

Assessment of Implementation of “Action for Adolescent Girls”

Pratibha Rana & Princey Verma

Guided By-Dr. Neetu Purohit & Dr. Seema Mehta

INTRODUCTION

India has the largest population of the adolescents in the world and population in the age group of 10 -19 years constitutes around 16% of the total population. Though there have been significant improvement in the condition of the adolescents in the country but still there are several factors which limit the adolescents from achieving their full potential. Within the adolescents, girls are more vulnerable and disadvantaged. UNFPA is implementing Action for Adolescent Girls Project in Rajasthan in selected geographies of Udaipur district to demonstrate innovative model to empower adolescent girls since last 2 years.

Key Activities:

- Formation of Kishori Samooh
- Curriculum development for all three phases of Social, Health and Financial aspects
- Selection and Capacity building of Peer Educators
- Kishori meeting
- Panchayat meeting
- Convergence meeting
- Kishori Divas
- Monitoring framework

AIM & OBJECTIVES OF STUDY

Aim:

The aim of the study is to assess the implementation of AAG project strategies and to identify the strengths and weakness in its implementation.

General Objective:

To assess the implementation of AAG project with reference to effectiveness of Peer Educator.

Specific Objective:

To identify the strengths and weakness in the selection, training, monthly sessions, and monitoring activities of the Peer Educator under the project.

METHODOLOGY

Study Design– Descriptive Cross-sectional

Study Area- Kherwara and Salambur block of Udaipur

Sample Size - 90 (Peer Educator), 4 (Block Coordinator), 4 (Project Staff)

Sampling Method- Simple Random Sampling

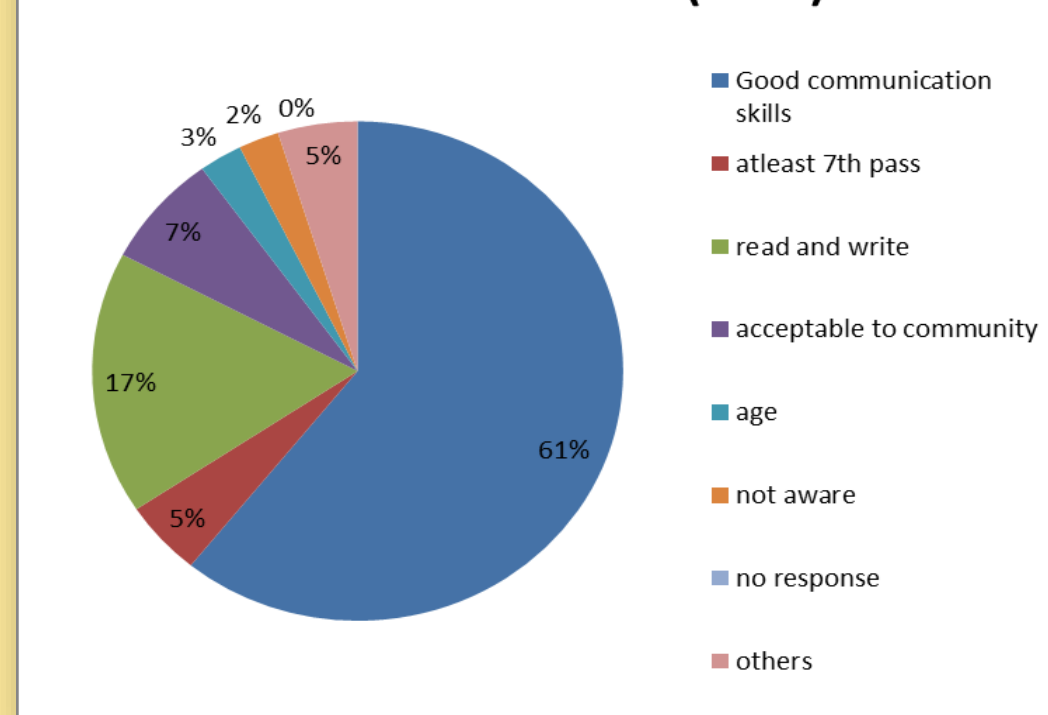
Selection Criteria-The project is being implemented in 611 villages from these two blocks . 12 villages from Kherwara block and 18 villages from Salumber block were randomly selected.

Study Tool – Semi structured questionnaire for Peer Educator & checklist for in-depth interviews with Block coordinators and project staff.



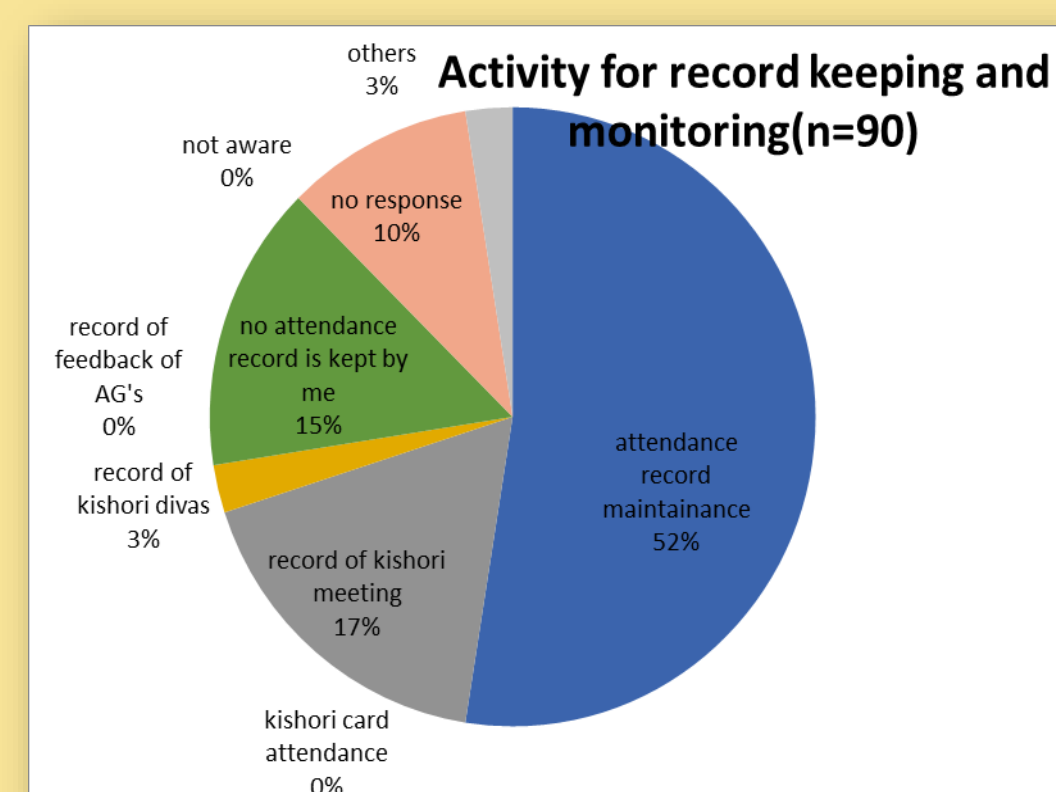
FINDINGS

Criteria of selection (n=90)



SELECTION

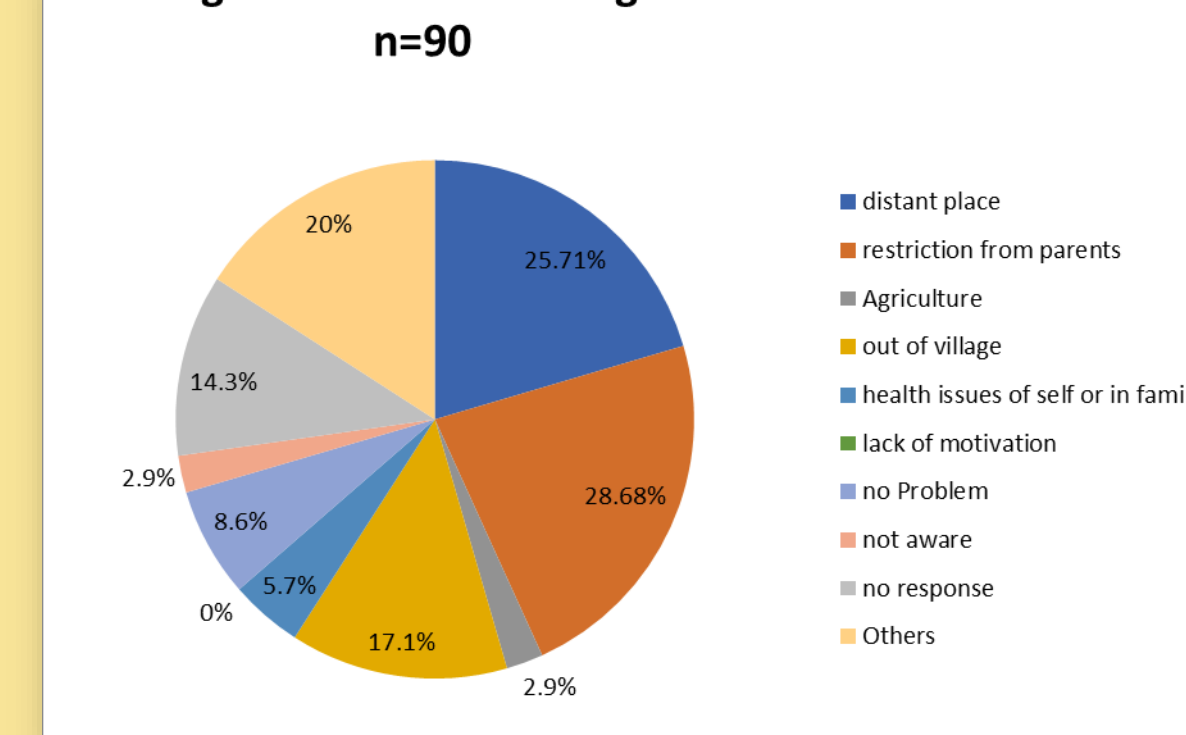
1. 40% adolescent girls, 31.4% Cluster Coordinator, 20% AWW/ASHA contributes in the selection of PE.
2. PE's name were mainly suggested by CC (58.3%) and AGs (13.9%) & 16.7% self-nominated.
3. Major role of PEs to Mobilize the Adolescent girls (85.7%) & home-visits



TRAINING

1. 94.2% PEs attended the trainings.
2. Main interest points for PEs were Opportunity to interact with new people, learning new things & to step out of their homes.
3. 45.7% of PEs parents initially refused and 2.85% were apprehensive to let them attend the training outside the village
4. Trainers used written test (31.4%), oral test (22.5%), and demonstration test (14.3%) to assess the knowledge after the completion of training.

Challenges faced in attending session n=90



PEER EDUCATOR

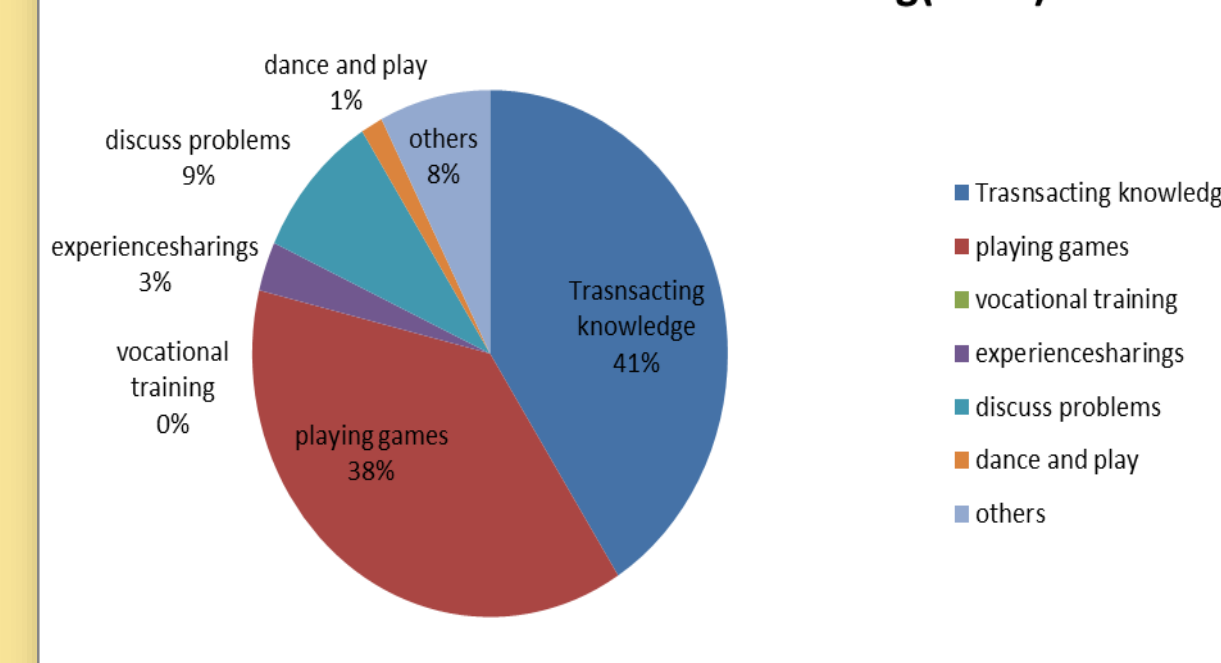
MONITORING

1. 65.7% of the PEs reported to C.C. while 12.9% reported to AWW members.
2. 31.4% of PEs responded that the monitoring visits by the C.C happens twice in a month, 22.9% said once in a month while 8.6% of PEs were not aware of any monitoring visits.
3. 65.7% of PEs found the monitoring visits beneficial.

VILLAGE ACTIVITIES

1. 94.28% of PEs said that the Kishori meetings held twice in a month while 2.85% responded once in a month.
2. PEs visits the AGs homes (82.85%) themselves while 20% being visited by ASHA/AWW for informing the AGs about the day and time for the meeting.
3. 88.5% of PEs said that AWW/ASHA/C.C supported them in taking monthly sessions.
- 4 The teaching aids which were mainly used in the meeting were charts (71.4%) and modules (48.6%).

Activities done in kishori meeting(n=90)



SUGGESTIONS

1. Kishori meetings can be organized at a large scale involving 4-5 villages rather than in the individual village giving an opportunity to the adolescent girls to get more self-confident & able to vocalize their thoughts.
2. Reinforce the capacity building amongst the peer educator.
3. More of practical exposure should be given rather than adopting classroom teaching i.e. teaching how to use the public services For e.g.-
 - a) Visit to PHCs & CHCs
 - b) Visit to post office
 - c) Visit to schools and colleges
 - d) Visits to bank to teach how to open an account and deposit or withdraw money from bank.
 - e) Teach how to write an application to gram Panchayat.
4. Employment opportunities for the girls above the age of 18 years.
5. Identity cards should be issued to the girls enrolled in adolescent clubs to ensure the awareness, recognition, and better attendance monitoring in the Kishori meetings.
6. Build skill development sources in the village itself to overcome the accessibility issue.

SWOT-Analysis of Project-

STRENGTHS

- Peer Educator acts as a role model for Adolescent girls.
- Adolescent girl empowerment.
- Linkages with vocational training and education.
- High awareness amongst the stakeholders
- Strong monitoring framework.

OPPORTUNITY

- Peer Educators able to overcome the social barriers.
- Skill development for out of school Peer Educators.
- Platform for out of school girls to outshine and vocalize their thoughts.

WEAKNESS

- Poor education level of peer educator as they are the main linkage between villagers and implementers.
- Lack of complete awareness about the program (AAG) amongst the girls.
- Delay in the availability of printed transacting modules.
- Convergence with skill development institutions is slow

THREATS

- Increase in migration of PE because of poor socioeconomic status and marriages.
- Lack of motivation among girls.
- Reluctance on the part of parents.

CONCLUSION

The concept of Peer educators is playing a major role in the implementation of AAG program via overcoming the various restraints of the community. However, there is lot of work to be done on counseling of parents and education.