

Adolescent Leadership Development Program Report of Baseline Survey

Conducted by: i-Saksham
**Report by: Pluriversal Research and
Action (PRA)**

About the Survey

- This survey was conducted to understand the current situation of the adolescent girls residing in two blocks of Bihar – Jamui and Khairi.
 - The survey covered 11 panchayats and 23 villages.
- The aim was to understand attitude and mind-set of the adolescent girls towards gender roles, gender barriers, education, health, future aspirations, groups and collectives, awareness and access to government schemes, and other aspects of their lives.
- The information was gathered through following sections:
 - Demographic situation
 - Educational and career aspirations
 - Day-to-day routine
 - Health awareness and conditions
 - Menstrual health and awareness
 - Participation in groups and awareness about collectivization

Methodology

- The study used quantitative research design to collect data from the adolescent girls
- Sample size: 121 girls (Treatment Group – 104 and Control Group – 17)
- Criteria for sampling: 11 to 19 age-group, across 23 villages
- Simple random sampling method was employed to select participants
- The survey was conducted through structured interview schedule (online format to collect data)
- Data cleaning & analysis: MS-Excel and SPSS

Summary of Key Findings of the Study

- **Demographic Profile:**

- Sample of 121 adolescent girls (104 – treatment and 17 – control group) from Jamui and Khaira block was collected with diverse representation of panchayats and villages
- Most of the girls were from socio-economically marginalised backgrounds; most parents of girls were engaged in daily wage and farming work
- Gender disparities reflected among siblings and parents education. Higher male preference found among siblings – with girls being eldest, more of their sisters were lesser educated and more were married as compared to their brothers. More mothers than fathers of the participants were lesser educated – more so in case of SC and ST groups.

- **School Education and Career Aspirations:**

- High absenteeism from schools was found among participants.
- Household work was cited as the major reason by the participants for being absent from schools. Other barriers to regular schooling faced by the participants were – family responsibility, financial situation, and social norms.
- The data by caste and age-groups depicted adolescent girls are unable to engage in self-study as they grow up and specifically if they are from ST community.
- Participants had educational and career aspirations, but these reflected limited awareness and choices as some of them restricted their aspirations to completing school education or graduation. Nearly one-fourth of the participants were not clear what they wanted to do in their future, most of them were from ST groups.

Summary of Key Findings of the Study

- **Daily Routine and Self-Awareness:**

- Most participants faced burden of household chores with little time to study and spend with friends
- The participants wanted changes in their daily routine and expected their families to reduce their burden of household activities so that they could get more time to study. Being adolescents, they had the expectation of being understood by their families.
- Most participants reflected self-confidence in their own abilities, but displayed low-confidence in taking initiatives to solve community problems and take their major life decisions.

- **Gender Attitudes and Mind-set:**

- Although majority of the participants could identify gender discrimination and its reasons, but very few could suggest strong ways to deal with the same.
- A significant proportion of participants had internalized the bias. This might be because a large proportion reported not facing gender discrimination, which can be lack of ability to understand the discrimination. Higher proportion of girls from SC groups reported facing gender bias.

- **Menstrual Health Awareness:**

- Sources of information, understanding about menstruation, challenges, and support required by girls were limited.
- But, the participants showed willingness that they would spread information on menstruation if they get knowledge on the subject.

Summary of Key Findings of the Study

- **Awareness of Government Schemes:**

- Participants were largely unaware about government healthcare schemes.
- Engagement of the adolescent girls with frontline health worker was limited to a specific purpose.

- **Adolescent Girls' Collectives:**

- There were only four out of 121 participants who were part of groups/ collectives; mostly for information-exchange and study groups.
- The adolescents showed keenness to join a group.

- **Attitude and Awareness for Social Change:**

- Most participants wanted to bring changes and improvement in the education system. However, they were unable to think of concrete steps, expect approaching village head or teachers for the same.

Summary of Key Findings of the Study

- **Availability of Role Models:**

- A majority did not respond/ have a role model. The role models were family members and key features were being educated and caring.
- This shows lack of exposure of participants, which may lead to narrower future pathways. It needs to be understood with the privilege as having a role model requires access to information and people who have achieved some positions in their lives.

- **Program Expectations:**

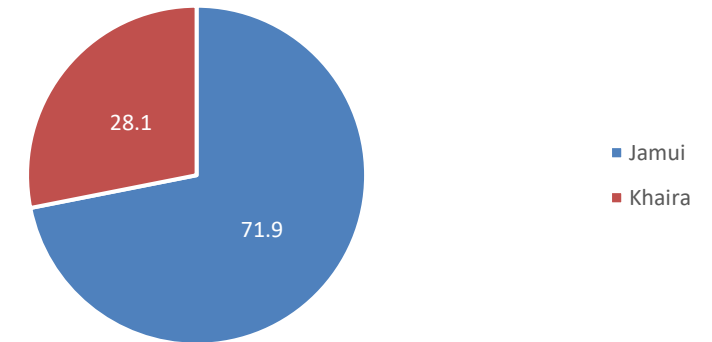
- Majority of the participants want to engage with the program to gain and spread new information. However, they could not view various other benefits of leadership development, peer support, social change, career guidance, and so on by becoming a part of this program.

PROFILE OF THE PARTICIPANTS

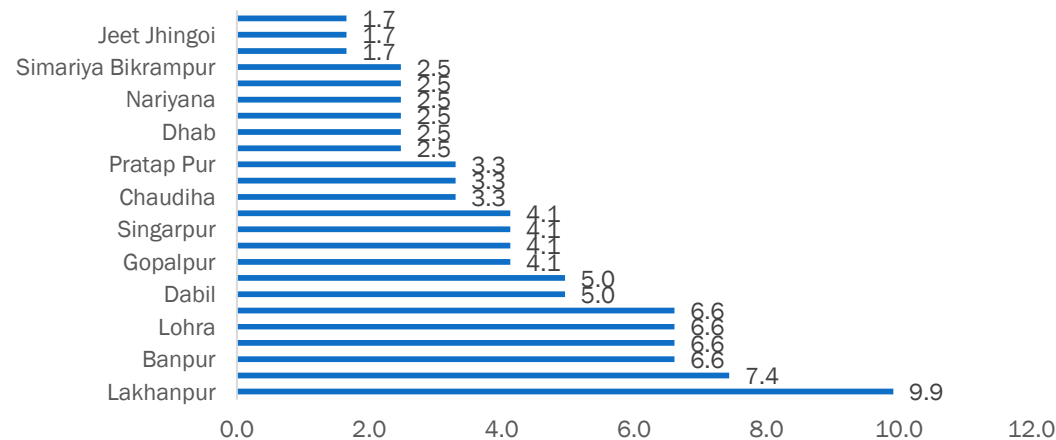
Geographical Representation

- Majority of the participants were from Jamui block (71.9%).
- Most of the participants came from Lakhanpur Panchayat (28.1%), followed by Kendih (14%).

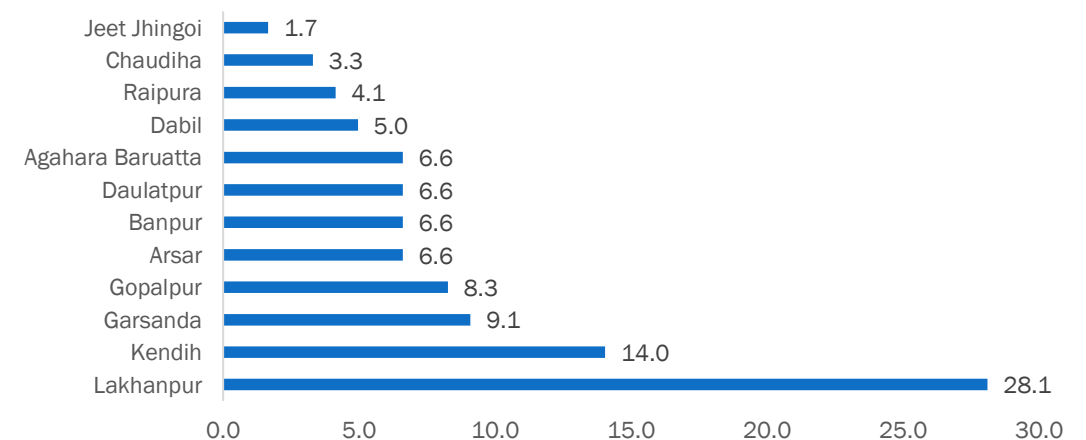
Block-wise Representation



Village-wise Representation



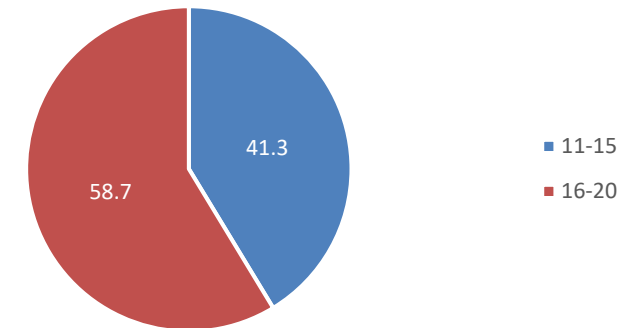
Panchayat-wise Representation



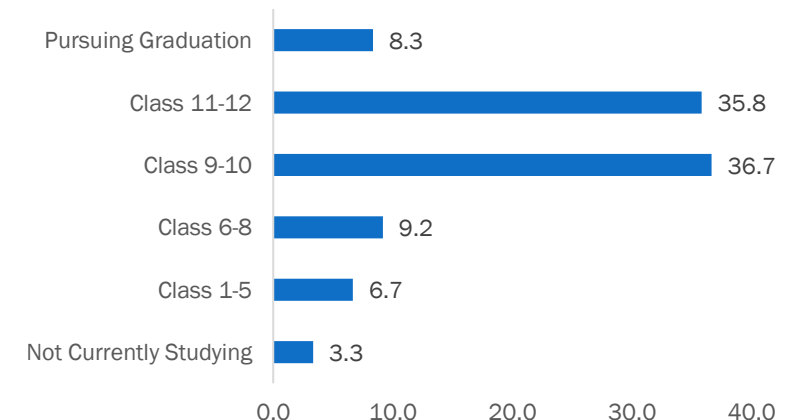
‘Majority participants were in middle to late adolescence and studying in school’

- Majority of the participants were 16 years or older.
 - Highest representation was of 15-year-olds (23.1%) and 16-year-olds (22.3%).
- Majority of the participants were studying in class 10th or lower grades.
 - Over 70 per cent of the participants were pursuing secondary (36.7%) and senior-secondary education (35.8%).
 - Only 3.3 per cent were currently not studying; three out of four of them were above 15 years of age. Out of four who were currently not studying, three belonged to SC and one belonged to OBC groups.
- None of the participants were married.

Age-group of the Participants

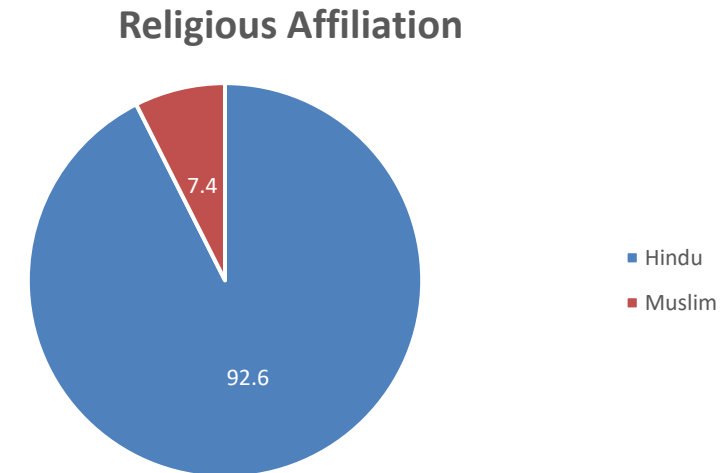
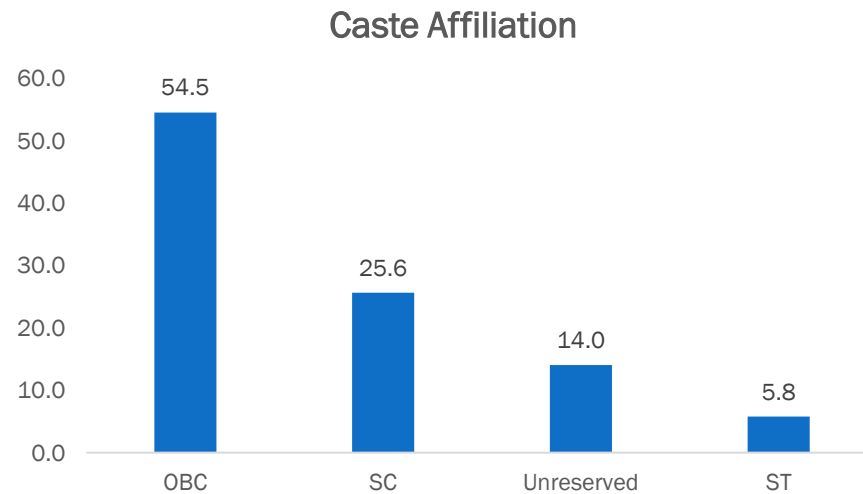


Current Educational Engagement



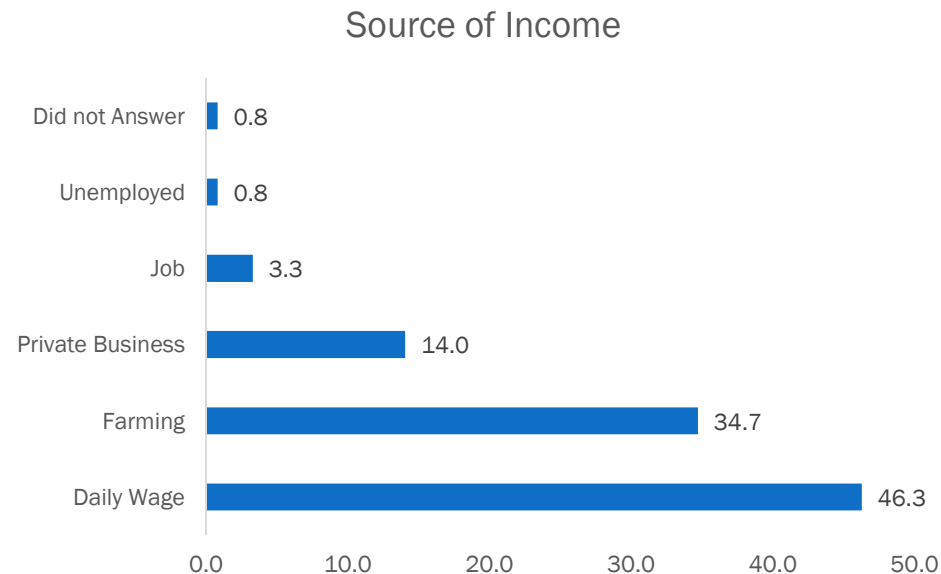
‘Over half of the girls were from marginalised communities’

- Almost 55 per cent (majority) of the participants belonged to OBC group, followed by SC, unreserved, and ST groups.
- Over 90 per cent of the participants were Hindus; around seven per cent were Muslims.

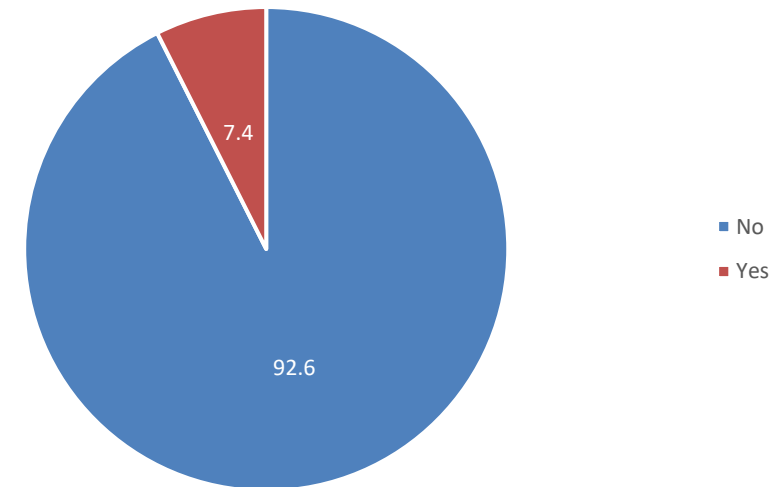


‘Most participants belonged to families engaged in daily wage & farming work’

- Most of the adolescents informed that daily wage is the main source of income in their families, followed by farming. Petty business and salaried jobs were very low in number.
- Around seven per cent of the participants were engaged in income-generation activities, which were farming, taking tuitions, sewing, and cigarette-making. One, out of the nine participants engaged in income-generation activity, was from unreserved category.



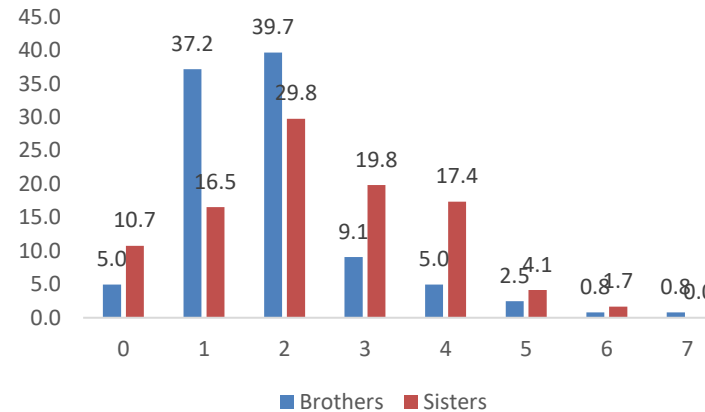
Engagement in Income-generation Activity



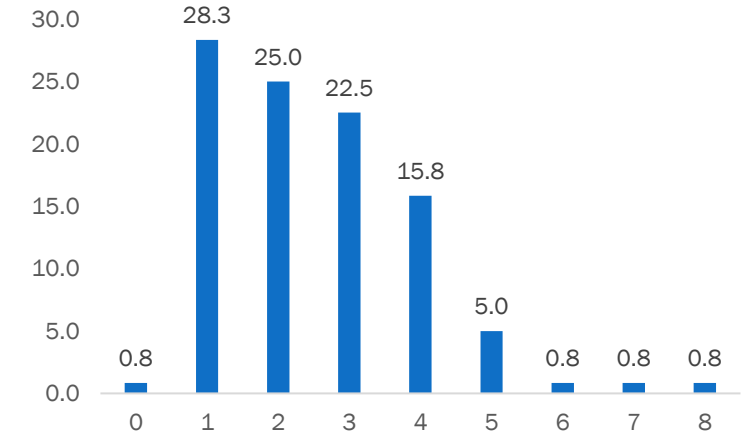
‘Higher male preference found among siblings – with girls being eldest, lesser educated & more married’

- Most participants reported having two brothers (39.7%) and two sisters (29.8%).
- Around 23 per cent of the participants had four or more sisters, whereas around nine per cent had four or more brothers. One of the major reasons could be the prevalent male-child preference in families.
- Almost 30 per cent of the participants were eldest among the siblings.
- Across social categories, a significantly higher percentage of participants' brothers (73.6%) were found studying than their sisters (59.5%).
- Similarly, a higher percentage of participants' sisters (40.5%) were married than their brothers (11.6%).
- These findings are reflective of the gender inequalities present in the socio-cultural practices that place higher value over the male child and their needs over the female child.

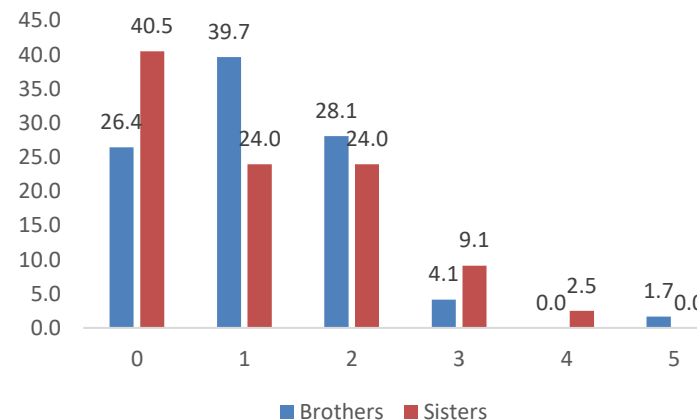
No. of Siblings



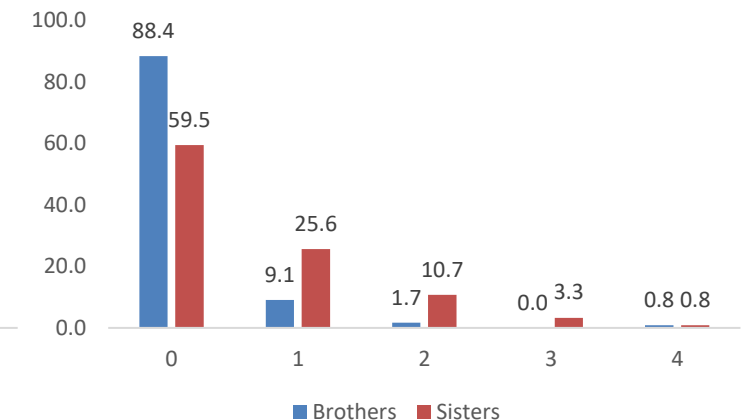
Order among Siblings (n=120)



Siblings Currently Studying



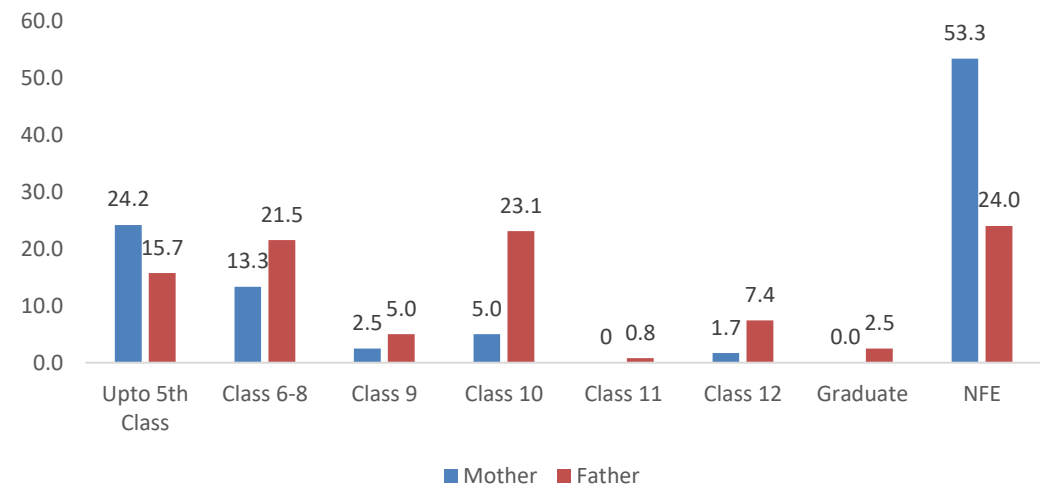
Siblings Married



‘Gender and caste disparity in parents’ educational status’

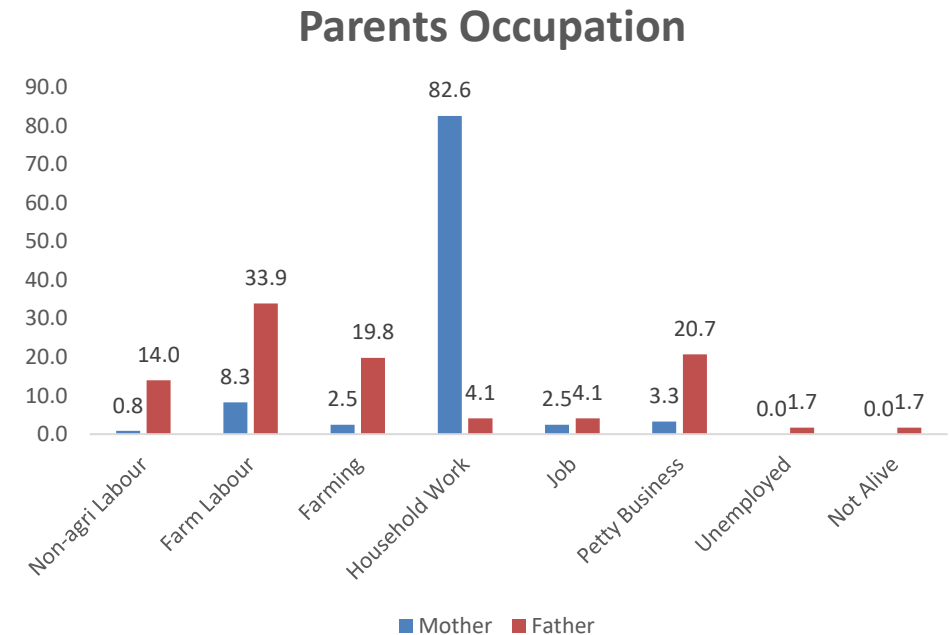
- A significant difference was visible in education of parents. Less than seven per cent of the mothers had studied class 10th and above, whereas this percentage was almost 34 per cent for fathers.
- More than double the number of mothers had studied Non-formal Education (NFE) than fathers of the participants, signifying low opportunities for women to continue their formal education.
- Over 70 per cent of the mothers who had studied through NFE belonged to SC and ST communities. Similarly, NFE was highest among fathers of participants belonging to SC (41.9%) and ST (57.1%) groups.

Parents Education
Mother (n=120) Father (n=121)



‘Traditional gender roles and caste disparities were visible in parents’ occupational status’

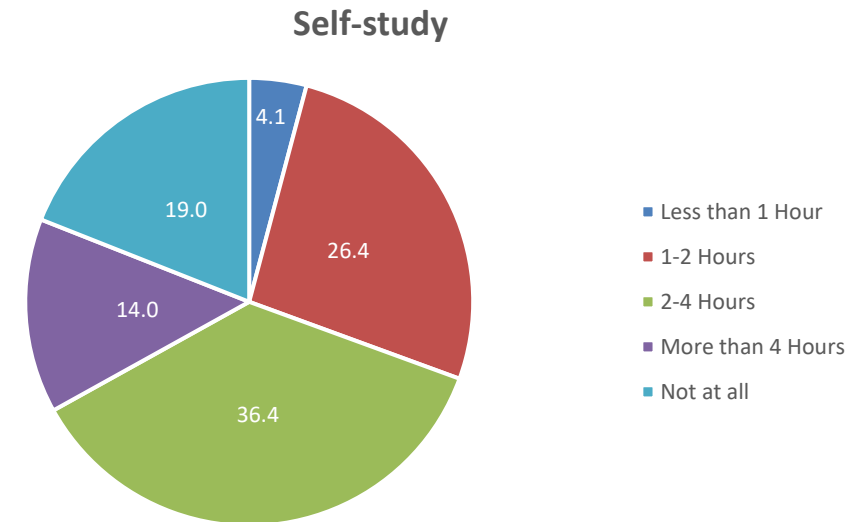
- Over 80 per cent of the participants’ mothers were homemakers. And majority of the fathers (33.9%) were engaged in farm labour, indicating the gendered division of roles.
- Most of the participants’ mothers from ST (28.6%) and SC (19.4%) categories were engaged in farm labour, while it was three per cent from OBC and none from unreserved category.
- Highest percentage of participants’ fathers from categories other than OBC were engaged in farm labour.
- Participants’ fathers from OBC category were engaged in personal business (28.8%) and farming (24.2%).
- Almost 30 per cent of the fathers from unreserved category were into personal business, highest amongst all the categories.



EDUCATIONAL PROFILE

Self-study– highest percentage of ST participants not getting time to study

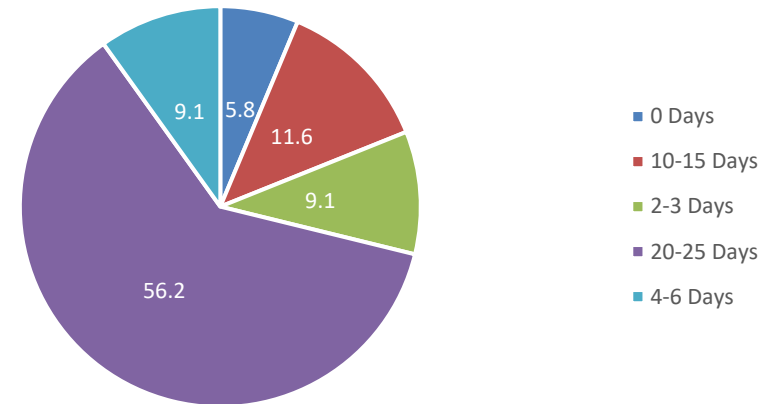
- Highest percentage of participants (36.4%) reported 2-4 hours of self-study, while 19 per cent reported not engaged in self-study at all.
- The data by caste and age-groups depicts adolescent girls are unable to engage in self-study as they grow up and specifically if they are from ST community. This could be due to the possibly increased household responsibilities on girls, especially in these ages, with lesser or no time for self-study.
- Amongst all the social categories, 57 per cent of ST participants reported not studying at all – the highest proportion.
- Around a quarter of the participants in the age-group of 16-20 were not engaged in self-study at all, which was 10 per cent for 11-15 age-group.



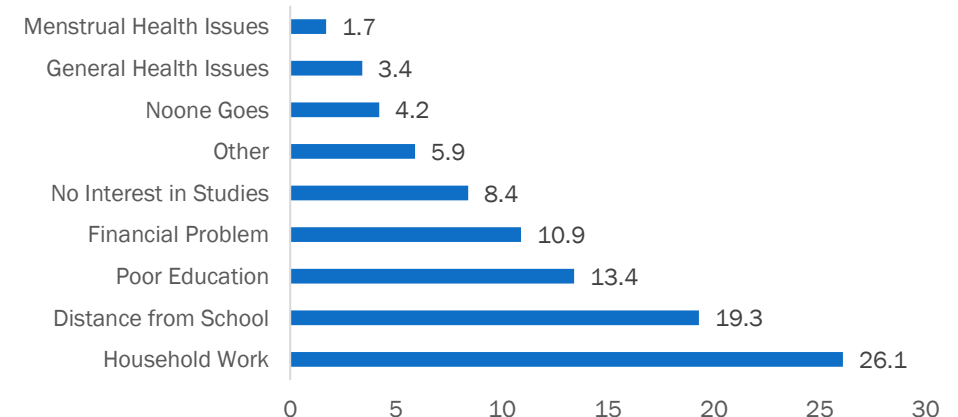
'High absenteeism from school found among participants'

- Majority of the adolescents, especially those in higher ages and SC group, reported higher absenteeism, that is not attending schools for 20-25 days in a month, which is concerning.
- Overall, around 56 per cent of the girls reported being absent from school for 20-25 days, which was highest among girls aged 16-20 (72%) as compared to 11-15 ages (34%).
- Except for 20-25 days category, absenteeism was found to be lower for girls in 16-20 than 11-15 age-group.
- Further, absenteeism for 20-25 days was highest among participants from SC category (71%).
- Participants reported household work (26.1%), distance to school (19.3%), poor quality of education (13.4%), and financial problems (10.9%) as major reasons of their absence at school.

Absent Days in School



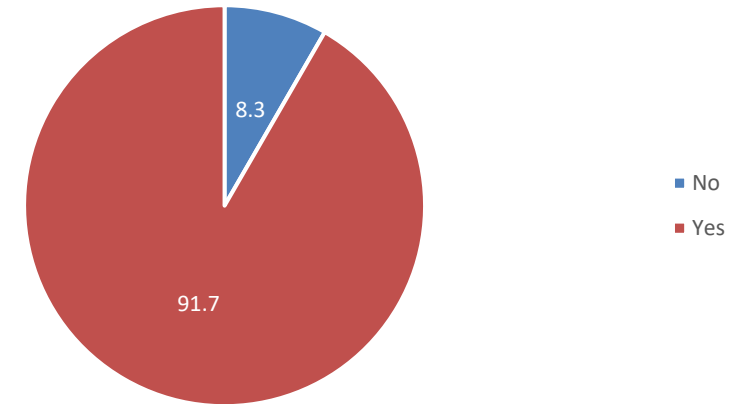
Reasons for Not Attending School (n=119)



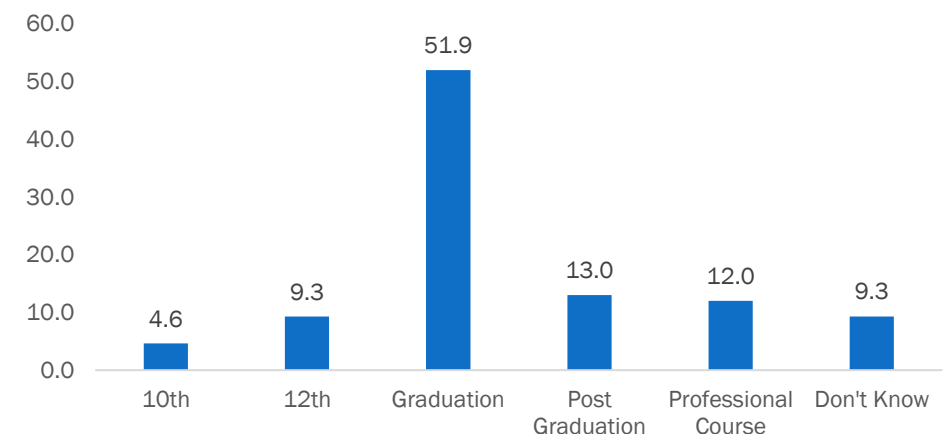
Educational Aspirations: *‘Most participants wanted to be Graduates & Teachers’*

- The findings reveal around 92 per cent of the participants were interested in further education. However, only 50 per cent ST participants wanted to pursue further education; this was lowest in comparison to participants belonging to OBC (97%), unreserved (94.1%), and SC (87.1%) categories.
- More than half of the participants aspired to be graduates; almost 14 per cent wanted to only complete schooling, indicating limited awareness about educational and career options.
- Fewer participants from 11-15 age-group (8.5%) aspired to pursue professional courses, compared to 16-20 age-group (14.8%). This might be because of lack of information. But, overall the professional course choice was lower.
- Awareness was lowest in students from ST category; none of them wanted to pursue post graduation or any professional course.

Interested in Further Education



Future Educational Aspirations

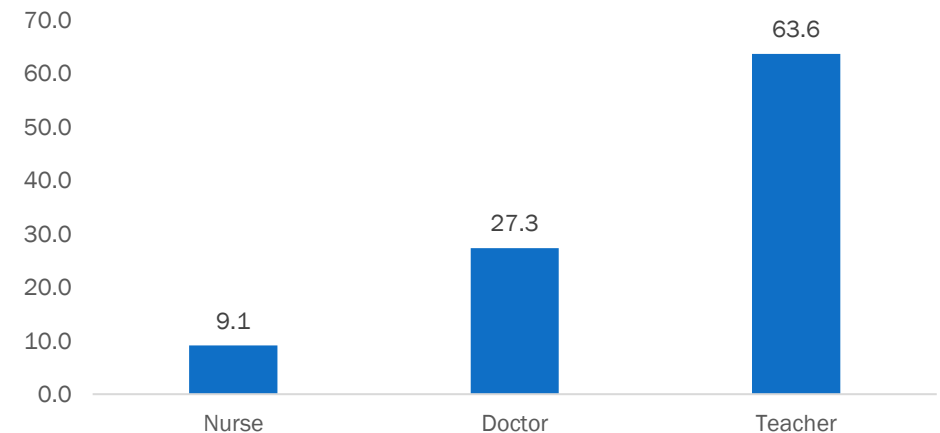


Future Aspirations & Barriers

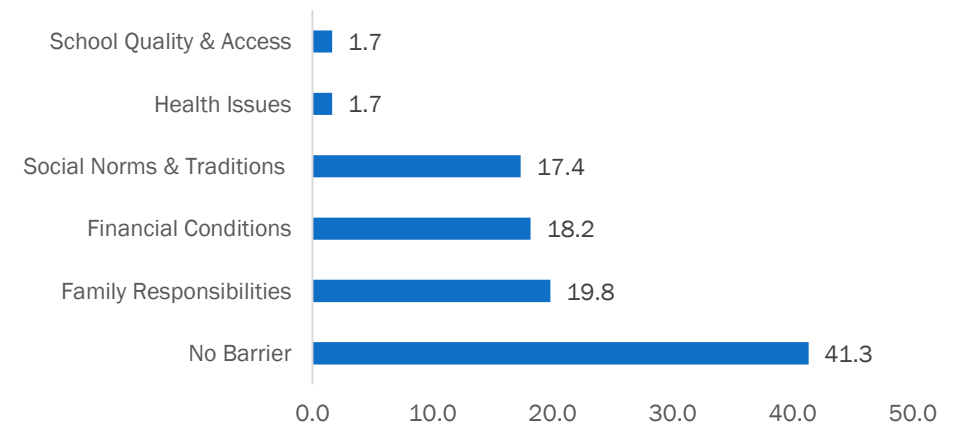
- Among the few adolescents (except ST) who wanted to pursue a professional course, choices were limited to teacher, doctor, or nurse, but none from SC category opted for doctor or nurse and all of them opted for teacher.
- Major barriers to higher education were identified by the participants as family responsibilities, financial situation, and social norms and traditions.
- Interestingly, a large proportion of adolescents did not identify a barrier to pursue further studies (over 40 per cent). A higher proportion of participants from 16-20 age-group (45.1%) did not identify barriers than 11-15 age-group (36%).
- The most significant challenge identified by unreserved category participants were family responsibilities (35.3%) and financial conditions (35.3%), social norms and traditions by SC (22.6%) and OBC (19.7%), and majority of the ST participants (42.9%) identified financial condition as their biggest challenge in pursuing further education.

This indicates the challenges faced by the adolescents vary as per their social contexts, perhaps even influencing their choices on higher education.

Choices of Professional Courses (n=11)



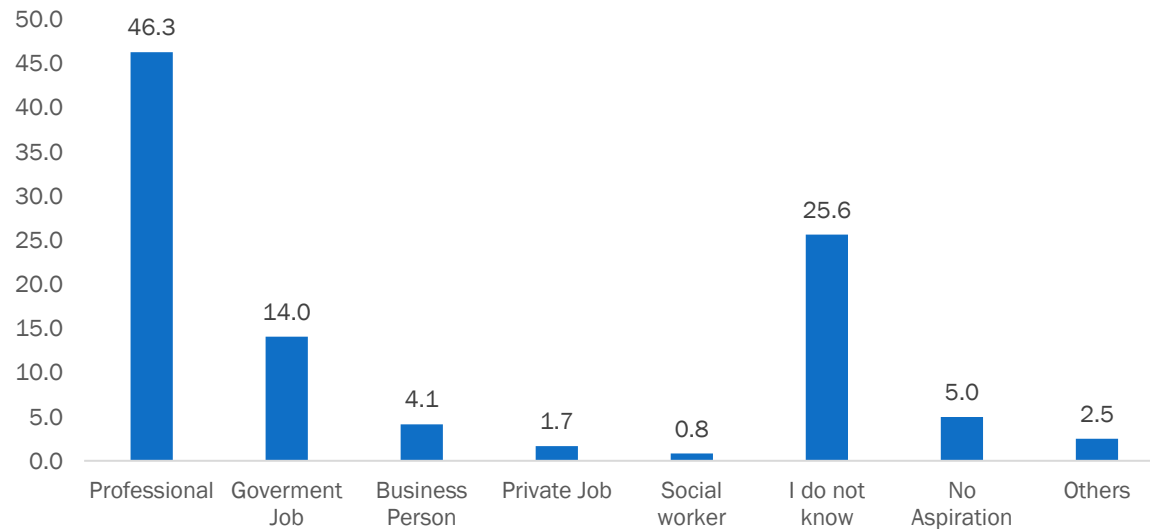
Barriers in Further Studies



Future Aspirations

- Majority of the participants (46.3%) aspired to be a Professional. This was almost 50 per cent for all the categories except participants from ST group, out of whom only around 14 per cent wanted to be a professional like doctor, engineer, etc.
- Nearly one-fourth of the participants were not clear what they wanted to do in their future. Highest proportion of ST participants (57.1%) were in this category.

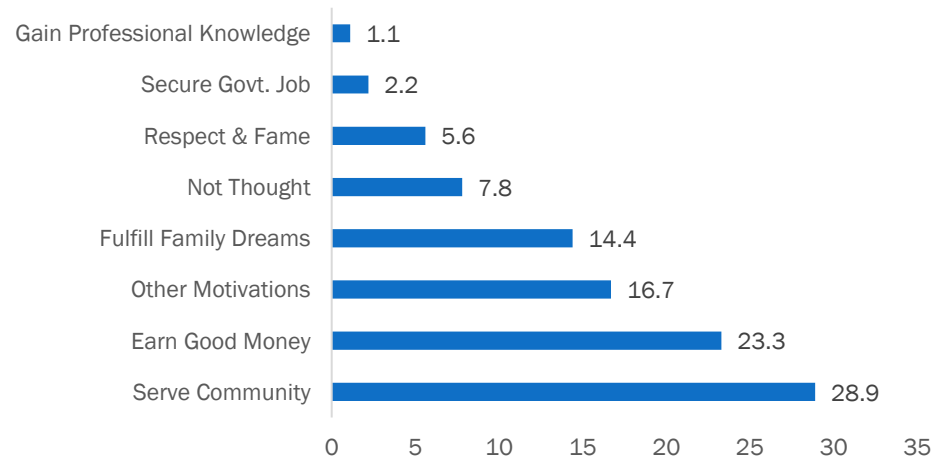
Future Aspirations for Career



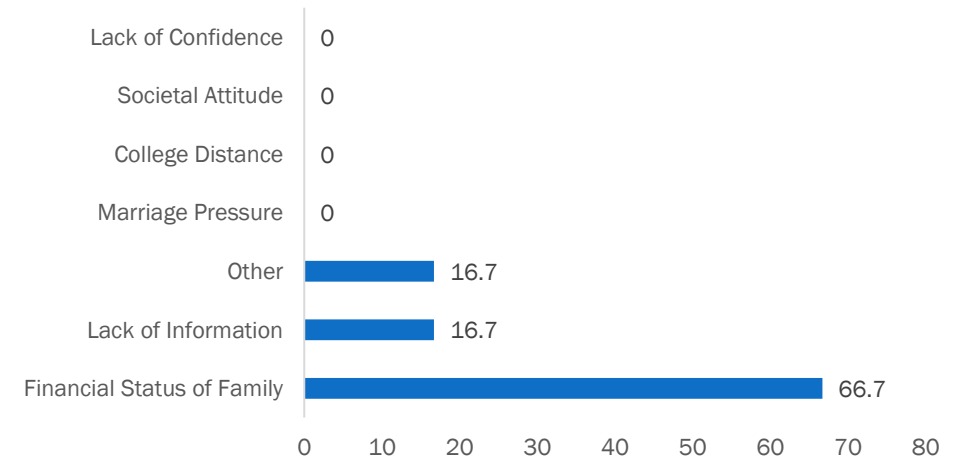
Motivated to be a Professional; Demotivated due to financial status & lack of information'

- The adolescents' motivations to pursue a career showed an inclination to serve their communities (28.9%) and earn well (23.3%). Fulfilling their family's dreams was also a motivation for around 15 per cent participants.
- Though fewer in proportion, participants who had not given a thought as to why they wanted to pursue a career (7.8%), shared it was in fact due to their family's financial condition (66.7%) and lack of information (16.7%), rather than the absence of interest to pursue a career.

Motivations for Career (n=90)



Lack of Motivation for Career (n=6)

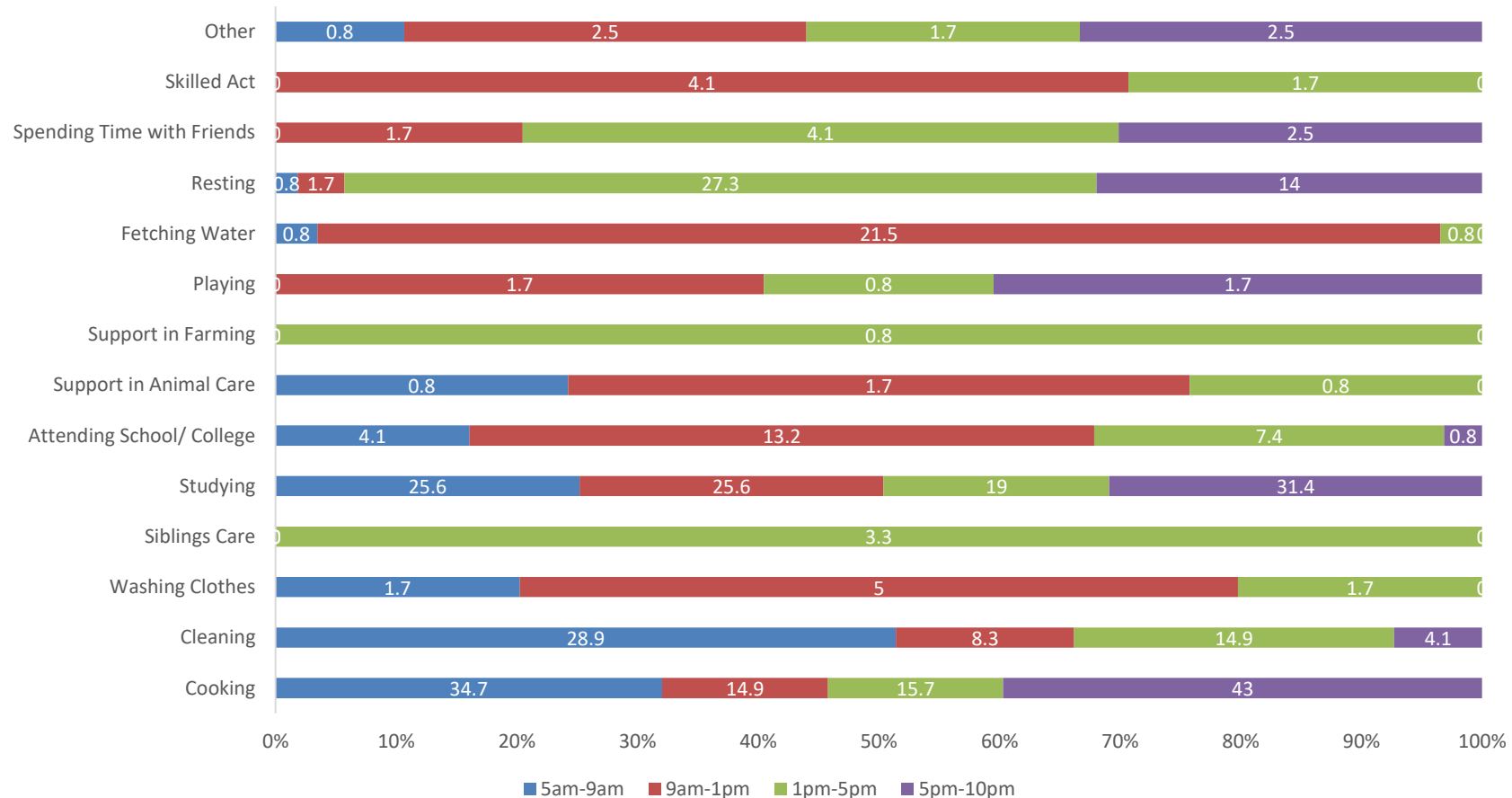


DAILY ROUTINE & FAMILY SUPPORT

‘Most girls were engaged in household chores, with limited time to study and spend with friends’

- The data shows that girl participants were significantly engaged in household chores like cooking, cleaning, washing clothes, and fetching water. This was higher in the mornings and evenings:
 - 5-9 am – 66.1 per cent (cooking by 34.7%)
 - 9-1 pm – 49.7 per cent (studying by 25.6%)
 - 1-5 pm – 33.1 per cent (resting by 26.4%)
 - 5-10 pm – 47.1 per cent (cooking by 43%)
- Around 19-31 per cent of the participants were spending time studying during various time-periods of a day.
- Less than 5 per cent of the participants were spending time with friends or playing.

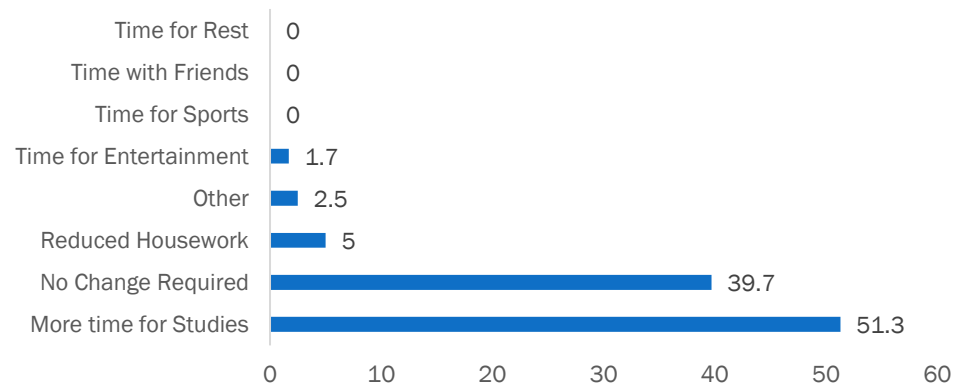
Daily Routine of the Participants



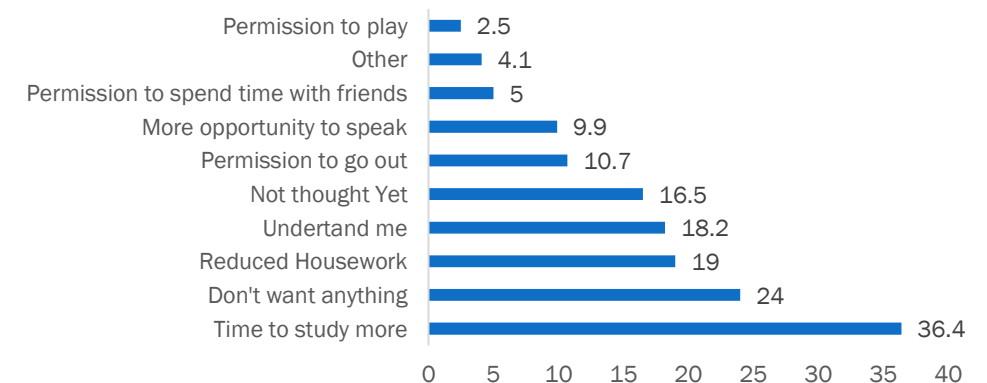
‘Many adolescents expected family to give more time to study, reduced housework, go out & be understood’

- More than 50 per cent shared they needed more time to study, showing an interest in education.
- Almost 40 per cent of participants shared that they do not feel any need to change their daily routine or had not thought about it. This points towards lack of an environment to understand implications of their daily routine, the scope of change in their personal and professional lives, and voicing their expectations to their families.
- None of them wanted any change in spending time with friends; this activity was done by only five per cent of the participants. This requires significant work as engaging with friends helps in developing leadership and 21st century skills.
- Apart from time to study more and reduced housework as expected support from family, some participants could think of critical support, such as more opportunity to speak, family to understand them, permission to spend time with friends and go out. Low percentages indicate identifying with these options require a deeper understanding of growth and development.

Desired Changes in the Routine



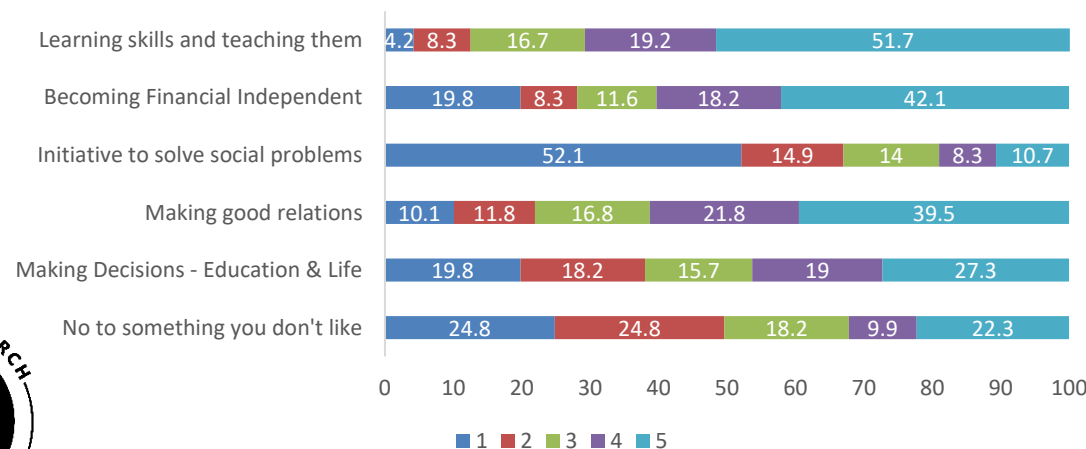
Expected Support from the Family



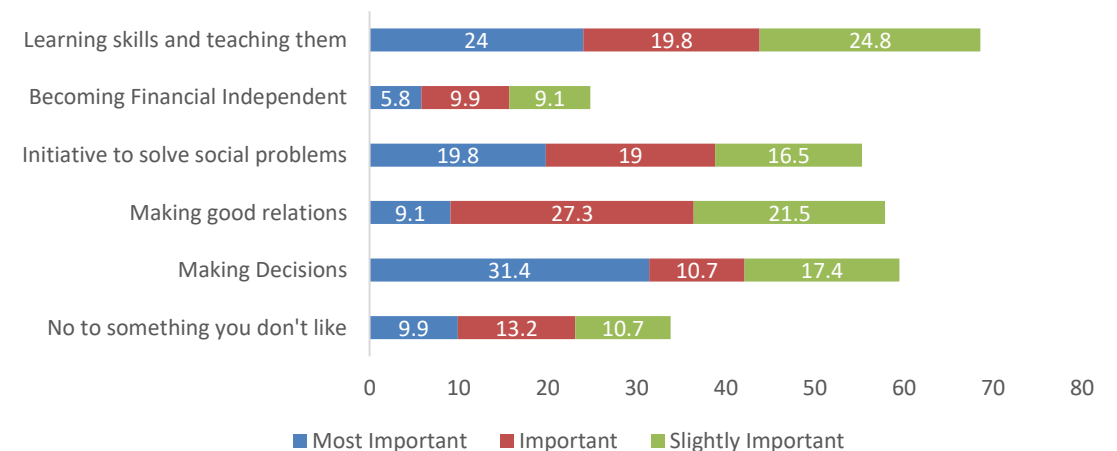
Self-Image and Aspirations for Self

- Almost a majority of the adolescents rated that they could not say 'NO' to something easily that they did not like in their family and very few aspired to achieve this – indicating they did not understand or place importance on this ability.
- Majority of the participants felt they could easily learn new skills and teach them to others (51.7%), followed by those who felt they could become financially independent (42.1%) and maintain good relationships (39.5%) – indicating self-confidence.
- Contrarily, more than half of them felt they could not take the initiative at all to solve their village/community problems. Only around 27 per cent of them felt they could easily take their educational and life decisions.
- Out of the same options, the adolescents laid highest importance on taking their own educational and life decisions (31.4%), second highest importance to making good relations (27.3%), and third highest importance to learning and teaching new skills (24.8%).

Self-Image



Important Aspirations

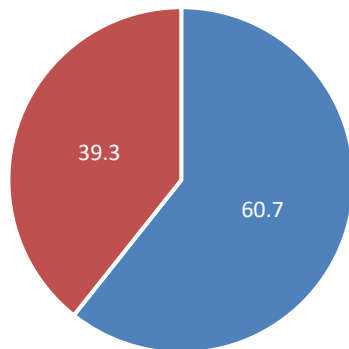


HOW DO GIRLS VIEW GENDER?

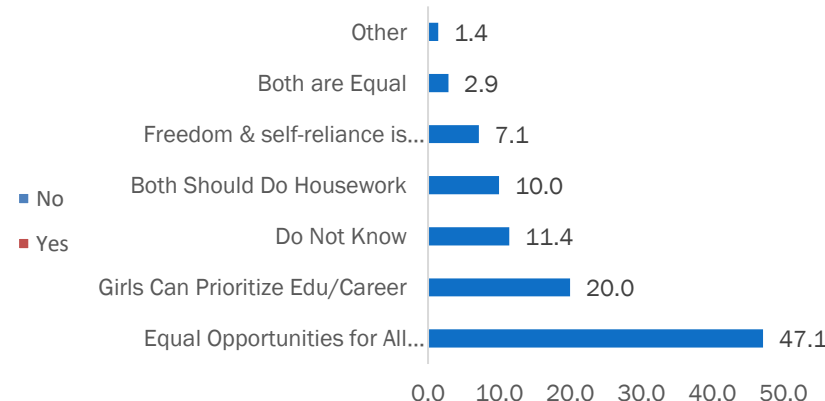
‘Majority of the girls presented gender equal views; large proportion did not see gender bias’

- Based on a situation, participants were asked their opinion on gender bias. Around 40 per cent of them did not have any issue with girls getting discriminated based on their gender; highest were from 16-20 age-group and unreserved category.
- When probed, almost two-thirds of them opined that girls are expected to do household work by the society. This presents deeply ingrained patriarchal notions in them, which had limited their understanding.
- Those who opined that gender bias is a wrong phenomenon had multiple reasons to believe the same; most significant one was that there should be equal opportunities for both the genders.
- One-third of the participants showcased agency and individuality in their responses, such as freedom and self-reliance is important for girls and girls can prioritize education and career.

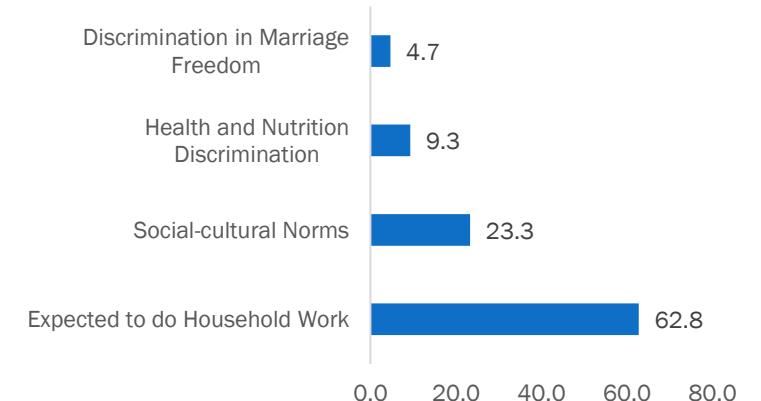
Do you think different treatment based on gender is fair? (n=117)



Views against Gender Bias (n=70)



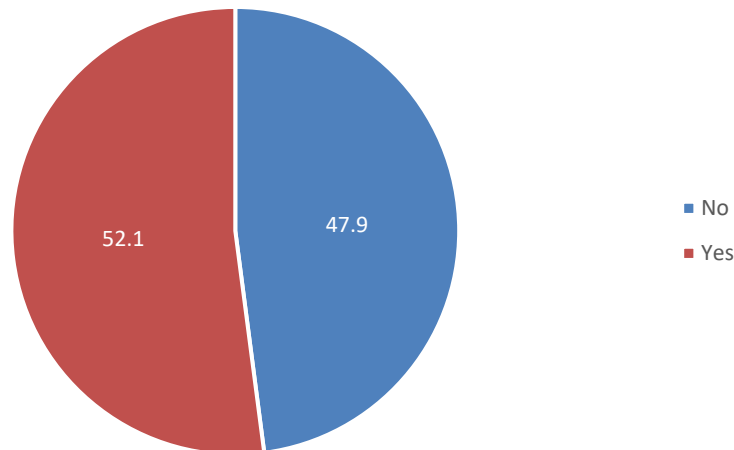
Justifications for Gender Biasness (n=43)



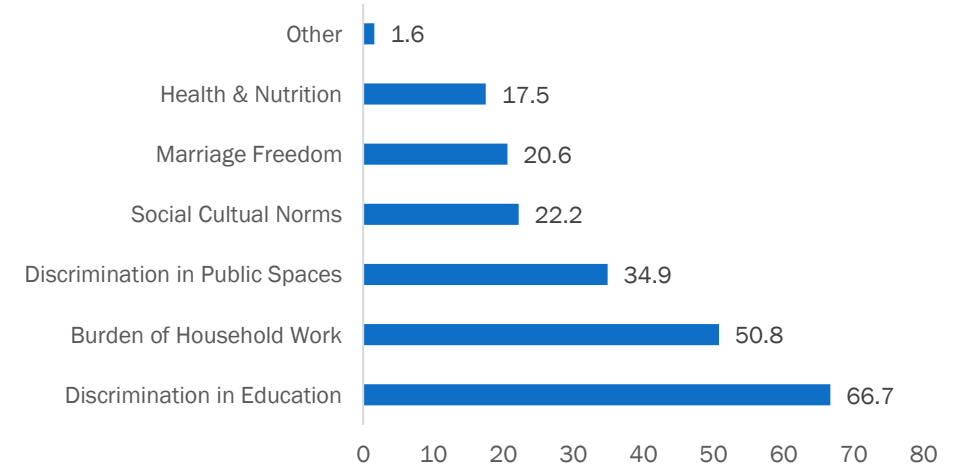
‘Gender-based discrimination most experienced by girls in education and burden of household work’

- A majority of the participants had seen people around them experiencing gender discrimination.
- Almost 48 per cent reported not experiencing it, which might be because of their inability to understand gender discrimination. Higher percentage of SC participants (67.7%) reported facing gender bias, revealing the complex ways in which gender bias doubly marginalises various groups.
- A large majority had seen this discrimination in education (85.7% SC) and burdening girls with household duties (61.9% SC), which affects their education.
- Almost one-third had experienced discrimination in public places and restriction to go to public place, which can affect their mobility and holistic development.
- The data shows that significant work is required to enable the participants to identify and understand the various forms of discrimination they face in everyday life.

Faced Gender Bias



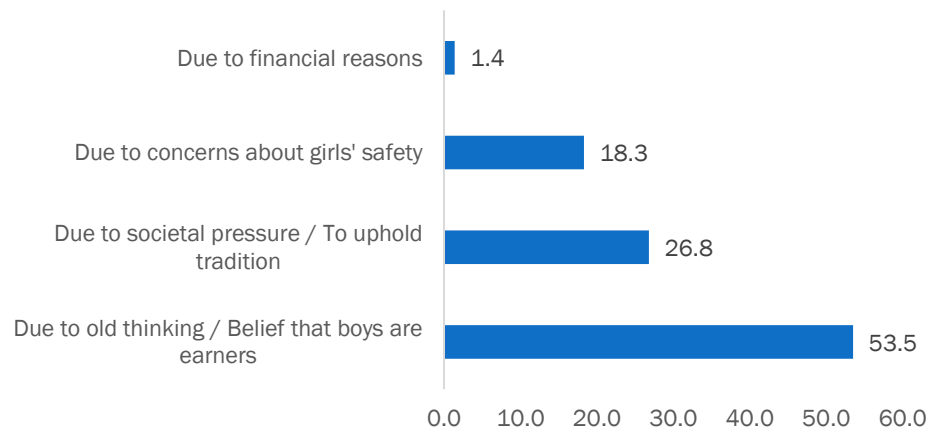
Types of Gender Biasness Encountered (n=63)



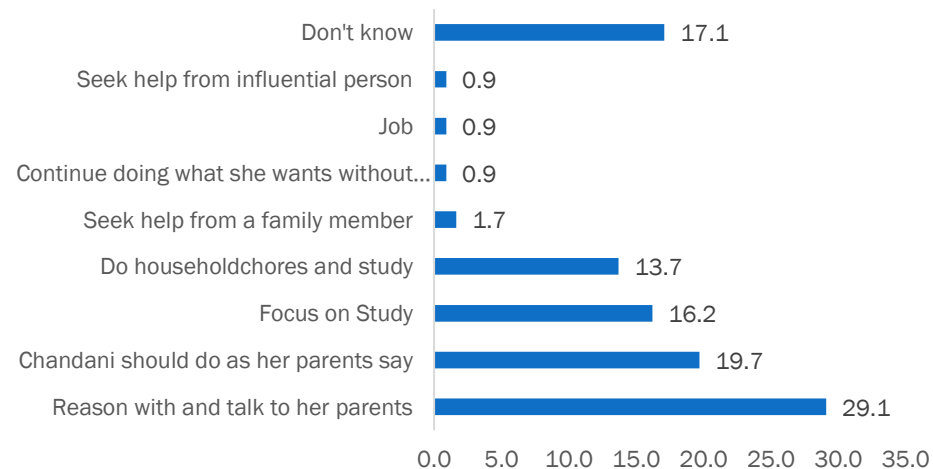
Dealing Gendered Behaviour: *'Girls showed an understanding of patriarchal notions behind gender bias but very few could see ways to deal with it'*

- Almost 80 per cent of the participants could pinpoint that Chandni was compelled to learn household chores by her parents, due to the traditional societal mind-set, where man earns for the family and woman takes care of the family.
- Around 18 per cent of the girls thought that it is for her own safety. However, it will be important to enable participants to think why they see the public space as unsafe for women and how it affects them.
- Based on the case, the girls were asked for their suggestions to Chandni to deal with the gender bias of her parents. Almost one-third of the participants wanted Chandni to keep doing what her parents were asking and study if time permits. This presents a view of submissive attitude, which is expected from a girl in her everyday life.
- Around 20 per cent of the girls felt that she should talk to her parents, which reflects a skill of negotiating.

Reasons why girls are compelled to do Household Chores



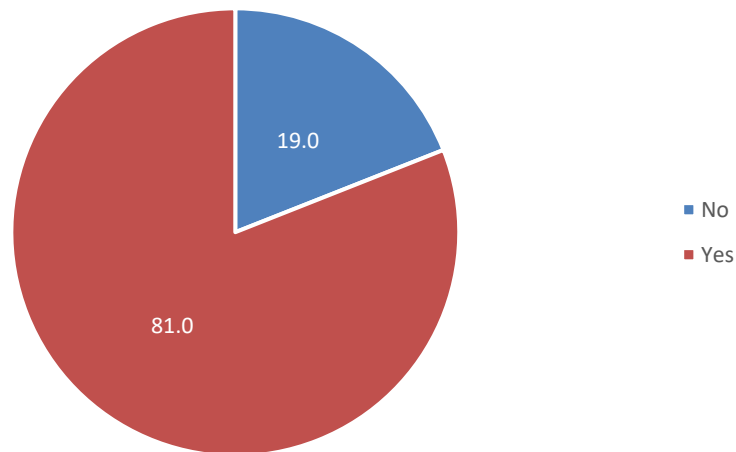
Ways to Deal with Gender Biased Behaviour



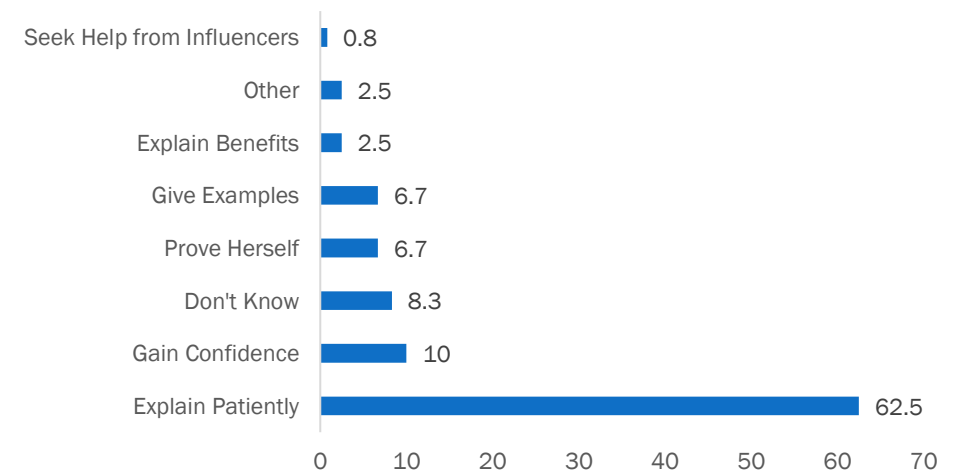
Dealing with patience to overcome gender bias

- Although a significant majority felt that Chandni should overcome her fear and share with her parents that she wants to study and become a doctor; 19 per cent did not feel the same.
- A majority of participants wanted Chandni to adopt the way of explaining patiently to her parents about her goal to convince them to let her study. This signifies the belief of girls in discussing and negotiating with other stakeholders to achieve their goals.

Views on Chandni Overcoming her Fear



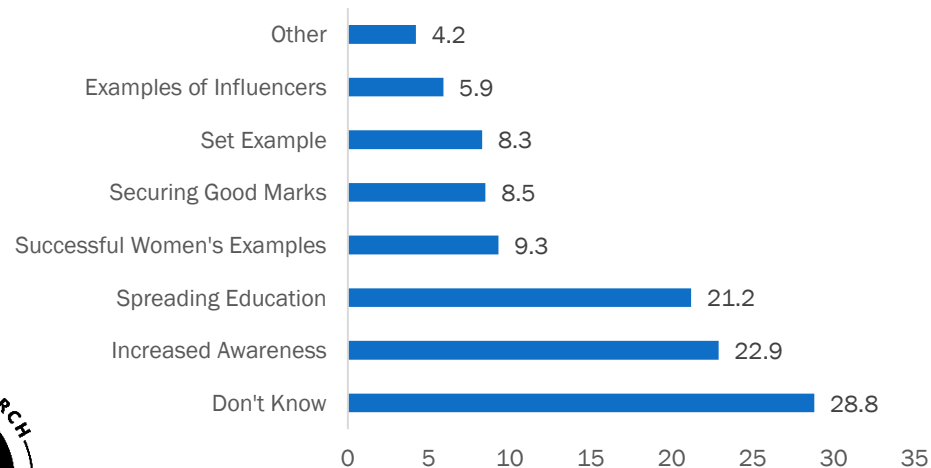
Ways Chandni can Convince her Parents



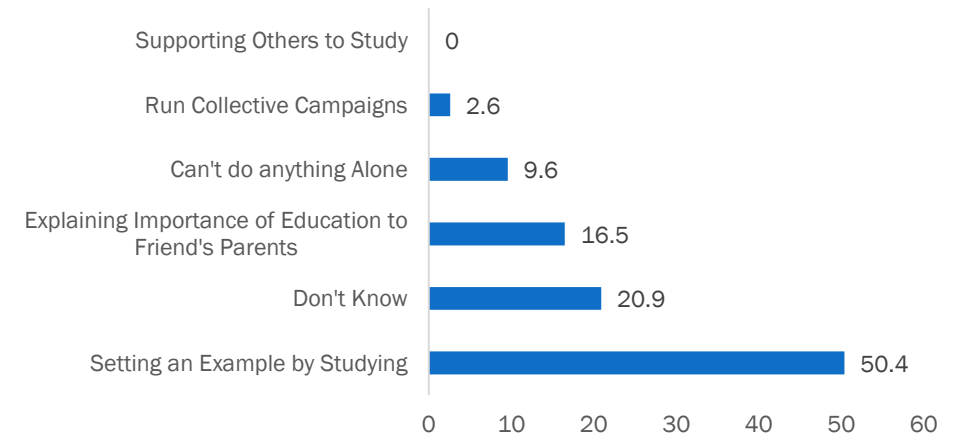
What roles can our participants play in girls' education?

- Over a quarter of the participants did not know how to change the regressive thinking of the society, which believes that girls should not get highly educated.
- Others felt that spread of education and increased awareness would be able to solve this crisis.
- Adolescents primarily relied on their personal actions and achievements as examples to inspire change such as, by educating themselves (50.4%), but demonstrated limited awareness of broader strategies to drive change (20.9%).

Ways to change Regressive Thinking (n=118)



Your Contribution in Bringing a Change (n=115)

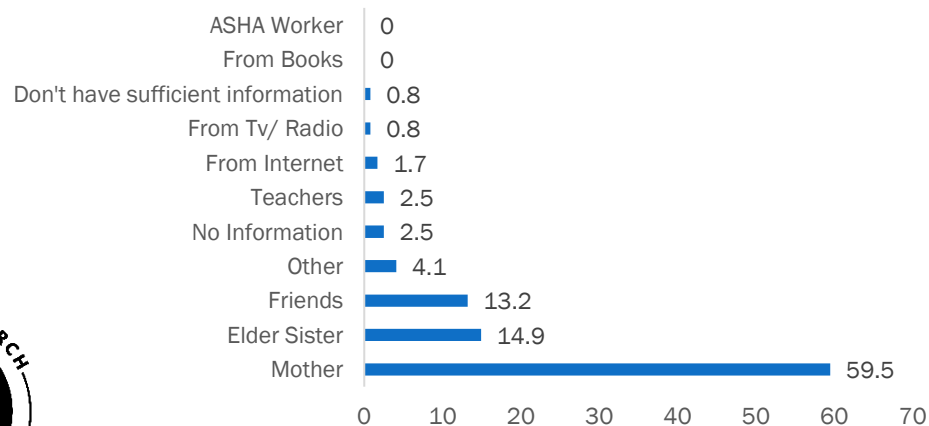


MENSTRUAL HEALTH

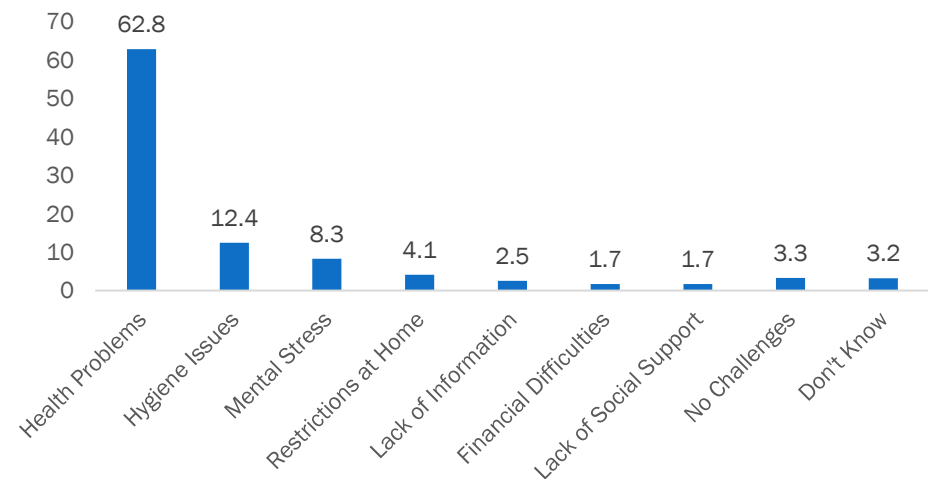
Knowledge about Menstruation - *'Lack of in-depth understanding of menstruation and its challenges'*

- For a majority of the participants (60%), mothers were the information source to understand menstruation, followed by elder sister and friends. Very few of the participants stated they did not have sufficient information. Other sources of information around them can be introduced to girls to expand their knowledge and awareness about menstrual health.
- A majority of the participants stated health problems (62.8%) as the major challenge faced by girls during menstruation. Other challenges identified by them were hygiene issues (12.4%) and mental stress (8.3%).
- The understanding of the challenges was limited and wider dissemination of knowledge needs to be shared with the participants about various difficulties faced during menstruation.

Information Sources to know about Menstruation



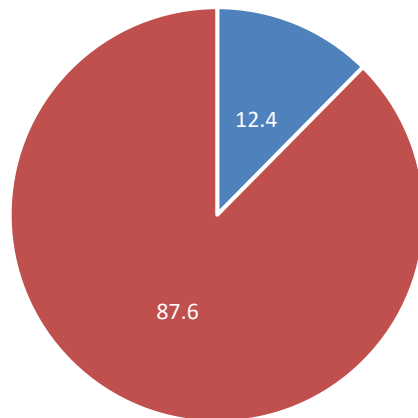
Challenges Faced by Girls During Menstruation



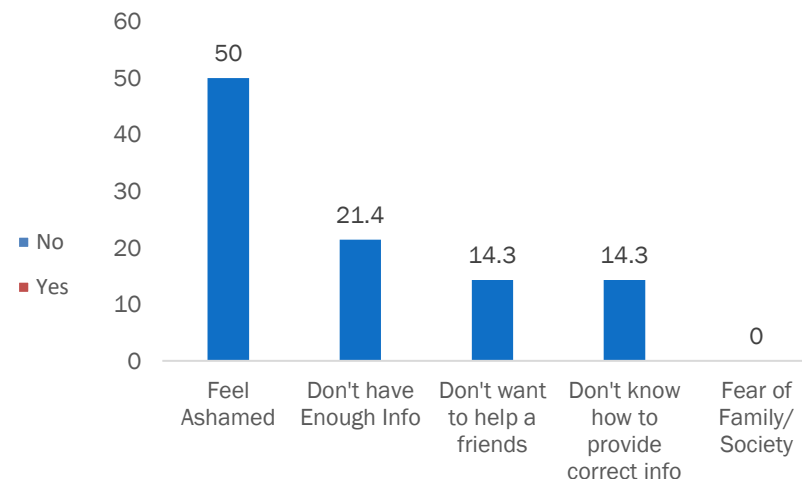
Menstrual Health and Peer Support

- Almost 88 per cent of the girls felt that they are capable of supporting their peers to grapple with their menstrual challenges.
- Majorly, those who did not feel capable, shared that they feel a sense of shame in dealing with the issues.
- Based on a case, participants selected various advices they would give a peer facing menstruation challenges, such as maintaining confidence, taking medicine and rest, not skipping school, and so on. However, most of the participants did not want to advice anything to a peer about how to manage her periods. Around five per cent did not know what to advice.
- The data showed that although the girls felt confident in supporting peers, they did not have an in-depth understanding or felt uncomfortable to talk about menstrual health and advice them. This indicates a need to address the stigma surrounding menstrual health and open up dialogue spaces for the same.

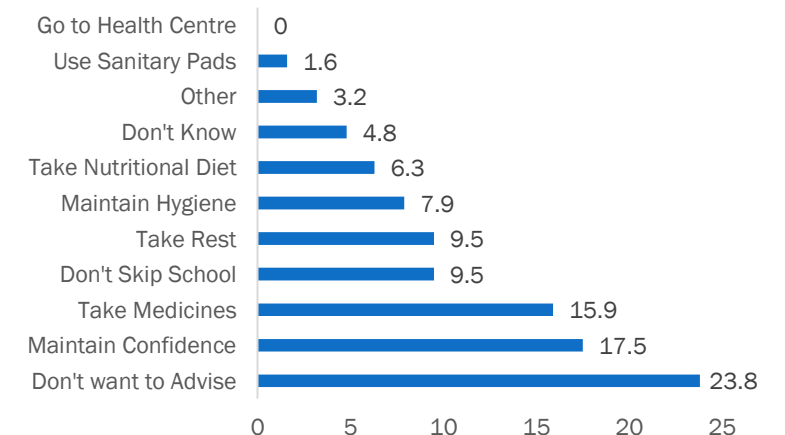
Capable to Support Other Girls facing challenges during Menstruation



Reasons of Incapability (n=14)



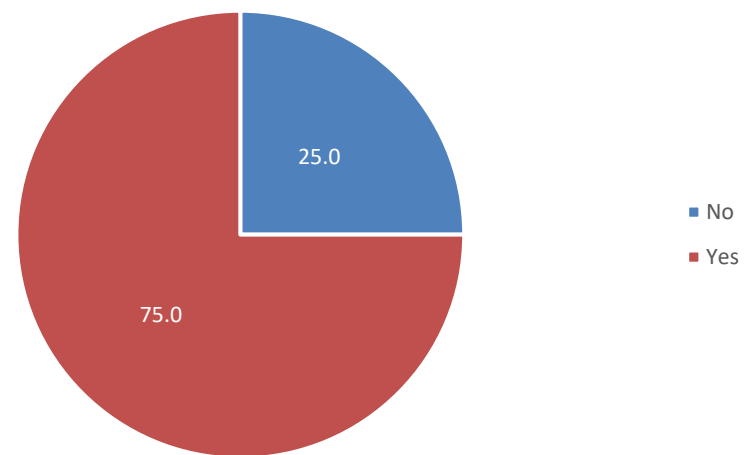
Advise to Rakhi during her Menstruation (n=63)



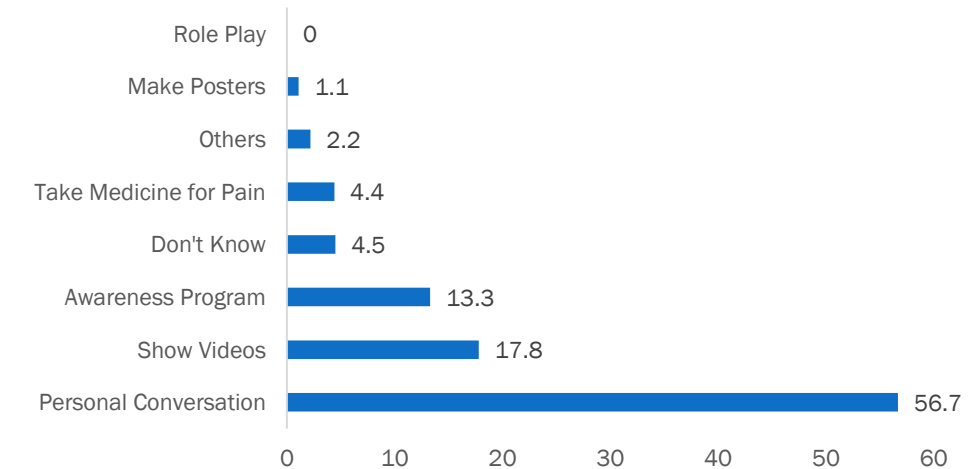
‘Girls showed the willingness to talk and share information on menstruation’

- Three-fourth of the participants showed willingness to share information on menstruation if they happened to learn from a video they had watched with their friends.
- A majority stated that they would have a personal conversation with their friends for information dissemination. Though relatively fewer, girls were also willing to show videos (17.8%) and organize an awareness program (13.3%).

Sharing of Info about Menstruation (n=120)



Ways to Share info on Menstruation (n=90)

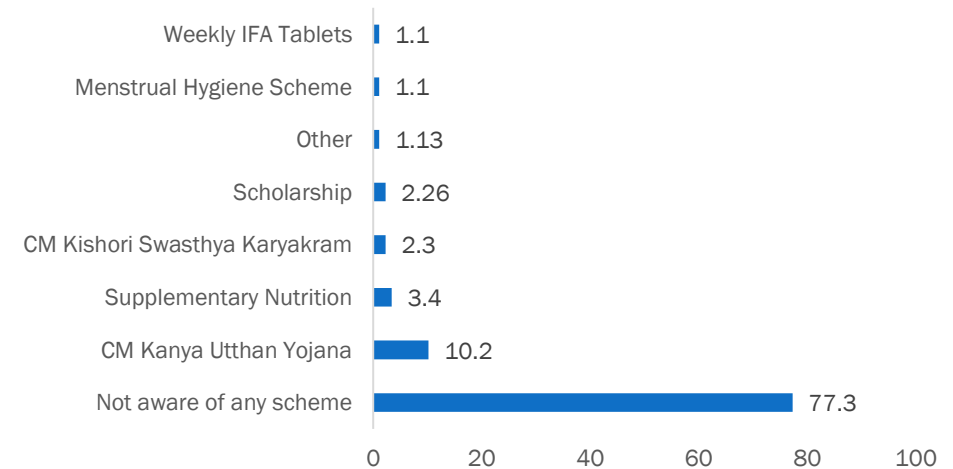


GOVERNMENT SCHEMES & HEALTH-CONNECT

‘Participants were largely unaware about government health schemes’

- A major proportion of the participants (77.3%) were found unaware of any government scheme.
- A higher percentage of OBC (81.4%) and SC (79.2%) participants were found aware than participants from STs (66.7%) and unreserved (66.7%) categories.

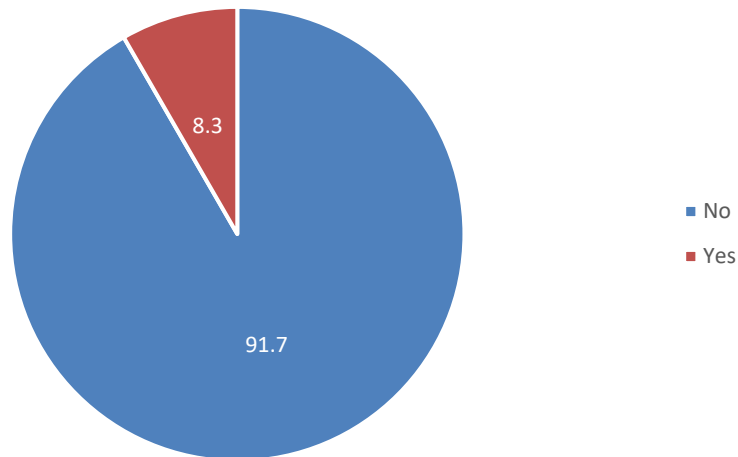
Awareness about Schemes (n=88)



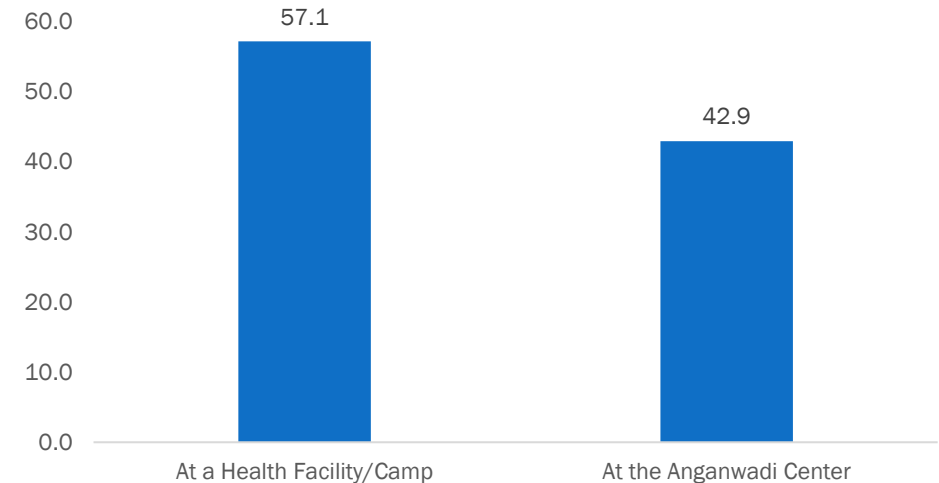
On Healthcare Access

- Over 90 per cent of the participants stated they had met a frontline health worker in the last three months.
- The usual meeting points were at a health facility/ camp and at an Anganwadi centre.

Visit to any Health Worker in Last 3 Months (n=120)



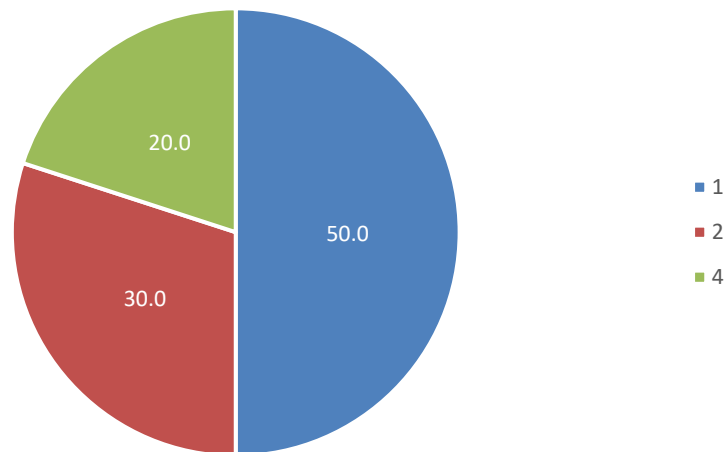
Place to meet the Health Worker (n=9)



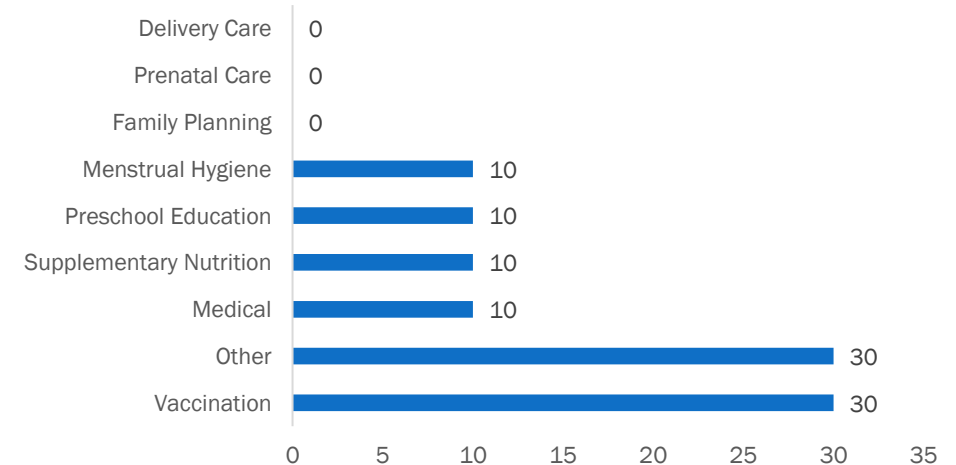
‘Adolescents met frontline health workers less frequently and mainly for vaccination’

- Half of the participants had met the frontline health workers only once, while 30 per cent had met them four times in the last three months.
- Most of the participants (30%) had met the health worker for vaccination and other purposes. Ten per cent each had met for medical, hygiene, nutrition, and preschool education. There were some participants who met her without any purpose.

No. of Meetings in Last 3 Months (n=10)



Guidance Received from Health Worker (n=10)

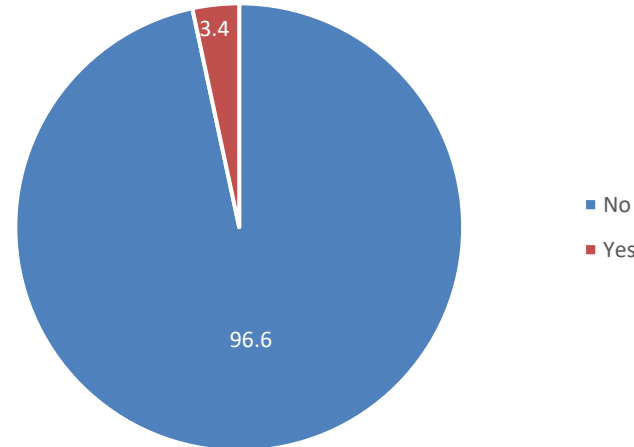


GROUPS & COLLECTIVES

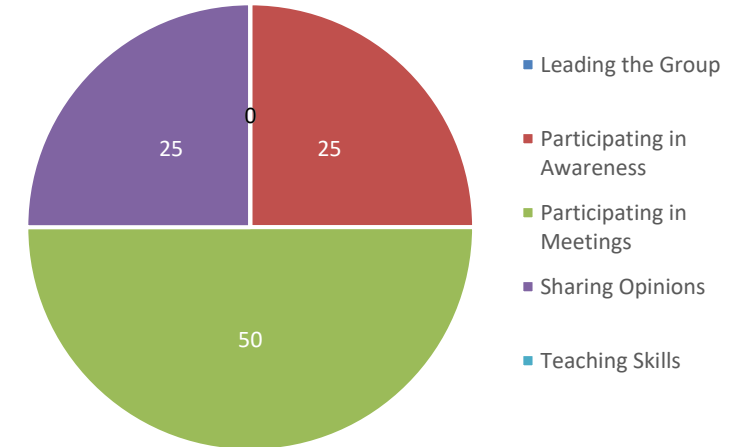
'Low Participation found in Collectives/ Groups'

- Nearly 97 per cent of the adolescent girls were not part of any collectives. Only four participants were members of groups. The findings reveal immense scope for encouraging the girls to form peer collectives and hone their problem-solving, decision-making, and leadership skills.
- Out of four, three were in formal groups, indicating a purpose and thought process of participants behind creating and joining a group.
- All the group participants were participating in meetings and activities.
- One participant's group had more than 20 girls, and other three participants' had 11-15 girls in their groups.

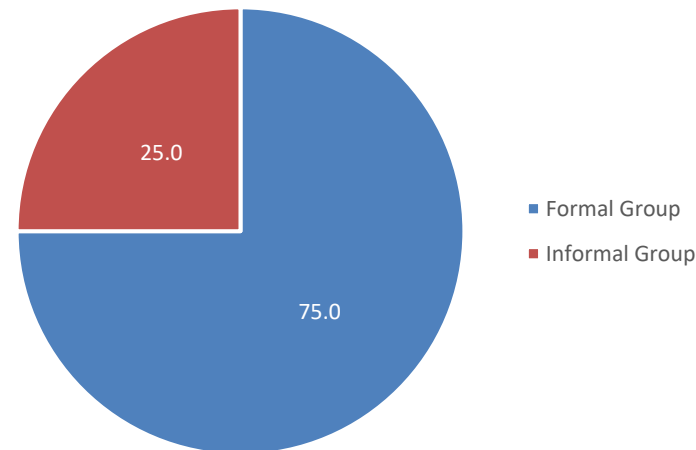
Part of Any Group (n=119)



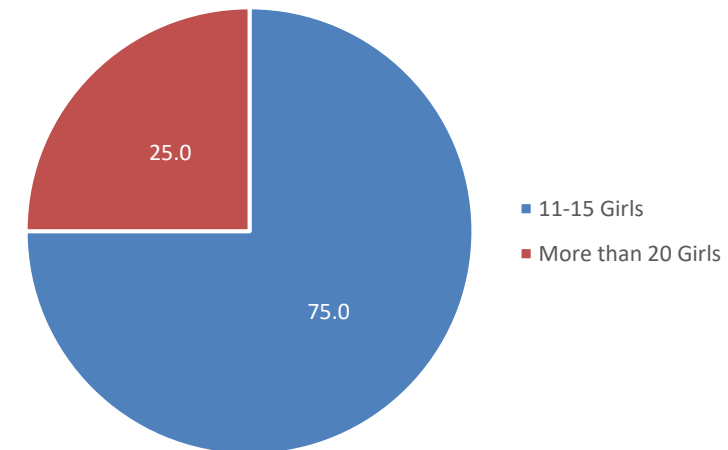
Role in The Group (n=4)



Kind of Groups (n=4)



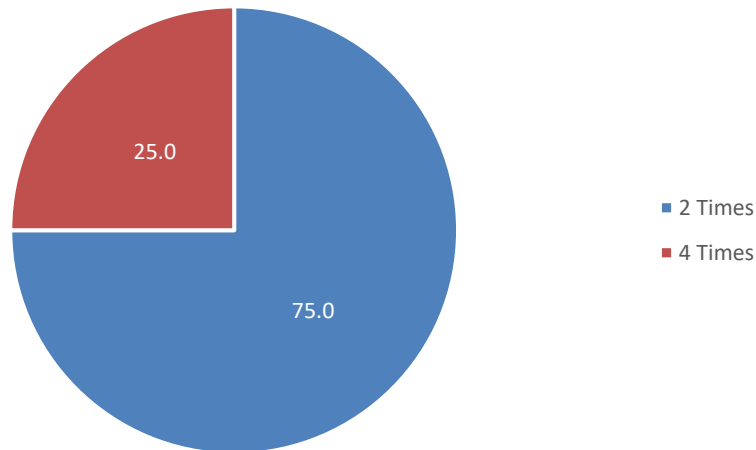
Members in a Group (n=4)



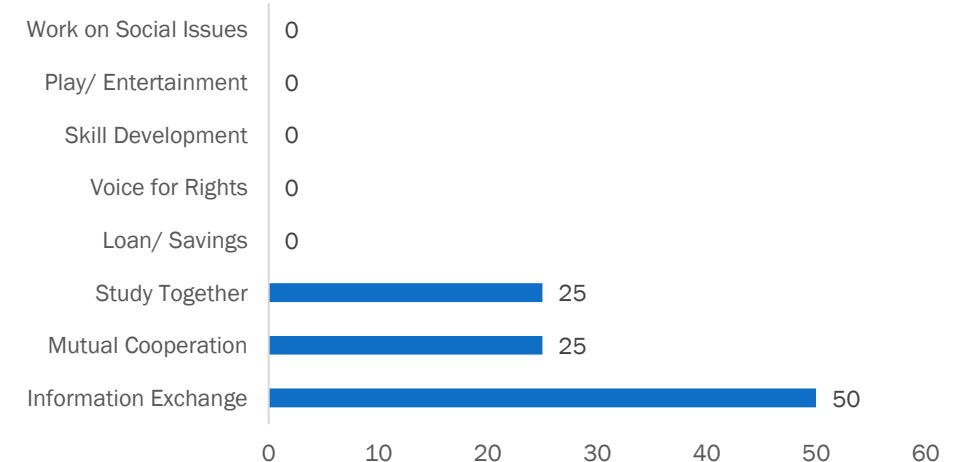
Motivation and Frequency of Meeting: *'Mostly for information exchange and study groups'*

- Out of four, three participants shared that their groups would meet twice in a month, while the remaining would meet four times in a month.
- Their major motive to meet was for exchanging information, reflecting the girls' interest in learning and gaining new information. The other purposes were for studying together and for mutual cooperation.

Meeting in a Month (n=4)



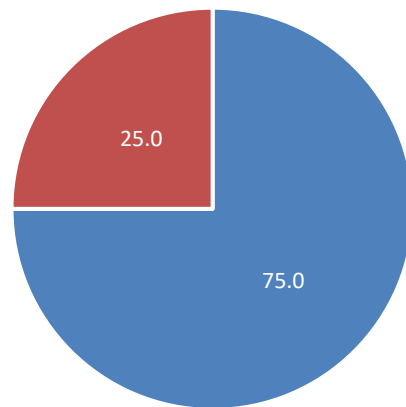
Motives of the Group (n=4)



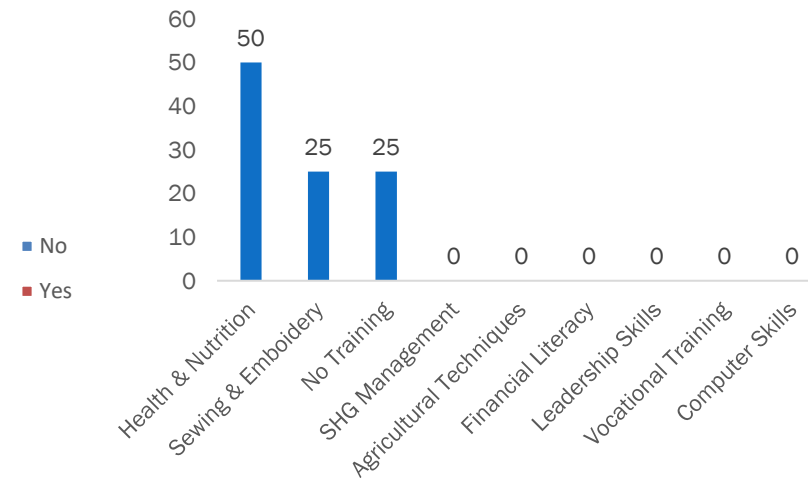
Activities and Future Interest in Groups

- Only one participant shared that they had organized some form of event in their group.
- Except one, three participants shared that they have received training in their groups on topics, such as health and nutrition (50%) and sewing and embroidery (25%).
- Almost 90 per cent of them shared that they would be willing to join a group.

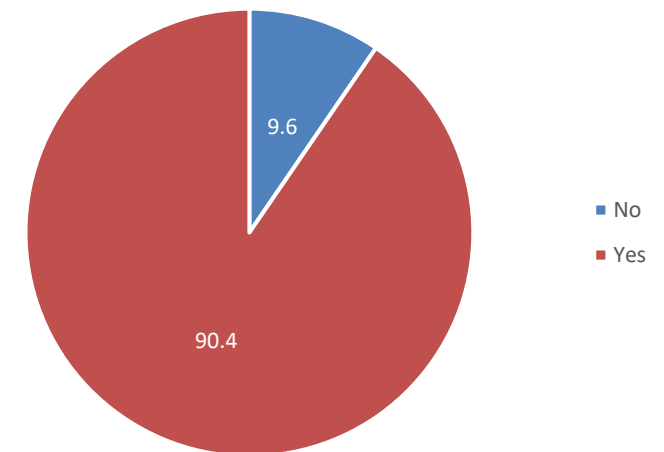
Organized any Event in the Group
(n=4)



Training in the Group (n=4)



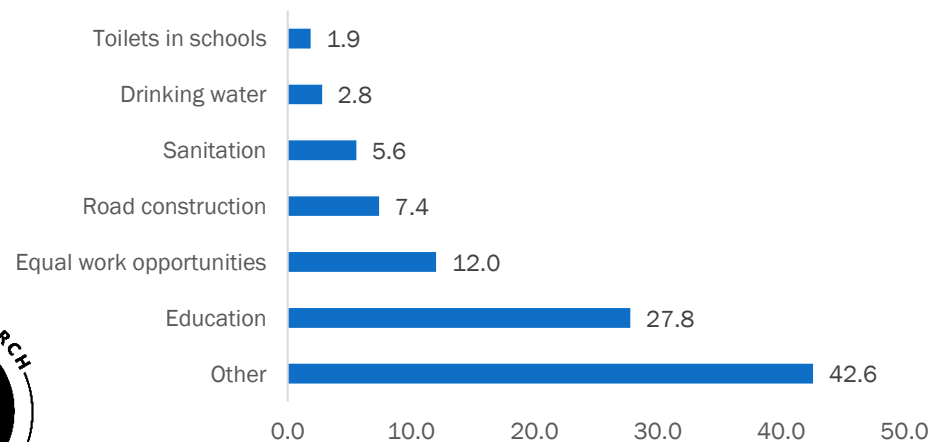
Willing to Join any Group (n=115)



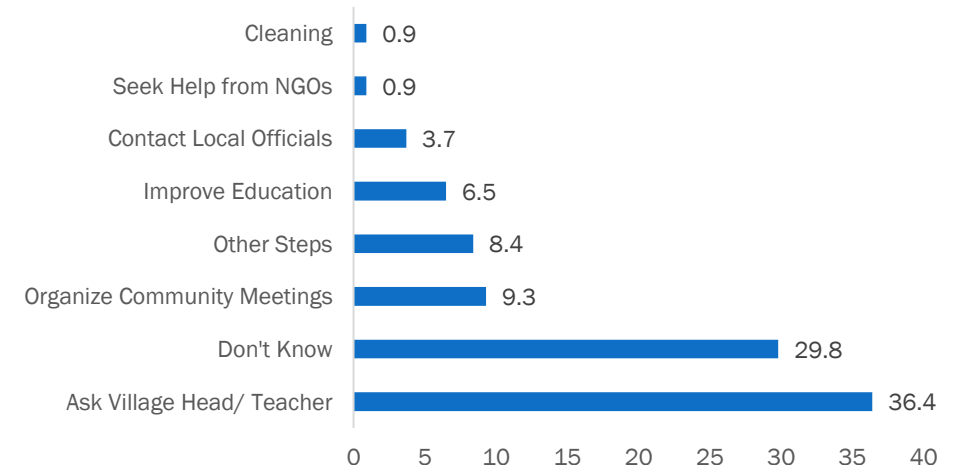
Impacting the Society through Education

- The biggest change participants wished to bring in the society was improvement in educational system. However, apart from consulting authorities like village head and teachers (36.4%), they did not have clarity on how to bring the desired change (20.5%). Similarly, a quarter of them were not clear how they would bring the change.
- Few other actions they stated were bringing mind-set change, equality, jobs for girls, park in their village, taking friend's help, visit houses, engage in work, and address doctor's absence.
- A deeper engagement is required with girls to support them in thinking about social change and how they could participate in bringing the social change they wished to see in their community or village.

Biggest Change Participants want to make in Society
(n=108)



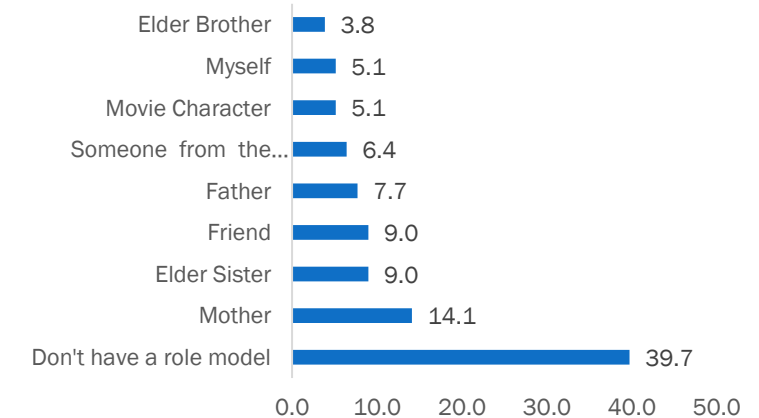
Steps to Bring Changes (n=107)



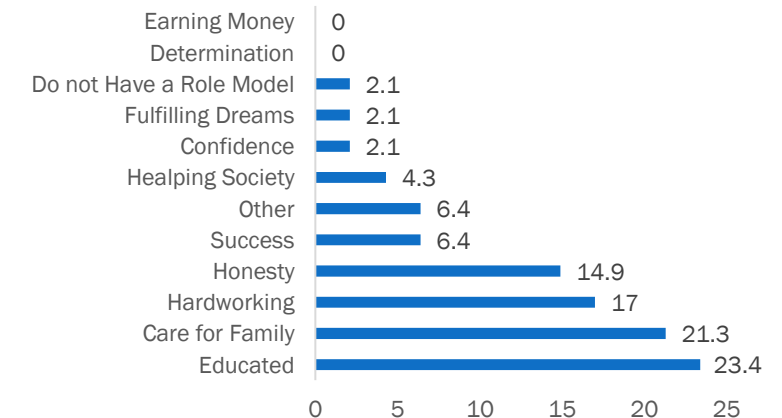
‘Adolescent girls lacked a role model in their lives’

- Around 35 per cent of the participants did not answer who their role model is. Among those who did, almost 40 per cent of them did not identify any role model in their lives; more so in the age-group of 11-15 and over 70 per cent were from unreserved category.
- This shows lack of exposure of participants, which may lead to narrower future pathways. It needs to be understood with the privilege as having a role model requires access to information and people who have achieved some positions in their lives.
- Mother was the role model for 14 per cent of them, with highest proportion of responses. Over one-third of the participants had role-models within the family. No participants from unreserved category had any role model in family.
- The most striking features of role models were that they were educated (23.4%) and they cared for family (21.3%).
- For unreserved category participants, the most important features were being educated and helping society, for participants from OBC category it was care for family, for participants from SC category it was honesty and care for family, and for ST participants it was about being educated.

Role Model (n=78)



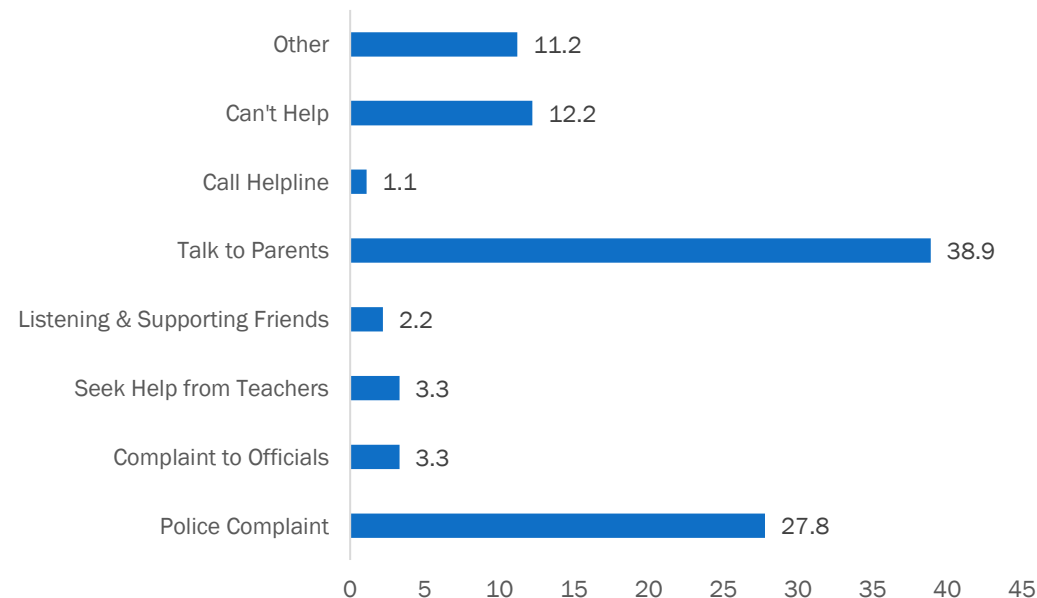
Feature of Role Model (n=47)



Helping a Friend in Distress

- To support their friend in distress such as facing harassment or threat, around 12 per cent felt they could not help. Other shared various ways to help, such as talking to their parents (38.9%) and filing a police complaint (27.8%). Other answers included beating the oppressor.
- This data indicates the need to engage with the adolescents on how they could support each other in crisis situations and where they could seek appropriate support. This is a crucial aspect during adolescence as lack of information and support systems may lead them into feeling ashamed or scared to seek support, further escalating the problem.

Support to Friend in Distress (n=90)

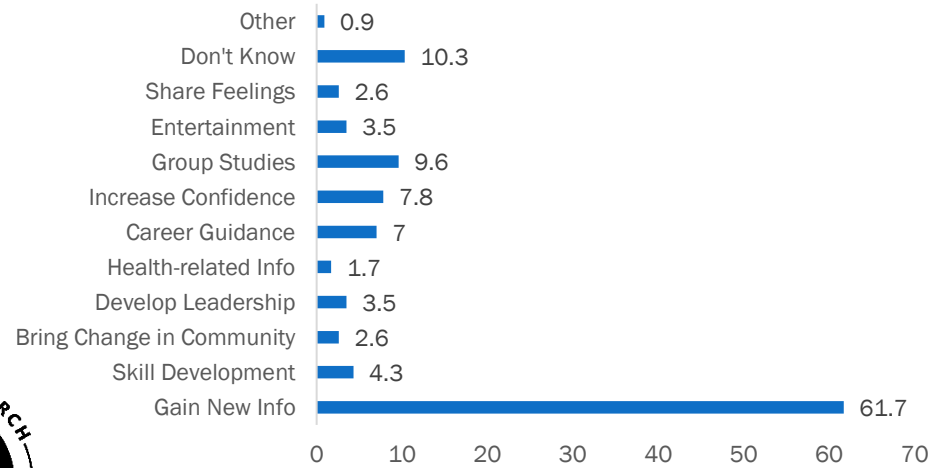


EXPECTATIONS FROM THE PROGRAM

‘Participants expected to gain new information from the program and spread awareness to others’

- Majority of the participants wanted to gain new information from this program (61.7%). This was highest expectation from the program selected across all the social categories of the participants, with highest in ST participants (71.4%) and lowest in SC participants (44.4%) .
- Around 10 per cent of the adolescent girls were unaware of their aspirations from the program.
- Around 70 per cent of them shared that they would use this program to spread awareness to help their friends and communities.

Aspiration with the Program (n=117)



Help Others Through This Program (n=115)

