

**Summer Training at
United Nation Population Fund, Rajasthan in collaboration with JATAN
SANSTHAN, Udaipur
(April 3 to June 2, 2017)**

Action for Adolescent Girls (AAG)

**By
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**Under the guidance of
Dr. Mohan Lal Bairwa**

**MBA Hospital & Health Management
2016-2018**


Institute of Health Management Research
**The IIHMR University, Jaipur
2017**

CERTIFICATE

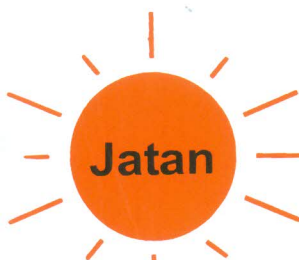
This is to certify that **Neha Parveen** has undergone summer training in UNFPA/
Jatan Sansthan, Udaipur from **3rd April to 2nd June, 2017**.

The candidate herself completed the project assign to her during summer training. Her approach to the project was sincere and proactive. This summer training is in partial fulfillment of the course requirement recommended for the award of MBA in Hospital and Health Management.

I wish her success in all her future endeavors.


Col. (Dr.) Ashok Kaushik
Dean (Academic & Student Affair)
The IIHMR University, Jaipur


Mentor
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Working with young people

Ref. No. JATAN/UDR/2017-18/535

Date- 20.06.2017

To Whomsoever It May Concern

This is to certify that **Ms Neha Parveen** is a student of MBA, Hospital and & Health Management at Institute of Health Management Research (IIHMR), Jaipur has successfully completed two months of internship with Jatan Sansthan, Udaipur from 3 April 2017 to 2 June 2017.

During her internship Ms Pratibha Rana has worked as a research intern under UNFPA project supported project titled "Action for Adolescent Girls" also known as Hilor

She was sincere, hardworking, inquisitive and has successfully carried out the assigned tasks during training.

We wish her success in all the future endeavors.

Dr Kailash Brijwasi
Executive Director
Jatan Sansthan

ACKNOWLEDGEMENT

I would take this opportunity to express my profound gratitude to our institute, Institute of Health Management and Research, for providing us a platform to gain enough knowledge and skills in different aspects of Health Management.

I express my deep indebtedness to Mr. Sunil Thomas Jacob and Mr. Rajneesh Prasad, UNFPA, Mr. Ankur Kachhuwaha, JATAN Sansthan for their advice, support, encouragement and guidance throughout my training.

My sincere thanks to my respected mentor, Dr. Mohan Lal Bairwa, Assistant Professor for his support throughout the project. Without his guidance, this work would not have materialized.

Lastly, I wish to thank the people whose insights and experiences have shaped the content of this report.

Neha Parveen

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ACRONYMS/ ABBREVIATIONS

AAG	Action For Adolescent Girls
AGs	Adolescent Girls
ANM	Auxiliary Nurse Midwife
ARSH	Adolescent Reproductive and Sexual Health
ASHA	Accredited Social Health Activist
AWC	Anganwadi Centre
AWW	Anganwadi Worker
BMI	Body Mass Index
ICDS	Integrated Child Development Services
KS	Kishori Samooh
NGO	Non Governmental Organization
OOSGs	Out Of School Girls
PRI	Panchayati Raj Institution
C.C	Cluster Coordinator
PE	Peer Educator
KM	Kishori Meeting
KD	Kishori Divas
B.C	Block Coordinator
AHD	Adolescent Health Day
SC	Scheduled Caste
ST	Scheduled tribe
OBC	Other Backward Classes
HIV	Human immune Virus
STI	Sexually transmitted disease
RTI	Reproductive tract infection
UNFPA	United Nation Population Fund

PART I- ABOUT THE **ORGANIZATION**

UNFPA

The United Nations Population Fund, formerly the United Nations Fund for Population Activities, is a UN organization.

Headquarters: New York City, New York, United States

Head: Babatunde Osotimehin

Founded: 1969

Parent organization: United Nations

VISION

Delivering a world where every pregnancy is wanted,
every childbirth is safe and every young person's potential fulfilled.

MISSION

UNFPA, the United Nations Population Fund, is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV, and every girl and woman is treated with dignity and respect.

THREE CORE AREAS OF WORK

1. Reproductive health,
2. Gender equality
3. Population and development strategies.

JATAN SANSTHAN, UDAIPUR

JATAN SANSTHAN is a grassroots not-for-profit organization working with the rural population of the state of Rajasthan in the districts of Rajsamand, Udaipur, Jhalawar and Bhilwada.

Since its inception in 2001, Jatan has designed and implemented various initiatives geared towards improving the social and demographic indicators of the state with special emphasis on youth, women, girl child and adolescents. Through the years Jatan has worked on programs related to health, education, violence against women, strengthening women in governance, migrant labour issues and livelihood issues. Jatan also actively works towards, participation of larger community, research and advocacy to ensure long lasting impact. Today Jatan's efforts are both endorsed and supported by the government authorities at all levels.

VISION

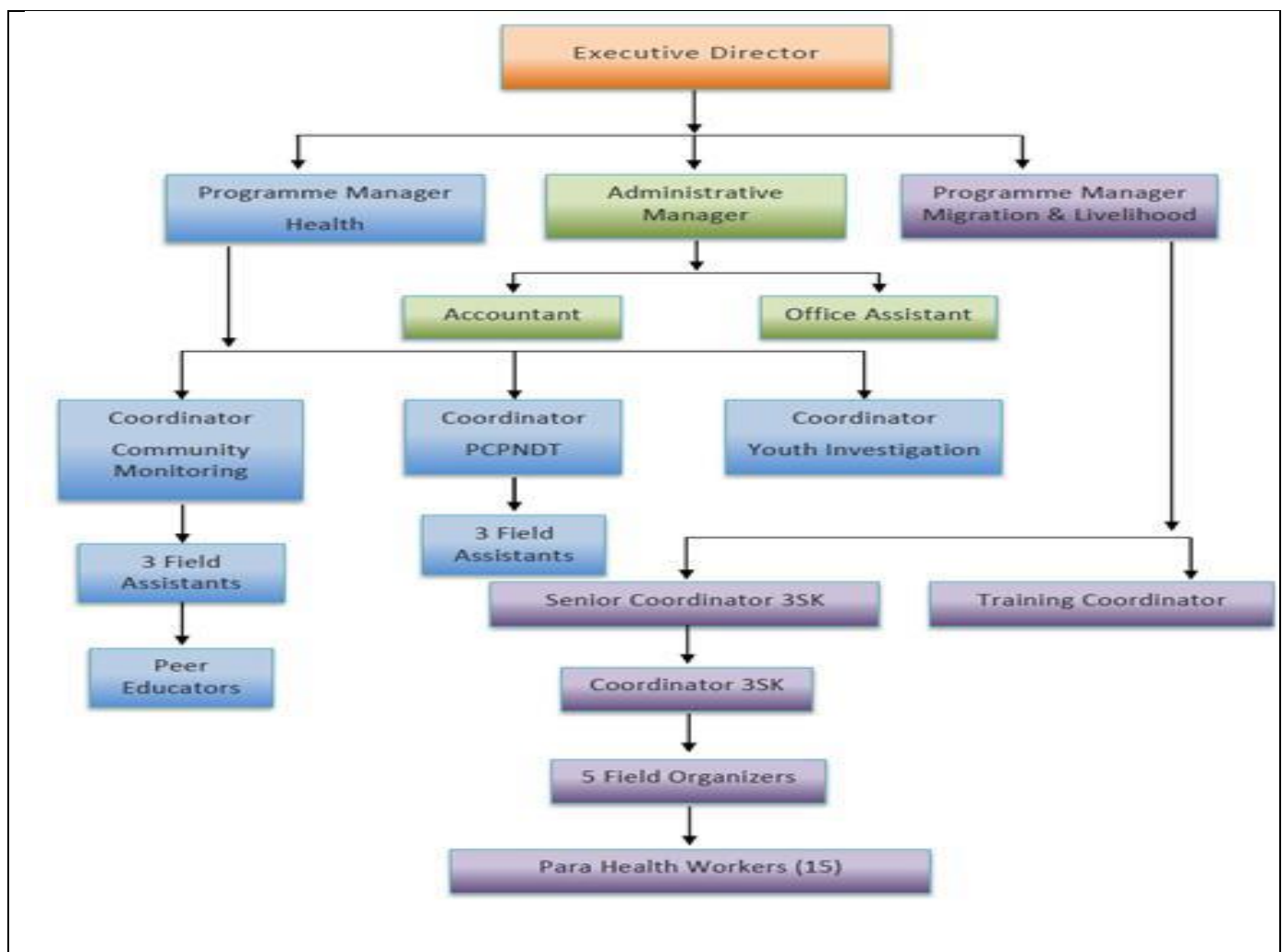
Jatan envisions a society where people lead a healthy, safe and empowered life, free from all forms of discrimination.

MISSION

Jatan strives to empower the youth of Rajasthan by giving them a platform where they can freely express their concerns. Jatan also provides them with information that enables them to seek social and scientific solutions thereby helping them become agents of change in their communities. Jatan strives to enhance active participation of youth in decision making, policy formulation and advocacy across various forums at national and international level.

ORGANISATIONAL STRUCTURE OF JATAN SANSTHAN

Figure1. Organogram of Jatan Sansthan



Source: www.jatansansthan.org

VISHAKHA SANSTHAN

Vishakha has its roots in the **women's movement** of Rajasthan.

The Women's Movement in Rajasthan has been a vibrant and vocal struggle particularly against violence. The founding members were actively engaged in raising issues of discrimination and violence in the State since the eighties. Actively voicing the protests against the Deorala 'sati', the group felt the need for a platform for organized intervention; Vishakha was thus founded, and registered as a Society in 1991.

Vishakha played a key role in moving the petition which led to the landmark judgement by the Supreme Court of India, issuing guidelines for **Prevention of Sexual Harassment** at the Workplace, in 1997. These guidelines are popularly called the **Vishakha Guidelines**.

TEAM

- Multi skilled, with grassroots workers and a range of professionals.
- Over 100 community workers who have emerged in roles of rural librarians, village health workers and community mobilisers, Peer educators, and change agents.
- Communication team skilled in folk forms of music and puppetry.

WORK SECTOR

Human Rights	Children
Legal Awareness & Aid	Civic Issues
Micro Finance (SHGs)	Dalit Upliftment
Panchayati Raj	Drinking Water
Rural Development & Poverty Alleviation	Education & Literacy
Women's Development & Empowerment	Health & Family Welfare
Youth Affairs	HIV/AIDS

PART-II ACTION FOR
ADOLESCENT GIRLS
(AAG)

Action for Adolescent Girl Initiative aims to protect girl's human rights through a combination of targeted interventions that delay marriage and child bearing, prevent unintended pregnancy and build up the health, social and economic assets among the most vulnerable girls. Action for Adolescent Girls Initiative is implemented in partnership with the Directorate of Women Empowerment in two blocks of Udaipur district.

Action for Adolescent Girls Initiative (AAG) was started in 2014 in Salumber block of Udaipur district. In 2015, the initiative was scaled up to Kherwara block of Udaipur district. The target group for the in the initiative is Girls in the age group of 10-19 years, with focus on out-of-school, unmarried and married. The AAG works across a continuum of life stages of adolescent girls from unmarried to married. The initiative is implemented in Salumber block by Vishakha and in Kherwara block by Jatan Sansthan.

Table 1. Demographic data of Kherwada and Salumber

SALUMBER	KHERWADA	
16425	7581	POPULATION
RURAL	TRIBAL	TYPE OF LOCATION
3390	1543	HOUSEHOLDS
8420	3993	MALES
8005	3588	FEMALES
11.54%	12.74%	0-6YRS
951	899	SEX RATIO
85.82%	82.95	LITERACY RATE
HINDU- 64.84% MUSLIM- 22.66%	HINDU- 73.68% MUSLIM- 17.13%	RELIGION
SCHEDULE CASTE- 11.17% SCHEDULE TRIBE- 2.59%	SCHEDULE CASTE- 10.76% SCHEDULE TRIBE- 8.85%	CASTE
48	62	NUMBER OF GRAM PANCHAYATS

Source: villageprofile.com

Action for Adolescent Girls (AAG) is a comprehensive strategy to empower the vulnerable adolescent girls in the identified block through a framework of building social, health and economic assets which would enable the adolescent girls to protect their human rights. The target group for the initiative is adolescent girls



of the age group 10-19 years, with focus on out-of-school unmarried and married girls. The initiative will reach to approximately 13000 girls over two years (through two implementing partners in two blocks of the district). The initiative is jointly funded by UNFPA and UNF.

Figure2. Depicting the Geographical map of Udaipur

Key Activities

The key activities undertaken are given below-

- a. **Baseline Survey:** A baseline Survey was undertaken in both the blocks i.e. Salumber and Kherwara. It has provided very useful information related to background of target beneficiaries.
- b. **Formation of adolescents group/ kishori samoochs at AWC level** – At the village level, 610 adolescent girl clubs/ kishori samoochs were formed. Each Adolescent club has about 20-25 adolescent girls and the initiative is reaching to around 14000 adolescent girls. While forming these clubs, main focus was on involvement of out of school adolescent girls as they face increased vulnerabilities. The adolescent girl clubs were formed at the AWC level.
- c. **Curriculum development** – The Girl centered curriculum was developed through a series of consultative processes that included 5-6 workshops held in Udaipur with stakeholders from the implementing partner, Government, experts who are working with young people and UNFPA officials.

The curriculum has three phases.

1st phase- SOCIAL assets (8 sessions)

2nd phase- HEALTH assets (13 sessions)

3rd phase- FINANCIAL assets (5 sessions)

- d. **Capacity Building of the Peer Educators** – Each club has 3 Peer Educators (1 Sakhi and 2 Sahelis) and in total 1830 Peer Educators are facilitating transactions in 610 clubs. The capacities of the peer educators were built in two ways. On a regular basis capacities are built through the monthly meeting at the cluster level co-ordinated by Cluster co-ordinator. In terms of the transaction of the curriculum, a four days training is being done for each phase of the curriculum. The peer educators training on 1st & 2nd phase module has been completed. The training on 3rd phase session is being rolled out.
- e. **Kishori Meeting** – Kishori meetings were organized twice in the month at Anganwadi centre. It was generally for 3 hours and out of school adolescent girls participated in it. The sessions were taken by the Sakhi Saheli with the help of AWWs & cluster coordinators.
- f. **Kishori Diwas** – In order to mobilize adolescent girls, Kishori diwas is being organised at the AWC level. Kishori Diwas is a platform for sharing information, linking the adolescent to various services, helping the adolescent girls to raise collectively the issues of the village that is linked to them and is also a time for showcasing their talents.
- g. **Panchayat Meeting** – Panchayat meetings were organized at panchayat level once in a month and in these, Sakhi & Saheli from each AWC along with AWW participated. The meeting starts with recap of sessions organized in the last month and with sharing of experience and problems faced.
- h. **Convergence Meetings** – In order to strengthen coordination with concerned departments at district & block level, regular convergence meetings were organized. These meetings were attended by representatives from ICDS, Health, UNFPA, Jatan Sansthan, Ajeevika Bureau, and Vishakha.
- i. **IEC Activities** – In order to create awareness among the community about the initiative and different issues related to adolescent girls, different activities were undertaken including organization of puppet shows and use of folk media.
- j. **Monitoring Framework** - A field level MIS has been developed for collecting the information from the Anganwadi center. The training on the MIS has been imparted to the cluster co-ordinators and progress is regularly monitored.

ASSESSMENT OF IMPLEMENTATION OF AAG PROJECT

Aim: To assess the implementation of AAG project strategies to identify the strengths and weakness in its implementation.

General Objective:

To assess the implementation of AAG project with reference to 5 stakeholders i.e- Peer Educator, Cluster Coordinator, ASHA, AWW, Adolescent Girls.

Specific Objective:

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

Methodology

It is a pilot study done in two blocks of Udaipur district where the project is being implemented for last 2 years. Firstly, the tool was prepared for the 5 stakeholders of AAG followed by their pretesting in the village other than the selected villages. Modifications were done in the tool and then finally tested in the field. The quantitative approach was adopted to identify strengths, gaps and challenges related to selection, training, village level activities and monitoring systems. As the actual guidelines of the project were not available for us in documentation, we proceeded with the in-depth interviews for 4 Block Coordinators and 4 Project Staff who are the ground level implementers.

Sample size: The project is implemented in 249 villages of Kherwara block and 362 villages of Salumber block. In all the project is being implemented in 611 villages from these two blocks. This proposed study included 10% of villages (n=61) from each block as sample size to capture, experiences and

challenges in implementation of AAG project. But due to time constraints, the sample size was reduced to 30 (n=30) in which the total number of respondents were 330.

Sampling technique: Simple random sampling was used to select 12 villages from Kherwara block and 18 villages from Salumber block. The names of all the villages were arranged in alphabetical order and random numbers were given to select villages.

Data Collection: The primary quantitative data was collected through structured and semi-structured data collection tools. The tools were designed in consultation with the UNFPA office.

Sample Design:

Table2. Stakeholders for AAG project

Stakeholders for data collection	Norms	Topic
PEs	3 PEs from each village	Selection , training , village level activities, monitoring
Adolescent Girls	5 from each adolescent club in village	Selection, village level activities
AWW	1 from each village	Selection , training , village level activities, monitoring
ASHA	1 from each village	Selection , training , village level activities, monitoring
Cluster Coordinator	1 from each village	Selection , training , village level activities, monitoring

Source: UNFPA documents

The study covered 330 respondents comprising of 90 PEs, 150 Adolescent girls, 30 ASHA, 30 AWW and 30 Cluster Coordinators.

FINDINGS

A. PROCESS OF SELECTION OF PEER EDUCATOR-

1. PARTICIPANTS IN SELECTION

a. According to PE-

- 77% of adolescent girls are involved in selection.

b. According to AGs-

- 75% of girls are aware about the selection process.
- Out of 75%, 34% of AGs had opinion that Cluster coordinators play the role in selection of PE, 7.8% & 9.93% girls had opinion the ASHA & AWW played a role in selection respectively. Only 34.75% girls were positive about their own involvement.
- 33% of girls were not aware of people involved in selection.

2. NOMINATION PROCESS-

a. According to PE-

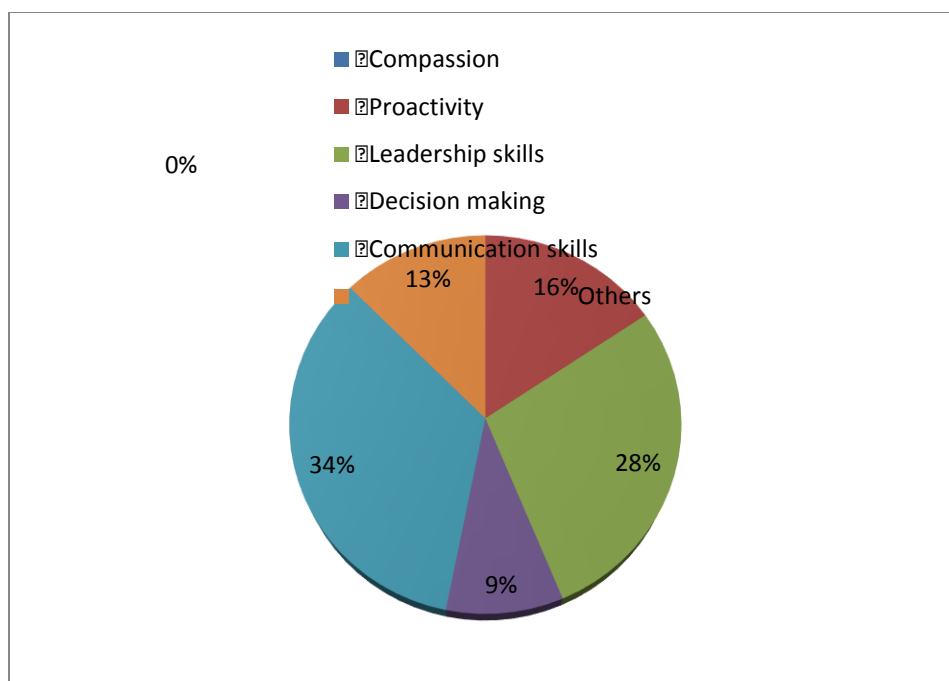
- 60% of the PEs names were being suggested by cluster coordinator, 17% of the girls self-nominated them, 14.3% PEs were made by the suggestion of adolescent girls.

b. According to adolescent girls-

- 53.9% of girls had an opinion that all the eligible candidates in the village were aware of the post of PE. No prior information about the post, suggestion of girls not considered, only stakeholders participate in selection, no vote out is done while selecting the PE are some of reasons of girls being not aware of the selection process.
- Only 5% of the girls responded positively about any application procedure before selection.
- Only 9% girls felt that the selection procedure was transparent.

3. CRITERIA FOR THE SELECTION –

Following are the qualities which are assessed in PE before selecting them



4. ROLE PLAYED BY ASHA/AWW IN SELECTION-

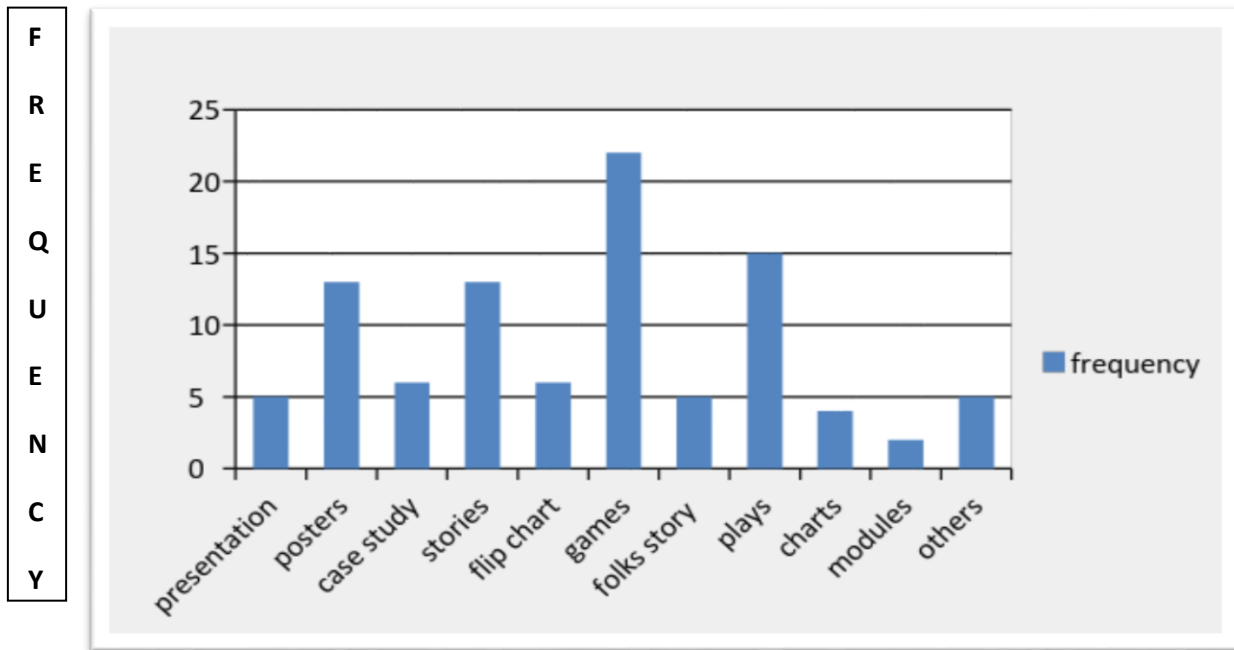
- Sharing the information of scheme with general community and eligible candidates.
- Selection of PE applicants from the village
- Counsel parents to allow their daughters
- Assist AGs in selection of PE.

5. ROLE PLAYED BY CLUSTER COORDINATOR IN SELECTION-

- Evaluate girls for their qualities
- Counsel parents to allow their daughters
- Mobilization of girls to the Anganwadi Centers
- Assist AGs in selection of PE.

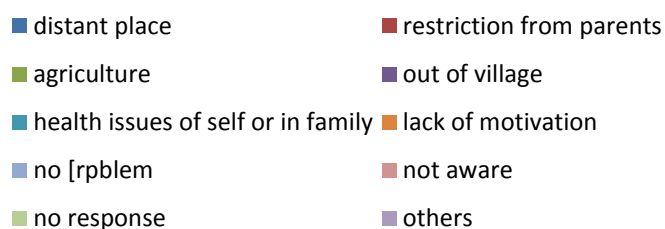
B. TRAINING OF PEs

1. 77% of the trainings were being conducted at block level, 8.5%& 5.7% trainings were conducted at district and cluster level.
2. 80% of PEs felt the training was useful, relevant and able to increase their skills and knowledge.
3. Training aids used during training sessions-



4. Challenges faced in attending the training session

Challenges in attending training



6. Methods used to assess the knowledge received after the completion of training-

31.4%	Written test
22.5%	Oral test
14.3%	Demo test-

C. KISHORI MEETING

1. FORMATION OF ADOLESCENT CLUB-

an According to cluster coordinator data, following are the activities that took place before formation of AG club in different proportions

24%	Community meeting
4%	Folk shows
8%	Nukkad natak
20%	Home visits by ASHA/AWW
24%	Others

- b C. Cs, project staff, ASHA, AWW are the members who participate in formation of adolescent clubs.
- c Mobilization of girls for the AG club was by either calling the meetings at AWC (45.7%) or by home visits to AGs (48.6%).

d Challenges faced by the implementers in forming the club

- Social barriers
- Reluctance from the parents
- Reluctance on the part of girls
- Seasonal work
- Physical accessibility
- Availability

2. DAY AND TIME OF THE MEETINGS-

- a. 56.43% girls said that their opinion is considered while deciding the date and time of the meetings.
- b. The day and time is majorly decided by Cluster coordinators in consultation with ASHA/AWW.
- c. The information regarding this given to AGs through home visits (82.9%) by PE, home visits by ASHA/AWW (17.1%).

- d. The kishori meetings were predominantly conducted at Anganwadi centre. Sometimes it was conducted at different locations like Atal sewa Kendra at the village, school buildings, and Panchayat buildings.
- e. The meetings were conducted twice in a month for an average duration of 2-3 hours.
- f. Attendance of AGs in the meeting ranges from 5-25.
- g. The various teaching aids used in the Kishori meetings were-

Charts
Modules
Kush balls
Games
Stories
Role play
Posters

- h. Interest points for AGs in the sessions

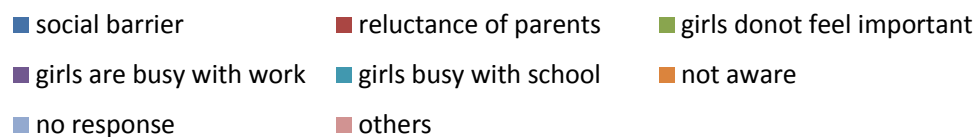
Teaching through games	43.6%
Interacting with friends	20.8%
Learning new things	27.2%
Break from household chores	4.4%

- i. Challenges faced by PEs in using the teaching aids-

- Language barrier
- Too difficult activities
- Heavy text in the module

- j. Challenges faced in formation of AG club

Challenges faced in formation of kishori smooch



k. Reasons of not attending the Kishori meeting by adolescent girls

Agricultural season	5.8%
Migration	10.14%
Accessibility issues	2.17%
Reluctance amongst parents	10.87%
Household work	54.5%
School exams	16.7%

l. Challenges faced by PE in organizing the Kishori meeting

Difficulty in mobilizing the girls	14.3%
Low attendance	20%
Reluctance amongst parents	14.3%
Accessibility	5.7%

D. KISHORI DIWAS

1. 73.9% of girls said that Kishori diwas was being organized in their village; only 55.7% of the respondent girls attended the Kishori diwas.

2. PARTICIPANTS IN THE KISHORI DIWAS

	PE	AG	CC
Cluster coordinator	74.3%	14.42%	
Doctor	11.4%	2.82%	2%
ASHA/AWW	65.79%	36.36%	33%
ANM	37.1%	16.3%	18%
Parents	37.1%	12.85%	17%
PRI	20%	6.9%	12%
NGO	25.7%	5.64%	8%
School teachers	11.4%	2.51%	8%
Community members	8.6%	-	2%

3. ACTIVITIES IN THE KISHORI DIWAS (PE data)

Health check-up	57.14%
Filling up of Kishori cards	05
Referrals to specialized facilities	0%
BCC with AGs	0%
Mobile health units	2.85%
Games	65.71%
Competitions	54.28%
Showcasing of talent	34.28%

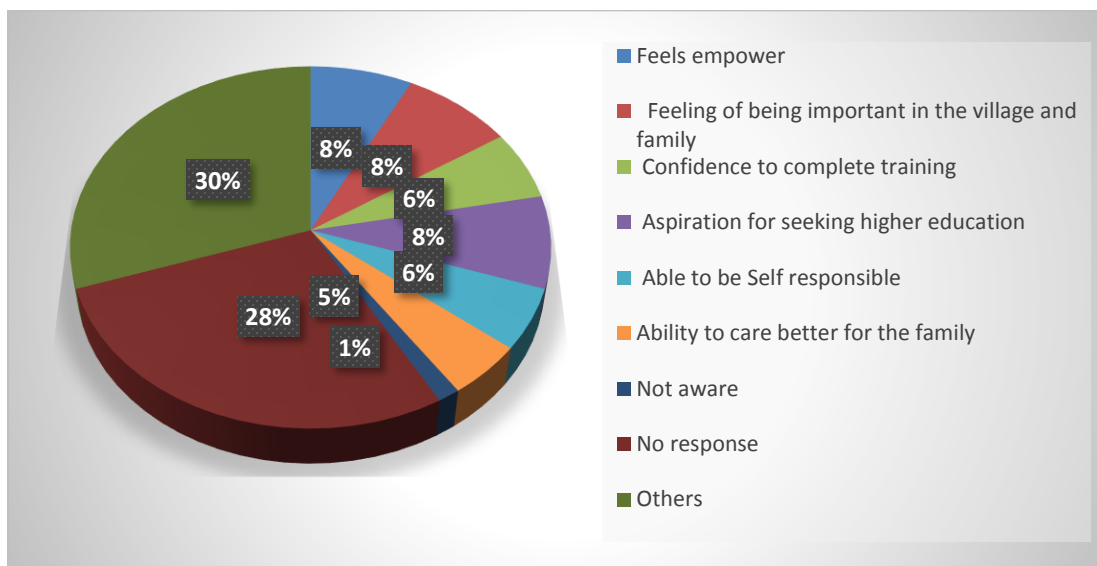
4. BARRIERS FACED IN ATTENDING KISHORI DIWAS BY AGs

Accessibility	6.82%
Reluctance from parents	27.27%
Agricultural season	4.55%
Crowding	-
Social barriers	6.82%
Others	42.05%

5. BARRIERS FACED IN MOBILIZING THE GIRLS IN KISHORI DIWAS

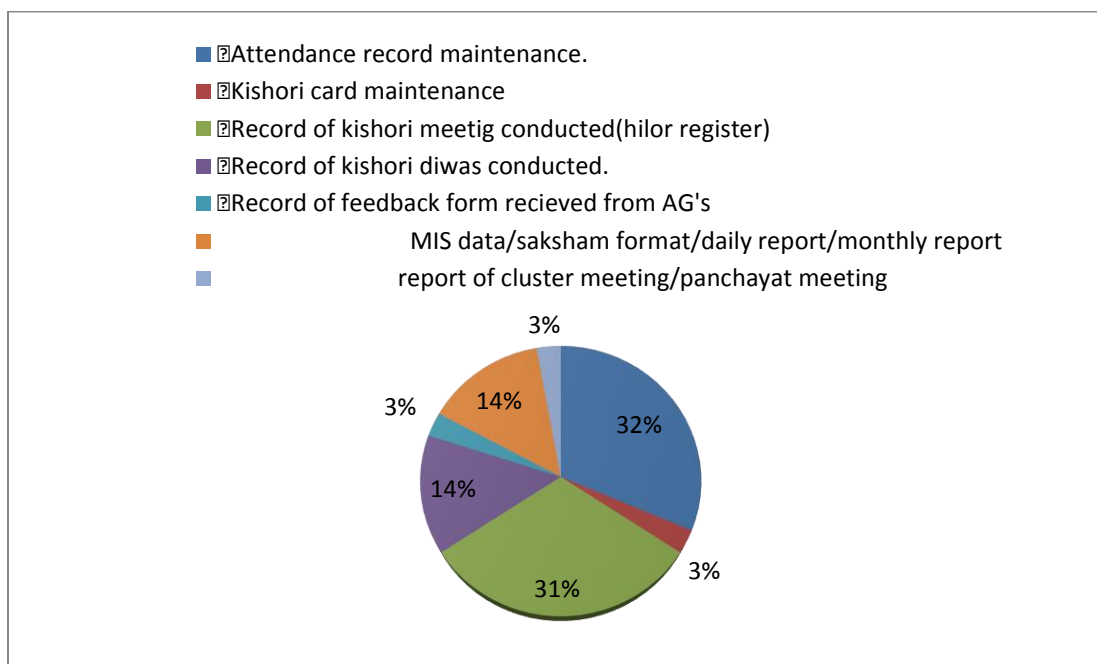
Reluctance among parents & girls	17.1%
Repeated home visits	5.7%
Counsel parents	5.7%
No problem faced	11.4%
Others	2.9%

6. BENEFITS OF KISHORI DIWAS FOR AGs



E. MECHANISM OF REPORTING

1. ACTIVITIES FOR RECORD KEEPING AND REPORTING



2. FREQUENCY OF MONITORING VISITS- 58% of the cluster coordinators go for >21 monitoring visits in a month while 42% of C. Cs go for 16-20 visits in a month

3. FREQUENCY OF REPORTING BY PE TO C.C- 28.6% of PE report once in a month, 20% of PE report twice in a month and rest of the PE did not respond and were unaware of reporting system.

4. ACTIVITIES DONE BY C.C IN MONITORING VISITS

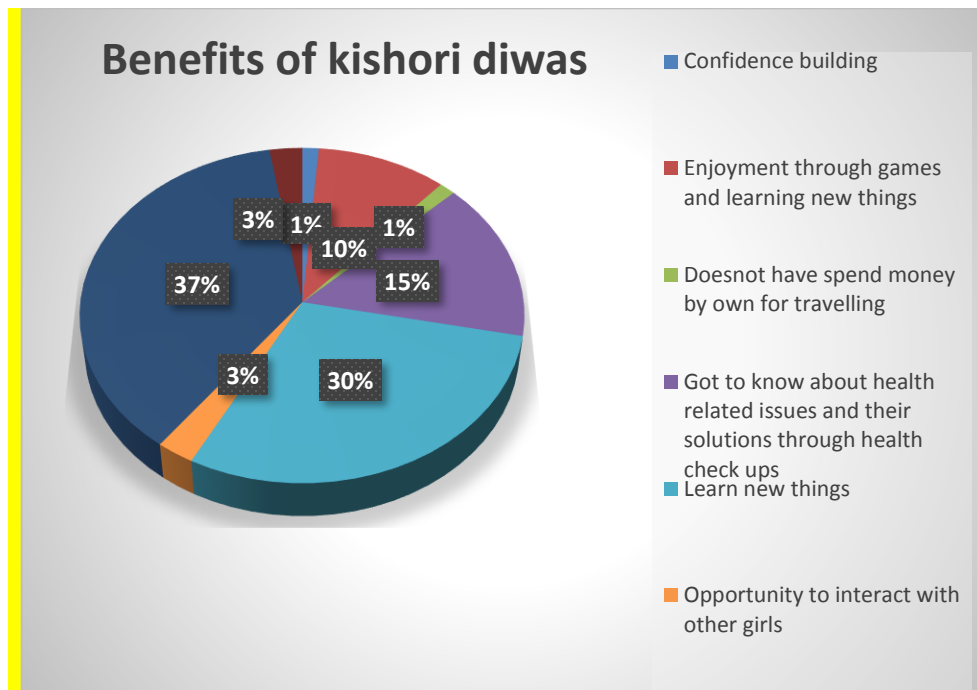
Check records and registers	42.9%
Prepare monthly activity	17.1%
Attend & facilitate meeting	31.4%
Capacity building of PEs	17.1%
Networking with the villagers	5.7%
Meeting with parents	6%
Others	5.3%

5. 65.7% of the PEs finds monitoring visits useful

6. CHALLENGES FACED BY C.C IN RECORD KEEPING & MONITORING

Time management	25%
Unavailability of material for record keeping	8%
Work overload	50%
Others	17%

F. PERCEPTION OF ADOLESCENT GIRLS ABOUT THIS PROGRAM-



G. SUGGESTIONS BY THE STAKEHOLDERS-

PEER EDUCATOR	1. Vocational training should be incorporated 2. C.C/AWW should accompany us during home visits 3. More topics should be incorporated in the curriculum 4. Link with livelihood activities 5. Condition of AWC should be improved 6. Frequency of meetings should be increased
ASHA/AWW	1. More skill development program should be incorporated 2. Frequency of meetings should be increased 3. Link with livelihood activities 4. Employment opportunities should be provided to girls 5. Vocational training should be incorporated 6. Higher official should attend meeting frequently
CLUSTER COORDINATOR	1. Vocational training at panchayat level 2. Training & linkage with education & employment

	3. Extension should be given to this program 4. Noticeable activities should be conducted in the meetings 5. Link with livelihood activities 6. Better strategy to enroll more girls in the club 7. Easy curriculum should be there for girls to better understand
ADOLESCENT GIRLS	1. Vocational training should be provided 2. Enrollment in the schools should be done 3. More counseling should be done for the girls to attend the meetings 4. Counsel parents through ASHA/AWW/CC

SWOT ANALYSIS OF AAG

<u>STRENGTHS</u> 1. Enrollment of out of school girls. 2. Adolescent girl empowerment. 3. Linkages with vocational training and education. 4. High awareness amongst the stakeholders 5. Strong monitoring framework. 6. Delay in marriage age for adolescent girls.	<u>WEAKNESS</u> 1. Poor education level of peer educator as they are the main linkage between villagers and implementers. 2. Lack of complete awareness about the program (AAG). 3. Delay in the availability of printed transacting modules. 4. Convergence with skill development institutions is slow
<u>OPPORTUNITY</u> 1. Enable girls to protect their human rights. 2. Skill development for out of school girl. 3. Platform for out of school girls to outshine.	<u>THREATS</u> 1. Increase in migration of adolescent girls. 2. Lack of motivation amongst girls.

RECOMMENDATIONS

1. Kishori meetings can be organized at a large scale involving 4-5 villages rather than in the individual villages giving an opportunity to the adolescent girls to get more self-confident & able to get vocal about 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.

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1. Documents shared by UNFPA-
 - a) Implementation research for AAG in rajasthan
 - b) Note on implementation research
 - c) A primer for researchers for AAG
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3. www.jatansansthan.org
4. vishakhawe.org
5. censusindia.gov.in
6. villageprofile.com

ANNEXURES



Name of the Village:

Respondent No:

SURVEY FOR PEER EVALUATOR FOR AAG PROGRAM OF UNFPA

Sr.no	Question	Response	Code
	DEMOGRAPHIC INFORMATION		
1	Date of survey		
2	Date of birth(certificates, if any)		
3	Age		
4	Religion	1. Hindu 2. Muslim 3. Sikh 4. Christian 99. Other	
5	Caste	1. SC 2. ST 3. OBC 4. Open	
6	Have you ever been to school?	1. Yes 2. No (if no, skip to Q.8)	
7	If yes, till which class you attended the school?	1. Primary 2. Upper Primary upto class 7 th 3. Secondary up to 10 th 4. Higher Secondary upto 12 th 5. Graduation	
8	Are you married?	1. Yes 2. No (If no. skip to 12)	
9	How old were you when you got married?		
10	Do you have any child ?	1. Yes 2. No (If no. skip to 12)	

11	What was your age at the time of first pregnancy?	Age in completed years: _____	
12	Are you still pursuing your education?	1. Yes (if yes, skip 14) 2. No	
13	What was the reason of dropping of school?	1. Marriage 2. School at distant place 3. Poor financial condition 4. Household work/taking care of siblings 99. Others	
14	Have you ever undertaken paid work?	1. Yes 2. No (If no, skip to 17)	
15	What kind of work have you done?	1. Agriculture 2. Domestic help 3. Mining 4. Factory workers 5. Construction workers 6. Self employed 99. Others (specify)	
16	How old were you when you started working for pay?		
17	Do you have your own mobile phone?	1. Yes 2. No	
18	Do you have a smart phone with internet connectivity?	1. Yes 2. No	
19	Do you have television at your home with cable connection?	1. Yes 2. No(if no, skip to Q.23)	
20	Does anyone in your village has television with Dish connection?	1. Yes 2. No	
21	How frequently do you watch television?	1. Daily 2. Once in two days 3. Weekly 99. Other	
22	How much time do you watch television every day?	1. 1 Hour 2. 2 -3 Hours 3. More than 3 hours	

S.No.	Question	Response	Code
	SELECTION OF SAKHI		
23	Since how long have you been working as SAKHI?	1. Less than 4 months 2. 4-6 months 3. 6-12 months 4. More than 1 year 99. Others	
24	How did you come to know about AAG/ Hilor / Vishakha/Jatan project in your village?	1. From Cluster Coordinator 2. From ASHA 3. From AWW 4. From PRI Member 5. From a Friend 99. Others	
25	Did project staff visited your village before starting the project and selection of Sakhi & Saheli?	1. Yes 2. No 999. Not aware	
26	Did the project staff organized any community/parent meeting to share project details?	1. Yes 2. No 999. Not aware	
27	What information was shared during community meeting before initiation of project and selection of Sakhi & Saheli?	1. Need of the project 2. Objectives of the project 3. Activities to be conducted under the project 4. Possible benefits of the project 5. Role of Sakhi and Saheli 6. Selection process for Sakhi and Saheli 7. Criteria for Selection of Sakhi & Saheli 99. Others	
28	Were you aware of selection criteria and selection process for selection of Sakhi and Saheli?	1. Yes 2. No	
29	Can you share at least 3 selection criteria used for selection of Sakhi and Saheli?	1. Good communication skills 2. At least 7 th Pass 3. Read and Write 4. Acceptable to community 5. Active in village level events 6. Age 99. Other (specify)	
30	Was any committee formed for selection of Sakhi and Saheli in your village	1. Yes 2. No 999. Not aware	
31	Who were members of the selection committee	1. Project staff 2. ASHA 3. AWW	

		4. PRI 5. Community members 6. Adolescent girls 7. Teacher	
32	Was Adolescent Girls group formed before the selection of Sakhi and Saheli?	1. Yes 2. No 999. Not aware	
33	Were Adolescent Girls Group involved in selection of Sakhi and Saheli?	1. Yes 2. No	
34	Who suggested your name to become Sakhi /Saheli?	1. Self-Nomination. 2. ASHA 3. AWW 4. PRI 5. Other Adolescent Girls	
35	How many Girls from your village expressed their interest to work as Sakhi/Saheli?	Number of Girls: _____	
36	What inspired you to be a SAKHI/SAHELI?(multiple response possible)	1. Motivation from parents 2. Motivation from NGO people 3. Interested in social work 4. Motivated by the work of ASHA/AWW 5. Motivated by Peers 6. Motivation from community members 99. Others	
37	Did you know what were roles and responsibilities of Sakhi/Saheli under the project before your selection as Sakhi /Saheli?	1. Yes 2. No	
38	Can you enumerate at least 3 roles and responsibilities of Sakhi/Saheli.	1. Form Adolescent girls Group 2. Conduct group meetings with Adolescent girls group 3. Organize Kishori Diwas 4. Coordinate with ASHA and AWW 5. Refer girls requiring more information or services to ASHA/AWW 99. Other, specify	
39	Who informed you that you were selected to work as Sakhi/Saheli?	1. Project Staff 2. AWW 3. ASHA 4. PRI 5. Friends 6. Through community meeting	
40	Did Project Staff visited your house to	1. Yes	

	explain your work to your parents and seek their approval for you to work as Sakhi/Saheli?	2. No 3. Not needed as it is my interest to work as a peer educator 4. I've conveyed to my parents	
41	What can be done to improve selection process at village level?		
TRAINING PROCESS			
42	Did you attend any training under the project?	1. Yes 2. No (if no, skip to Q.65)	
43	How many trainings did you attend till today under this project?	1. One 2. Two 3. Three 4. More than 3	
44	Where was the training conducted?	1. Cluster level 2. Block Level 3. District level	
45	Were you comfortable with the logistics arranged?	1. Yes 2. No	
46	What was the duration of each of the training?	1. Phase 1: 2. Phase 2: 3. Phase 3:	
47	What you liked in the training and what you don't like?		
48	Was the training residential?	1. Yes 2. No	
49	What was reaction of your parents to residential training outside village?	1. Agreed and supported 2. Apprehensive to send me outside village 3. Refused but agreed after discussion with AWW/ASHA 99. Others	
50	What problems you face in attending the	1. Distant place	

	training sessions? (Multiple responses could be there)	2. Restriction from parents 3. Agricultural season 4. Out of village 5. Health issue of the PE or her family members 99. Others	
51	Did you find training useful in improving your knowledge and skills to conduct meetings with adolescent groups at village level?	1. Yes 2. No 999. Not aware	
52	What training methods were used to conduct the training?	1. Presentation 2. Posters 3. Case study 4. Stories 5. Flip chart 6. Games 7. Folks story 8. Plays 99. Others	
53	Were participants allowed to ask questions and clarify doubts?	1. Yes 2. No	
54	Were the trainers able to provide satisfactory answers to the questions asked by the participants?	1. Yes 2. No	
55	What problem did you face in understanding the training session? (Multiple response possible)	1. Language barrier 2. Skipped previous sessions 3. Problems in interpreting reading materials 4. Overcrowding 5. Ineffective Teaching Aid 99. Others	
56	Have you attended all the training phases?	1. Yes 2. No	
57	What topics were covered in phase-1 of training?	1. Self introduction and introduction with others 2. Positive and negative attitude 3. Nutrition 4. Our rights 99. Others	
58	What topics were covered in phase 2 of training?	1. Physical mental and emotional changes during adolescence 2. Menstrual health and hygiene 3. Child marriage 4. Gender equality 5. Raise voice against violence	

		6. Awareness about HIV/RTI/STI 7. Knowledge about pregnancy 99. Others	
59	What topics were covered in phase 3 of training?	1. Financial management 2. Saving of money 3. Borrowing/lending money 4. Sources to borrow money 99. Others	
60	Did ASHA or AWW also attend the training with you?	1. Yes 2. No	
61	Did the training also covered session on how to conduct meetings with adolescent girls ?	1. Yes 2. No	
62	Did you conduct mock group meetings during the training?	1. Yes 2. No	
63	Is any tool used to assess your knowledge after training?	1. Yes 2. No(If no, skip to 65)	
64	What methods did the trainers used to assess your knowledge on the training you received? (multiple response possible)	1. Written test 2. Oral test 3. Demo class 4. Monitor you in your starting sessions 5. PE Checklist 99. Others	
FORMATION OF KISHORI SAMOOH			
65	Was Adolescent girls group formed before selection of Sakhi and Saheli?	1. Yes 2. No	
66	Who formed the adolescent girls group?	1. Project staff 2. AWW 3. ASHA 4. PRI 5. Project staff with the help of AWW and ASHA 6. Sakhi and Saheli	
67	What is the process followed in constitution of Kishori samooH?	1. Called meeting of all adolescent girls to share project details and topics and interested girls were enrolled 2. Only enrolled friends from nearby houses 3. Visited house of adolescent girls and individually discussed with girls and parents	

		99. Other: _____	
68	How many girls are enrolled on an average in one group?	1. 5 -10 2. 10 -15 3. 15- 20 4. 20 -25	
69	Who helped you in formation of adolescent groups?	1. Project staff 2. AWW 3. ASHA 4. PRI 5. No one	
70	What challenges did you face in formation of adolescent girls group in your village? (Multiple response possible)	1. Social barrier 2. Insecurity of parent to send their daughters 3. Girls did not feel importance of meetings and information. 4. Girls are busy with work in their house and no time for such meetings. 5. Girls busy with school and home work 99. Others	
71	What can be done to improve process of formation of adolescent girls groups at village level?		
KISHORI MEETINGS			
72	How frequently the kishori samooch meetings are organized by you?	1. Once in a month 2. Twice in a month 3. Three times or more in an month 99. Others	
73	Is there any fixed day and time for conducting the meeting?	1. Yes 2. No	
74	Who fixed the day and time for the meeting?	1. Project guidelines 2. Cluster Coordinator 3. AWW and ASHA 4. Adolescent Girls 5. Sakhi and Saheli	
75	If day and time is not fixed, then how do you decide on day and time for the meeting?	1. Discuss with group members during the meeting. 2. Discuss with AWW and ASHA 3. Discuss with Cluster Coordinator 4. Sakhi and Saheli decide day and time according to their schedule. 99. Others	
76	How do you inform the adolescent girl about the day and time of the meeting?	1. Display at AWC 2. Visit all adolescent girls at their house	

		3. Ask AWW and ASHA to inform the girls 99. Others	
77	Did you participate in mobilizing the girls who were reluctant to come? If yes, please elaborate. (if no, skip to Q.78)		
78	Is there any set agenda/pattern for adolescent meetings? If yes, please elaborate		
79	Where do you conduct adolescent girl's group meeting in your village?	1. My residence 2. AWC 3. House of some group member 4. House of ASHA 5. School 6. Panchayat Bhawan 99. Others	
80	What is the average duration of adolescent girl's group meeting?	1. Half an hour 2. One hour 3. One-two hours 99. others	
81	Do the girls come on their own to the meeting on agreed day and time?	1. Yes (if yes, skip to Q.83) 2. No	
82	If not, then what do you do to mobilize adolescent girls to attend the meeting?	1. Go to every members house 2. Request AWW to mobilize girls on day of the meeting 3. Request ASHA to mobilize girls 99. Others	
83	On an average how many adolescent girls attend the Kishori meeting?	Average Number of Girls: _____	
84	Who all attend the meeting out of mentioned field functionaries? (Multiple responsible possible)	1. ASHA 2. AWW 3. ANM 4. PRI Members 5. Saheli's 6. Cluster Coordinator 99. Others	
85	Does AWW /ASHA or Cluster Coordinator support you in conducting monthly meeting by taking some sessions	1. Yes 2. No	
86	What are the activities that take place in	1. Teaching various topics related to	

	Kishori meeting? (Multiple response possible)	- health and well being 2. Playing games 3. Vocational training 4. Experience sharing 5. Discuss problems and issues 99. Others	
87	Do you have any teaching aids for conducting the monthly meetings?	1. Yes 2. No	
88	What teaching aids do you have for monthly meetings?	1. Module 2. Flip Chart 3. Flip Book 99. Others	
89	Do you find teaching aids easy to use?	1. Yes (if yes, skip to Q.91) 2. No	
90	If No, What problems do you face in using the job aids provided to you for conducting monthly meetings?	1. Text heavy 2. Language used is difficult to understand. 3. Too difficult activities 4. Suggested activities need resources which are not available in village. 5. Lot of time needed in preparation for every meeting 99. Others	
91	Do you prepare in advance for conducting monthly meetings?	1. Yes 2. No (if no, skip to Q.93)	
92	If yes, what are the platforms for preparation of monthly meetings?	1. At cluster meetings 2. At home preparation 3. One hour before meeting 4. Do not prepare at all 99. Others	
93	What are the various teaching methods do you use in monthly meeting sessions? (multiple response possible)	1. Presentation 2. Posters 3. Case study 4. Stories 5. Flip chart 6. Games 7. Folks story 8. Plays 99. Others	
94	Which of the above teaching methods is the most effective according to you?		
95	Did you have any attendance of the girls attending the meeting and record of meeting?	1. Yes 2. No	

96	Do some families feel hesitant to send their girls for the meeting?	1. Yes 2. No (If no skip to Q.99)	
97	If yes then why are they hesitant? (multiple responses could be there)	1. Accessibility 2. Social barrier 3. Find insignificant 4. Reluctance on side of girls to come out of the house 99. Others	
98	How do you convince such parents? (multiple responses could be there)	1. Counsel parents directly 2. Go with AWW/ASHA for counseling at kishori's house 3. Discuss the problem in kishori meetings 4. Encourage the villagers during the kishori diwas 5. Report to NGO 6. Report to PRI for their help 7. Ask the cluster coordinator for help 99. Others	
99	What are the challenges faced by you in organizing the Kishori samooch meetings?		
100	How does SAKHI & SAHELI coordinate with each other in conducting the Kishori meetings?		
101.	How the SAHELIS divide their responsibilities amongst themselves?		
KISHORI DIWAS			
102	When is kishori diwas organized in your village? (multiple response possible)	1. Once in 2 months 2. Once in 3 months 3. Once in 4 months 4. Once in 6 months 99. Others	
103	Do you have any standard guidelines or material for organizing the kishori diwas?	1. Yes 2. No	
104	Where do you organize Kishori Diwas?	Place: _____	
105	How do you decide the date and time for organizing Kishori Diwas?	1. Decided by Cluster Coordinator in consultation with AWW and ASHA 2. Decided by Group members in consultation with AWW and ASHA. 3. Sakhi and Saheli Decides 99. Other: _____	
106	Who all attend the kishori diwas? (multiple response possible)	1. Doctors 2. ASHA 3. ANM	

		4. AWW 5. Parents 6. PRI 7. NGO 8. School teachers 9. Community members 99. others	
107	What are the activities happening in the kishori diwas? (multiple response possible)	1. check ups of height, weight, BMI, haemoglobin estimation 2. Filling up of kishori card for every AG marking major milestones. 3. Referrals to specialized health care facilities, as require specially for condition like malnutrition(BMI<18.5), menstrual problems and worm infestation 4. BCC with AG & their family for promoting good practices 5. Mobile health units 6. Games 7. Showcasing of talent by the girls 99. Others	
108	What is average duration of Kishori Diwas?	1. 1 -2 Hours 2. 3 -4 Hours 3. Half Day 4. Full Day	
109	Who all support you in organizing Kishori Diwas?	1. Cluster Coordinator 2. AWW 3. ASHA 4. PRI 5. Group Members 6. Community members 99. Others	
110	What are the challenges faced in mobilizing the people of village for kishori diwas?		
111	What challenges do you face in organizing Kishori Diwas?		
112	Do you keep records of adolescent girls in the Kishori diwas ?	1. Yes 2. No(if no, skip to Q.114)	
113	If yes, what analysis do you do if they are not coming?		

	MONITORING AND REPORTING		
114	What are the activities you do for record-keeping and reporting? (multiple response possible)	1. Attendance record maintenance 2. Kishori card maintenance 3. Record of kishori meeting conducted. 4. Record of kishori diwas conducted. 5. Record of feedback form received from AG's. 99. Others	
115	To whom do you report ?(multiple response possible)	1. ASHA 2. AWW 3. Cluster Coordinator 4. PRI 99. Others	
116	How frequently do you report?		
117	What is the frequency of the monitoring visits?	1. Once in a month 2. Twice in one month 3. Once in 2 months 4. Quarterly	
118	How much time does your supervisor spend with you during monitoring visit?	1. 1 -2 Hours 2. 3 -4 Hours 3. Full Day 99. Others	
119	What work is done by the supervisor during the monitoring visit to your village?	1. Check Records and Registers 2. Prepare monthly activity report 3. Attend and facilitate group meetings 4. Capacity building of Sakhi and Saheli 5. Networking with village functionaries. 6. Meeting with parents 99. Other	
120	Do you find monitoring visits useful in supporting your work at village level?	1. Yes 2. No	
121	How frequently you attend the cluster meetings?	1. Weekly 2. Fortnightly 3. Monthly 4. Quarterly	
122	What problems being discussed in the cluster meetings?	1. Discussion of the problems faced while conducting the meetings 2. Distribution of the resources 3. Submitting the reports 4. Reviewing the progress of the	

		program 99. Others	
123	Who all attend the cluster meeting? (Multiple responsible possible)	1. ASHA 2. AWW 3. PRI 4. NGO 5. Cluster co-ordinator 99. others	
PERCEPTION ABOUT THE PROGRAM			
124	What changes you have seen in your village after implementation of this program?		
125	Any suggestion for improvement of program		

2

Questionnaire of the Adolescent girls for Implementation Research of ACTION FOR ADOLESCENT GIRL Program



Name of the Village:

Respondent number:

Sr.no	Question	Response	Code
A	DEMOGRAPHIC INFORMATION		
1	Date of survey		
2	Age		
3	Religion	1. Hindu 2. Muslim 3. Sikh 4. Christian 99. Others	
4	Caste	1. SC 2. ST 3. OBC 99. Others	
5	Are you married?	1. Yes	

		2. No (If no. skip to 7)	
6.1	If yes age when you got married?		
6.2	Are you cohabitating with your husband?	1. Yes 2. No	
6.3	If you are married . Were you the part of Kishori Samooh before marriage?	1. Yes 2. No	
6.4	Are you a mother?		
6.5	If yes age when you became mother?		
7	Can you read, for example, Newspaper?	1. Yes 2. No	
8	Have you ever attended school?	3. Yes 4. No (If no. skip to 9)	
8.1	What is the highest level of schooling you have attended?		
8.2	How old were you when you drop out from school?		
8.3	What was the reason of dropping out of school? (Multiple options possible)	1. Got married 2. Reluctance on side of parents 3. School was not available in my village for levels of class 4. Migration 5. Unavailability of funds to support schooling 6. Need to work for supporting family 99. other Please Specify	
9	Have you ever undertaken paid work?	1. Yes 2. No (If no. skip to 10)	
9.1	How old were you when you started working for pay?		
9.2	What type of work do (did) you do? PROBE	1. Self employed 2. Works at construction site 3. Work in factories 4. Work as agricultural labourer 5. Work as domestic help 99. Any other (please	

		Specify)	
10	Is your father alive?	1. Yes 2. No (If no. skip to 11)	
10.1	Does he live in the same household as you?		
11	Is your mother alive?	1. Yes 2. No (If no. skip to 12)	
12	Do you have any sisters?	1. Yes 2. No (If no .skip to 13)	
12.1	Are they part of Kishori samoocha?	1. Yes 2. No	
12.2	Do any live in the household?	1. Yes 2. No	
13	Do you have any brothers?	1. Yes 2. No (If no. skip to 14)	
13.1	Do any live in the same household?	1. Yes 2. No	
14	What is their source of income?		
15	Who is the primary person earning an income for the family?	1. Father 2. Mother 3. Brothers 4. Sisters 5. Yourself 99. Others. Please Specify	

B	SELECTION PROCESS OF PEER EDUCATOR		
16	What activities take place in your village that are targeted at adolescent girls? (Multiple options possible)	1. Kishori samooch meetings 2. Community meeting 3. Kishori diwas/mela 4. Skill development program 99. Others, specify	
17	How do you select peer educator amongst yourself?		
18	Did you give your name for the nomination of peer educator?	1. Yes 2. No	
19	How did you come to know about post peer educator?	1. Relative or friend from the village	

		2. Another applying candidate in the village 3. A member of the village leadership 99. Any other (Please Specify).....	
19	In your opinion, was every candidate in your village aware about the post of peer educator?	1. Yes (If Yes skip to 21) 2. Yes but only some of them 3. No	
20	If No, what are the reasons behind this?	1. No prior information given regarding selection 2. Their suggestion is not considered during selection process 3. Mutual consent from all the adolescent girls is not taken 4. Only stakeholders play role in selection 99. Others	
21	Did you have enough time to submit your application after receiving information about the post of peer educator?	1. Yes 2. No	
22	In your opinion was the selection process transparent? (Operating in such a way that it was easy for others to see how selection was performed)	1. Yes 2. No (Skip to Q.24) 3. Don't know(Skip to Q.24)	
23	If yes, What information did you know about the application process?	1. Filing of the form 2. Qualification for application 3. Selection by local community 99. Any other. Please specify	
24	Who assists you in selecting the peer educator? (Multiple options possible)	1. PRI 2. ASHA 3. AWW 4. NGO 5. Present Sakhi Saheli 99. Others	
25	What qualities do you seek in a peer educator during selection? (Multiple	1. Proactivity 2. Good communication	

	options possible)	- skills 3. Leadership 4. Age of peer educator 5. Education level 99. Others	
26	Do you aspire to become a peer educator in future?	1. Yes 2. No (If No Skip to 28)	
27	What motivates you to become a peer educator? (Multiple options possible) (Are these the possible options or the options on right side are good) Conditions of girls in your village Opportunity to change the situations you have gone through	1. Motivation from parents 2. Motivation from NGO people 3. Inner zeal 4. Motivated by the work of ASHA/AWW 5. Motivated by peers 6. Motivation from community members 7. Conditions of girls in your village 8. Opportunity to change the situations you have gone through 99. Others	
C	KISHORI MEETING		
28	Who keeps the record of your attendance in Kishori meetings?		
29	What is the frequency of the Kishori meetings?	1. once in a month 2. twice in a month 3. more than 2 times in a month 99. Others. Please specify	
30	What is the duration of the Kishori meetings?	1. 1-2 2. 2-3 3. 3-4 4. 4 hours and more	
31	Is your opinion considered while deciding the venue and timings of Kishori meetings?	1. Yes 2. No	
32	How many Kishori meeting have you attended?	1. Every meeting 2. Almost all meetings 3. I have joined the club recently	
33	What is your reason of not attending the Kishori meeting? (Multiple options possible)	1. Agriculture season 2. Out of Village 3. Accessibility issue 4. you don't find it useful 99. others	
34	What are general problems of adolescent girls being discussed in Kishori meeting?	1. Migration 2. Health	

	(Multiple options possible)	3. Education 4. Marriage 99. Others	
D	KISHORI DIWAS		
35	Is Kishori Diwas being organized in your village?	1. Yes 2. No (If No. Skip to 40)	
36	Have you attended the kishori diwas?	1. Yes 2. No (If No. Skip to 39)	
33	Who all participated in Kishori Diwas? (Multiple options possible)	1. Doctors 2. ASHA 3. ANM 4. AWW 5. Parents 6. Panchayati members 7. NGO members 8. teachers	
34	What are the activities conducted during Kishori Diwas? (Multiple options possible)	1. Health check-up 2. Haemoglobin estimation 3. Games 4. Showcasing the talents 5. Referral 6. Counselling 7. Discussion of problems 99. Others	
35	What do you think are the benefits of Kishori Diwas?		
36	If you require specialized treatment, are you being provided with referral slips to visit CHC/PHC/SC?	1. Yes 2. No (If No Skip to 39)	
37	If yes, do you visit to your near CHC/PHC?	1. Yes 2. No	
38	Are all referral followed up or tracked on the day when the next Kishori Diwas is organized?	1. Yes 2. No	
39	What are the barriers faced by you in attending the Kishori Diwas? (Multiple options possible)	1. Accessibility 2. Reluctance from parents 3. Agricultural season 4. Social barriers 99. Others	
E	KNOWLEDGE ASSESSMENT		
40	What are the things taught to you in Kishori samooch? (Multiple options possible)	1. Health 2. Nutrition 3. Adolescent reproductive	

		& sexual health 4. Life skills 99. Others	
41	What are the activities that take place in Kishori samooch during the meeting? (Multiple options possible)	1. Teaching various topics related to health and well being 2. Playing games 3. Vocational training 4. Experience sharing 5. Discuss problems and issues 99. Others	
42	What are the various teaching aids used in conducting Kishori meetings ? (Multiple options possible)	1. Presentation 2. Posters 3. Case study 4. Stories 5. Flip chart 6. Games 7. Folk story 8. Plays 99. Others	
43	What are various aspects of health discussed during Kishori meetings? (Multiple options possible)	1. Personal hygiene and sanitation 2. Physical exercise 3. Nutrition 4. Reproductive cycle & menstrual hygiene 5. Planned parenthood 99. Others	
44	Knowledge and awareness regarding symptoms of RTI in women? (Multiple options possible)	1. Foul smelling discharge 2. Burning micturition 3. Itching in genital organs 4. Ulcer in pubic region 5. Swelling in groin region 6. Pain in lower back region 99. others	
45	Do you know about HIV/AIDS?	1. Yes 2. No (If No then skip to 48)	
46	What do you know about modes of transmission HIV? (Multiple options possible)	1. Infected Blood transfusion 2. Sharing needles for drugs with infected person 3. Transmission from infected mother to child 4. Unprotected sex with infected partner 99. Others	

47	How HIV can be prevented? (Multiple options possible)	1. Safe sexual practices 2. Taking of medicines by the pregnant mothers with HIV to prevent being transmitted to her child 3. Seeing to it that new needles are used by doctor during giving injections 99. Others. Please Specify	
48	What are aspects of life skills discussed during Kishori meeting? (Multiple options possible)	1. Knowing yourself 2. Gender sensitivity 3. Home management 4. Guidance in assessing public services 5. Being vocal about your thoughts 99. Others	
49	What information is given to you in accessing the public services? (Multiple options possible)	1. Opening an account in bank/post office 2. Availing the services at PHC & CHC 3. Transport reservation 99. Others	
50	Do you have a bank account?	1. Yes 2. No (If No Skip to 34)	
51	Are you easily able to access Bank facilities by your own?	1. Yes 2. No	
52	What all is being discussed about money management? (Multiple options possible)	1. Income generation activities 2. Budgeting 3. Savings 4. Investments 99. Others	
53	Do you share information conveyed to you in Kishori meetings with your parents?	1. Yes 2. No (If No Skip to 56)	
54	If yes, what type of information you share with your parents? (multiple responses could be there)	1. Health & hygiene related aspect 2. Education opportunities available 3. Livelihood options available 4. Financial management 5. Home management	

		6. Social issues and myths 99. others . Please Specify	
55	What is generally the reaction/response to changes you suggest in your household?	1. They show interest in knowing more and encourage you 2. They just listen and not apply 3. They do not show any interest 4. They ask not to attend the further meetings 99. Others, Please Specify	
56	What according to you is ideal age for marriage?		
57	Why is this age ideal for marriage? (Multiple options possible)	1. Complete growth of body 2. Maturity of thoughts 3. Ability to make decisions on child bearing 4. Body is prepared for child bearing after birth 99. Others. Please Specify	
58	What is the legal age at marriage?	1. 18 years 2. Others. Please specify	
F	PERCEPTION ABOUT OF PROGRAM		
59	What all changes you see in yourself after joining Kishori samooh? (Multiple options possible)	1. Become Self confidence 2. Become self reliable in accessing public services 3. Able to vocalize your thoughts 4. Able to join back to school 5. Able to earn a livelihood 6. Become aware of planned parenthood 99. Others. Please specify.....	
60	What are the things you like most about this initiative? (Multiple options possible)	1. Kishori meeting 2. Kishori diwas 3. Community meetings 4. Puppet shows 5. Ability to interact with many girls from different part of village 99. Others. Please	

		Sppecify.....	
61	Could you please tell us why you like these the most? (Multiple options possible)	1. Feels empower 2. Feeling of being important in the village and family 3. Confidence to complete training 4. Aspiration for seeking higher education 5. Able to be Self responsible 6. Ability to care better for the family 99. Others Please Specify	
62	What are the things you don't like?		
63	Could you please tell us why you don't like these?		
64	Any suggestion for improvement		

3.

Questionnaire of the cluster coordinator for Implementation Research of AAG Program

Name of the village: Cluster name: Block name:
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S.no	Questions	Response	Code
	DEMOGRAPHIC INFORMATION		
1	Name		
2	Age		

3	Sex	1. Male 2. Female	
4	Caste	5. SC 6. ST 7. OBC 99. Others	
5	Religion	5. Hindu 6. Muslim 7. Sikh 8. Christian 1. Other	
6	Educational Qualification	6. Primary 7. Upper Primary upto class 7 th 8. Secondary up to 10 th 9. Higher Secondary upto 12 th 10. Graduation	
7	Since how long you are working as cluster coordinator?		
8	Were you working as PE before becoming cluster coordinator?	1. Yes 2. No	
9	For which organization do you work?		
10	How many anganwadi centres are under your supervision?	1. 0-5 2. 5-10 3. 10-15 4. More than 15	
SELECTION OF CLUSTER COORDINATOR			
11	How do you come to know about the AAG program?		
12	How do you know about the post for cluster coordinator?	1. News paper advertisement 2. Community meetings 3. Suggested by ASHA/AWW 99. Others	
13	Is there any selection criterion for the cluster coordinator?	1. Yes 2. No (Skip to 16)	
14	What is the selection criteria for cluster coordinator?	1. Education qualification 2. Age 3. Should be local resident 4. Efficient peer educator 99. Others	
15	How were you selected as a cluster coordinator?	1. Interview 2. Written Exam 3. Assessment of work by peer educator 4. Previous work experience	

		99. Others	
16	What motivates you to be a cluster coordinator?		
17	What are your job responsibilities as a cluster coordinator?	7. Check Records and Registers 8. Prepare monthly activity report 9. Attend and facilitate group meetings 10. Capacity building of Sakhi and Saheli 11. Networking with village functionaries. 12. Meeting with parents 99. Other	
	TRAINING		
18	Did you attend any kind of training after getting selected as a cluster coordinator?	1. Yes 2. No (Skip to 25)	
19	Where the training was conducted?		
20	Who conducted your training?		
21	How many training sessions were conducted for your training?	1. 1 2. 2 3. 3 4. More than 3	
22	What was the duration of each of the training session?	1. 1-2 days 2. 3-4 days 3. 4-7 days 4. More than a week	
23	On what topics you were being trained?	1. Health aspects of adolescent girl 2. Financial aspects 3. Social aspects 4. Others	
24	Did you find the training useful?	1. Yes 2. No	
24.1	What do you like about the training?		
	SELECTION OF PEER EDUCATOR		
25	Who all participate in the selection of PE?	1. Cluster coordinator 2. ASHA/AWW 3. NGO members 4. PRI 99. Others	
26	What is your role in PE selection?	7. Good communication skills 8. At least 7 th Pass 9. Read and Write 10. Acceptable to community	

		11. Active in village level events 12. Age 99. Other (specify)	
27	What all qualities do you look for PE while selecting?	1. Compassion 2. Proactivity 3. Leadership skills 4. Decision making 5. Communication skills 99. Others	
28	What are the challenges faced by you in selecting PE?		
FORMATION OF ADOLESCENT GIRLS CLUB			
29	What activities took place before the formation of adolescent girls club?	1. Community meetingk 2. Folk shows 3. Nukkad natak 4. Home visit by ASHA/AWW 5. Home visit by program staff/ NGO members 99. Others	
30	How many households are there in your catchment area?		
31	How many adolescent girls come under your catchment area?		
32	How many adolescent girls are enrolled in the club?		
33	What activities you do to mobilize these adolescent girls?		
34	What challenges do you face in mobilizing them?	1. Physical accessibility 2. Social barriers 3. Reluctant parents 4. Reluctance on part of girls to come out of home 5. Hot weathers 6. Seasonal work 99. Others	
35	What is the reason that the rest of the girls are not being enrolled?	1. Physical accessibility 2. Social barriers 3. Reluctant parents	

		4. Reluctance on part of girls to come out of home 5. Hot weathers 6. Seasonal work 99. Others	
36	Did you take any measure to enroll the left out girls?		
37	What approach did you follow to enrol them?	1. Home visit with the parents 2. Inviting parents for stakeholders meeting 3. Creating awareness by role modelling by peer educator 4. Motivation by the peer educator 99. Others	
MEETINGS			
38	What all meetings do you attend under this program?	1. Block meeting 2. Cluster meeting 3. Kishori meeting 4. Stakeholder meeting 99. Others	
39	Who conducts the block meeting?		
40	Where it is conducted?		
41	How frequently the block meeting is conducted?		
42	What is discussed in the block meeting?		
43	Who all participates in the block meeting?		
44	How do you implement the agenda being discussed in the meeting?		
45	How frequently the kishori meeting is conducted?		
46	What is discussed in the kishori meeting?		
47	Who all participates in the kishori meeting?		
48	What is your role in conducting kishori meeting?	1. Ensuring mobilizing adolescent girls 2. Planning the agenda for the meeting 3. Reviewing the previous	

		meeting 4. Discussion of the issues faced by adolescent girls 5. Act as a facilitator 99. Others	
49	How do you coordinate with PE's in organizing kishori meetings?		
50	What step you take when any PE skip kishori meeting?		
51	Do you have any guidelines for conducting kishori meetings?	1. Yes 2. No	
52	What are topics covered in the module?	1. Social aspects 2. Health aspects 3. Financial aspects	
53	Are you easily able to understand the contents of the module?	1. Yes 2. No	
54	What challenges do you face in transacting the module?	1. Literacy 2. Low attendance 3. Language barrier 4. Complex modules 99. Others	
55	Are you able to easily transact the contents of the module?	1. Yes 2. No	
56	What teaching aids do you use?	9. Presentation 10. Posters 11. Case study 12. Stories 13. Flip chart 14. Games 15. Folks story 16. Plays 99. Others	
57	Which teaching aid is best to transact the teaching?		
58	What modicafication do you suggest to make them user friendly?		
59	Who conducts the stakeholders meeting?		
60	Where it is conducted?		
61	How frequently the stakeholders		

	meeting are conducted?		
62	What is discussed in the stakeholders meeting?	1. Relevance of the program 2. Importance of the education for girls 3. Importance of Health for adolescent girls 4. Linking girls to livelihood activities	
63	Who all participates in the stakeholders meeting?	10. ASHA 11. ANM 12. AWW 13. Parents 14. PRI 15. NGO 16. School teachers 17. Community members 99. others	
KISHORI DIWAS			
64	Is kishori diwas is being organized in your village?	1. Yes 2. No (Skip to 72)	
65	How frequently kishori diwas is being organized in your village?	5. Once in 2 months 6. Once in 4months 7. Once in 6 months 4. Once in a year 99. Others	
66	How you inform the expected participants about the date and time of the kishori diwas?		
67	Where the kishori diwas is organized in your village?		
68	What are the standard materials for organizing the kishori diwas?		
69	Who all attend the kishori diwas?	1. Doctors 2. ASHA 3. ANM 4. AWW 5. Parents 6. PRI 7. NGO 8. School teachers 99. Others	
70	What are the activities happening in the kishori diwas?	1. Health check ups of height, weight, BMI, hb	

		- estimation 2. Filling up of kishori card for every AG marking major milestones. 3. Referrals to specialized health care facilities, as require specially for condition like malnutrition(BMI<18.5), menstrual problems and worm infestation 4. BCC with AG & their family for promoting good practices 5. Mobile health units 6. Games 7. Showcasing of talent by the girls 99. Others	
71	What are the challenges faced in mobilizing the people of village for kishori diwas?		
	MONITORING		
72	What are the activities you do for record-keeping and reporting? (multiple response possible)	6. Attendance record maintenance 7. Kishori card maintenance 8. Record of kishori meeting conducted. 9. Record of kishori diwas conducted. 10. Record of feedback form received from AG's. 99. Others	
73	To whom you report ?(multiple response possible)	1. Sector coordinator 2. Program manager 3. PRI members	
74	How frequently you need to submit these records?		
75	What is the frequency of the monitoring visits?	5. Once in a month 6. Twice in one month 7. Once in 2 months 8. Quarterly	
76	What challenges do you face in record keeping and monitoring?	1. Day coincide 2. Time management 3. Material needed for record	

		keeping is not there 4. Work overload 99. others	
	PERCEPTION ABOUT THE PROGRAM		
77	What changes you have seen in your village after implementation of this program?		
78	Any suggestion for improvement of program		

Name of the Village:

Respondent No:

QUESTIONNAIRE FOR ASHA/AWW FOR AAG PROGRAM OF UNFPA

	Question	Response	Code
	INTRODUCTION		
	Date of survey		
1	Block		
2	Age		
3	Anganwadi Centre no.		
4	Education qualification	1. Illiterate 2. 5 th grade 3. 8 th grade 4. Secondary schooling 5. Higher secondary schooling 99. Others. Please Specify	
5	Caste	4. SC 5. ST 6. OBC 99. Others, please specify	
6	Since when you are working as ASHA /AWW?		
7	What according to you are general issues of adolescent girls in your village?(Multiple responses possible)	1. Health & Nutrition 2. Migration 3. Early marriages 4. Illiteracy 99. Others	
8	How do you address these issues?(Multiple responses possible)	1. Vocalizing their thoughts 2. Confidence building 3. To stand up for their rights 4. To earn their own livings 5. Skill development 6. Self esteem 99. Others	
	TRAINING		
9	Did you receive any training for the AAG program?	1. Yes 2. No (If no skip to Q.11)	
10	What training you received for the AAG program?		
11	Who gave you training for this	1. Cluster coordinators	

	program?	2 .Project staff 99. Others	
12	Where was the training conducted?	1. Cluster level 2. Block level 3. District level	
12	How many training session did you attended?	1. One 2. two 3. three 4. More than 3 99. Others	
13 a	What are job responsibilities of ASHA with respect to adolescent girls? (options not to be disclosed) (Multiple responses possible)	1. Support peer educator with their work 2. Supervise nutritional need of the adolescent girls 3. Counsel and motivate adolescent girls and their parents to be a participate in adolescent club 4. Supervise the work of ANM/AWW 5. Reporting to the central and higher authority of the village or block level 6. Assist in arranging the monthly meeting and Kishori Divas in the village 7. Visit home of the Adolescent girls 99. Others	
13 B	What are job responsibilities of AWW with respect to adolescent girls? (options not to be disclosed) (Multiple responses possible)	1. Registration of Adolescent Girls and encourage them to avail the services. 2. Maintain registers and adolescent cards 3. Address issues related to adolescent girls during home visit. 4. Assist adolescent girls in selecting Sakhi and Saheli's. 5. Supervise the activities on kishori diwas. 6. Maintain the utilities during meeting. 7. Training for skill development of adolescent girls. 8. Assist PHC staff on carrying health related activities for adolescent girls like IFA Supplementation, deworming tablets 99. Others	
FORMATION OF ADOLESCENT CLUBS			

14.	Do you contribute in the formation of adolescent clubs?	1.Yes 2.No(if No skip to Q.19)	
15.	What is the process followed in formation of Adolescents club? (Multiple responses possible)	1. Community meetings 2. Mobilizing adolescent girls to form a club 3. Motivate the adolescent girls to attend the meetings regularly 99. Others	
16	What are the benefits of adolescents club to out of school girls?(Multiple responses possible)	1. Self esteem 2. Confidence building 3. Vocalization of thoughts 4. To stand up for their rights 5. To earn their own living 6. Skill development 99. Others	
17	What are the challenges faced in formation of adolescent club?(Multiple responses possible)	1. Social barrier 2. Unavailability of space 3. Insecurity of parent to send their daughters 4. Reluctance on the part of girls to come out of home 5. No help from implementing partners 99. Others	
18	What challenges do you face managing activities of adolescent girls in the club?(Multiple responses possible)	1. Irregular attendance 2. Opposition from parents 3. Inadequate IEC materials 4. Difficult terrain 99. Others	
SELECTION OF PEER EDUCATOR			
14	Do you participate in selection procedure of peer educator?	1. Yes 2. No(if no skip to Q.18)	
15 a	What responsibility was assigned to ASHA in completing the selection and application of PE's?(Multiple responses possible)	1. Sharing of information of scheme with general community and eligible candidates 2. Explaining application process to eligible candidates 3. Collection of applications of eligible candidates 4. Ensuring community involvement in selection of Sakhi/saheli 5. Selection of Sakhi/saheli	

		applicants from the village 6. Facilitating submission of application for selected candidates 99. Others	
15b	What is the role of AWW in selection of PE's?(Multiple responses possible)	1. Inform availability of forms in the panchayat office 2. Assist in filling the forms 3. Motivate in filling the form 4. Counsel the parents to allow their daughters 5. Assist the adolescent girls in selecting sakhi and saheli 99. Others	
16	What qualities do you look in peer educator?(Multiple responses possible)	1. Proactivity 2. Leadership 3. Communication skills 4. Compassion 5. Age of peer educator 99. Others	
17	What are the challenges faced by you in selection of peer educator?	1. Physical accessibility to the panchayat office 2. Lack of awareness about the program 3. Girls not being instructed about filling the form 4. Reluctance among the girls to socialize 5. Reluctance from parents 99. Others	
KISHORI SAMOOH MEETINGS			
18	Do you participate in conducting the proceedings of kishori meetings?	1. Yes 2. No	
19	How do you coordinate with AWW/ASHA and PE's for arranging Kishori meetings?	1. Assist in arranging kishori meetings 2. Assist in arranging kishori diwas 3. Assisting ASHA and peer educator in counselling parents of adolescent girls to attend meetings 4. Motivating adolescent girls 99. Others	
20	What is the process followed in deciding day and time for the sessions?(Multiple responses	1. Ask adolescent day for their availability 2. Consult with the PRI members	

	possible)	3. Prefixed schedule 4. Consult with the AWC availability 99. Others	
21	What is the frequency of these sessions?	4. Once in a month 5. Twice in a month 6. Three times or more in a month 99. Others	
22	What is the Duration of these sessions?	1. 1-2hrs 2. 2-3hrs 3. 3-4hrs 99. Others	
23	How many adolescent girls attend kishori meetings?		
24	Do you go for home visits of adolescent girls?(If no Skip to Q.26)	1. Yes 2. No	
25	How do you counsel parents of adolescent girls and their parents during the home visit?(Multiple responses possible)	1. Make them aware of the schemes 2. Tell them about the benefit of the scheme 3. Make them aware about the entitlements of the benefits 4. Tell them about the challenges faced by adolescent girls and how scheme will help them	
26	Do you use IEC material during home visits?	1. Yes 2. No(if no skip to Q.29)	
27	Type of IEC materials used to cater to adolescent issues.(Multiple responses possible)	1. Flipcharts 2. Modules 3. Posters 4. Booklets 99. Others	
28	Which according to you is the most effective method?		
KISHORI DIVAS			
29	What is your role in arranging the kishori diwas?(Multiple responses possible)	1. Coordinate with ASHA /AWW in deciding the venue for kishori diwas 2. Assist the peer educators in organizing the kishori diwas 3. Mobilizing the adolescent girls from village 4. Counsel the parents to attend and	

		send their girls to the kishori diwas 99. Others	
30	What are the problems faced in organizing Kishori diwas?		
	MONITORING AND RECORD KEEPING		
31	Do you keep any attendance records of adolescent girls attending the monthly meetings?	1. Yes 2. No (if no skip to Q.33)	
32	What role do you play in record keeping?		
33	Is there any performance evaluation criteria for peer educators?	1. Yes 2. No (if no skip to Q.35)	
34	What role you play in performance evaluation of peer educator?		
35	What is the frequency of monitoring field visits by supervisor?		
36	Which organization do this supervisor belong to? (Multiple responsible possible)	1. Department of Women & Child Development 2. NGO 3. UNFPA 4. PRI 99. Others	
37	Do you attend the cluster meeting regularly?		
38	What are the problems that are discussed in these cluster meetings?		
39	Whom do you report or ask for help in case you come across any problem?		
	KNOWLEDGE ASSESSMENT (FOR ASHA ONLY)		
40	How do you ensure participation of girls newly entering in the age group of 10-19 years?		
41	Do you counsel adolescent girls on the health aspects?	1. Yes 2. No	
42	What counselling do you give to the adolescent girls regarding health?	1. 1.physical changes during adolescence 2. Female reproductive system 3. Menarche & menstruation 4. Menstrual hygiene practices 5. Care during menstruation 6. Common problems during	

	MONTH
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		menstruation 99. Others	
43	What counselling do you offer to married adolescent girls?	1. Reproductive cycle & menstrual hygiene 2. Sex education, RTI/STD 3. Family planning 4. Planned parenthood 99. Others	
44	What areas are covered in counselling for planned parenthood?	1. Age at marriage 2. Conception 3. Signs and symptoms of pregnancy 4. Needs of a pregnant woman 5. Do's and don'ts during pregnancy 6. Adverse health implications of teenage pregnancy 7. Socio-economic consequences of teenage pregnancy 8. Some myths and facts related to pregnancy	
45	Do you counsel them regarding the family planning?	1. Yes 2. No (If No Skip to Q.47)	
46	What topic are covered in the counselling of family planning?	1. Importance of family planning 2. Implications of early marriage 3. Different types of contraceptive measures 4. Emergency contraception 5. Effectiveness of contraceptive methods	
47	Do you find any change in the behaviour of the girls and their parents after implementation of this program?		
48	Do you have any suggestion for the improvement of the program?		

5. FORMATS FOR ADOLESCENT GIRLS DATA

	No of ANG
	Total Adolescent Girls Participated
	Total No of Enrollment

MONTH		
MEETING 2	MEETING 1	
		AWC Conducted AG meeting
		Total Adolescent Girls Participated
		Total No of Enrollment
		No of AWW
		No of AWW Post
		No of ASHA
		No of ASHA Post

	Three Months Plan												
	Cluster: Khandi Ovri Baidi												
				Shanti lal	Cluster Coordinator :								
	Sector: Mukesh												
AWC	Decem ber	Dat e	AW C	Novem ber	Dat e	AW C	Octob er	Date	AWC	Septem ber	Tim e	Day	D a t e
									lakoda			Thursd ay	0 1

												-09-2016
											Friday	02-09-2016
								mahudara			Saturday	03-09-2016
								Palsiya			Sunday	04-09-2016

Action For Adolescent Girls									
Sector Coordinators Reporting Format									
Name Of sector Coordinator:					Chavi				
Date:									
Sr. No.	Place of Visit		Time		Purpose of the visit:				
	Cluster	Anganwadi	In	Out					
1									
2									
3									
4									
5									
Adolescent Girls Meeting:									
Total population of Ado. Girls of the ANG.		No girls Present	Sakhi	Saheli 1	Saheli 2	Session transaction	AWW/ASHA / Sahyogini	Resource person	
Sr. No.	Challenges					Suggested Solution to address the challenges:			
1									
2									
3									
Quality Check Feedback									
1	Using of IEC material				Chart Paper	Training Kit	Observation Tool	Training Module	Other
2	Discussion on previous meeting was conducted ?								
3	How many Meetings Are tranzacted ?								
4	Challenges are shared by								

	Adolescent Gilrs ?	
5	Analysis Of Girls Understanding the Transacted session	
6	Meeting Trasaction Quality	

