere is not conducive

❖ Any other, please specify -----

3. Career & Employability

- What you want to be in future? -----
- Do you know what are the sources from where you can get information about higher education and employment opportunities? Y/N

- Have you heard of Skill training? Y/N
- Do you want to take skill training? Y/N

4. About Power, Patriarchy & gender discrimination

- Do you believe you have been treated differently from your brother/s in your family Y/N?
- In what way you are treated differently?
- ❖ My brother is loved more
- ❖ Food get prepared in our house as per my brother's wish
- ❖ I hardly get any encouragement regarding my education/career
- ❖ I am not asked in any family level decision
- ❖ My mobility is restricted, but my brother is allowed to go where ever he wishes to What do you think, the reason might be
- ❖ Unawareness
- ❖ Societal customs & practices
- ❖ Boys stay with parents after marriage
- ❖ Boys do not face violence
- ❖ Boys can earn
- ❖ If others, please specify -----
 - According to you, who should take decision in your family?
- ❖ Father/Grandfather
- ❖ Mother/Grandmother
- ❖ Brother
- ❖ All of us together
- ❖ Don't know
 - If it is father or elder brother, why they should take the decision?
- ❖ Because they are earning
- ❖ They have better knowledge and experience
- ❖ Because they are adults
- ❖ Do not know

5. Incidence of gender based violence

- Do you think women and girls are prone to violence by virtue of their gender? Y/N
- From your idea about VAW, which of the following you may have experienced personally or may have seen some of your friends and relatives facing?
- ❖ Verbal outburst/shouting by husband or any other person
- ❖ Mobbing/Bullying
- ❖ Verbal conduct of sexual nature/Passing comment
- ❖ Request for sexual favour/jokes containing sexual nature
- ❖ Battering
- ❖ Touching
- ❖ Patting
- ❖ Pinching
- ❖ Beating/Kicking/hurting physically
- ❖ Aggressive body language indicating intimidation
- ❖ Any unsolicited physical contact including rape
- ❖ Others, please specify -----
 - What in your opinion is the degree of violence against women in your locality?
- ❖ High

❖ Medium

❖ Low

❖ No violence

❖ Don't Know

- According to you why women & girls are facing gender based violence?

❖ Because they are physically weak

❖ Because women and girls are now days wearing short clothes, going out after evening etc.

❖ Because of unequal power distribution

❖ Do not know why

6. Menstrual Practice & related health issues

- Do you know about menstruation? Y/N
- Did you start menstruating? Y/N
- What do you think as the cause of menstruation?

❖ It is a physiological process

❖ It is caused by a sin/curse of God

❖ It is caused by a bodily disorder

❖ It is the process of removing dirty blood from body

❖ I don't know exactly What type of material do you use to manage menstruation (You can mark more than one option)

❖ Disposable sanitary pads

❖ Disposable Cloths

❖ Reusable cloths

❖ If others, please specify -----

- If you use usable sanitary cloths, how often do you wash the cloth?

❖ Once a day

❖ Every time I change the pad

❖ More than once a day Where do you put your cloths/underwear to dry?

❖ Open sunlight

❖ Under the dress

❖ Hidden dark place

❖ If others, please specify

- How often you wash your external genital during menstruation?
- ❖ Once a day
- ❖ Twice a day
- ❖ More than twice a day
- ❖ I don't wash daily

7. Perception about Perfect Body

- According to you what is a perfect body? (If it is a girl)

❖ If she is fair and beautiful

❖ If she is having perfect figure

❖ If she does not have any kind of disability

❖ If she is having no health issue

❖ Do not know

- What you think about yourself? Whether you have a perfect body or not? Y/N
- Do you think girls should be good looking and attractive? Y/N

8. Communication

- Are you able to communicate freely in the following places?
- ❖ In family (before father & elder brother etc)
- ❖ With friends & relatives
- ❖ In class before teachers o In your community/village
- ❖ In a gathering
- What are some ways that you should speak as taught by your parents?
- ❖ We should speak in low voice and politely as we are girls
- ❖ We should confidently speak
- ❖ We should not speak at all
- ❖ No, we are not taught any such thing

9. Emotion and Relationship

- Most of the time I feel
- ❖ Happy/Joyful
- ❖ Sad/Miserable
- ❖ Nervous/Afraid
- ❖ Surprised/Shocked
- ❖ Angry
- ❖ Love
- ❖ All the above
- When you feel happy, what you do
- ❖ I make lot of fun
- ❖ I share my happiness with my friends and family members
- ❖ I eat my favourite chocolates/go to restaurants
- ❖ Remain quiet and enjoy
- What you do when you feel sad
- ❖ I feel less energetic and restless
- ❖ I feel helpless & cry a lot
- ❖ I lose my appetite & skip food
- ❖ Sometimes I feel like committing suicide
- ❖ I share with my friends & family members and seek their advise
- ❖ I try to overcome by keeping myself engaged
- ❖ If others, please specify -----
- When you face some kind of problem, whom do you prefer to discuss with?
- ❖ My Mother/Sister/Grandmother
- ❖ My friends
- ❖ My teachers
- ❖ I have no one to discuss my issues
- ❖ If others, please specify -----



HUMARA BACHPAN

Email: info@humarabachpan.org

HIG - 5, BDA Duplex, Pokhariput, Bhubaneswar - 751020, Odisha

www.humarabachpan.org

<http://www.facebook.com/humarabachpanearlychildhood>

<http://www.twitter.com/humarabachpan>