Butterfly Project Evaluation Report

2015-2018

The YP Foundation

Report of program evaluation conducted by external evaluator across three locations of the program including Pali and Bhilwada in Rajasthan and Sundar Nagri Colony in Delhi

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The Butterfly Program: Evaluation Report

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EXECUTIVE SUMMARY

The Butterfly Program (BP) was a three year project that began work with 113 young women from disadvantaged and marginalized communities (mostly Muslim and Dalit) to empower them. It had a two pronged approach that combined comprehensive sexuality education and leadership building. It consistently worked with 87 young women leaders (as 27 dropped out) between the age of 13 to 25 from 10 villages/localities over 12-18 months (between 2015-2018) to empower them to realize and assert their rights, mobilize and educate their peers and advocate for their rights at community, block and national level. BP was lead by TYPF in partnership with Doosra Dashak and Jatan Santhan across three locations (Pali & Bhilwda in Rajasthan and a Sundar Nagri (slum) in Delhi). The program was supported by Ford Foundation.

The program offered between 20-22 days of CSE Training along with 7-8 days of training on digital media/film making, livelihood and public advocacy to YWLs. The YWLs used the program inputs to conduct 81 peer engagement sessions with 235 peers, 12 village level community sabhas engaging 534 people and participated in 5 block, district and National level advocacy events engaging with over 72 policy makers/influencers including government officials, civil society organizations and media along with 500 more people. Overall 87 YWLs have been able to engage with over 1000 people in the program. These activities engaged community, peers, influencers on issues of gender based discrimination, gender based violence, child marriage, security, education, sexual and reproductive rights including right to information and menstrual health.

This report presents findings of a combined outcome and process evaluation conducted in 2018-19 by an independent evaluator. The goal of evaluation was to analyze the processes followed in the program to gain insights and lessons for future and measure achievement of outcomes (pre-defined, intended and unintended). It used focused group discussions, personal interviews, assessment questionnaires and baseline-endline data of the program and covered YWLs, peers, program staff, parents and few government officials.

The process evaluation reveals that the presence of a bold curriculum (with topics like conception, contraception, sexuality, sexual consent), the empowering space of residential trainings, the effective design of Block and District Level Advocacy (especially its preparatory processes) Dialogues and Community Sabha have been very effective processes in the program. Preempting the drop out of YWLs and need for support of program staff for peer and community engagement has made the program successful in meetings its desired outcomes. The partnership with Jatan Santhan has managed to achieve program goals in half the time. Despite challenges including gap in funding and break down of institutional partnership in two locations, the program has been fairly successful in achieving its objectives.

The major gaps highlighted by process evaluation include absence of focus on SRH services and laws pertaining to violence. Absence of capacity building on facilitation along with lack of resources for YWLs (book/handouts/manual/tools) impacted their knowledge retention and peer engagement. There is need for more attention on identifying outcomes for peers and align their journey to them.
Similarly the program will benefit from having **clear monitoring and evaluation matrix** that aligns program outcomes, activities, ongoing quality assessment and data collection. Owing to sensitive nature of the curriculum, the evaluation also recommends a more careful on-boarding of partner organization and program staff and **clear graded-messages for different levels including staff, YWLs, Peers and community**. It also recommends not selecting more than 6 YWLs from a single village or having a **micro village plan to maintain quality in execution**. Lastly, it recommends **YWL journey duration of 1.5 years** for meeting the program outcomes.

**The program has over-achieved its targets by empowering 87 instead of 65 YWLs.** It has impacted positively YWLs knowledge of SRH, attitudes on gender, violence and sexuality and enriched their leadership as evident through their actions during the program. **75% YWLs are able to identify symptoms of STIs**, 52% are aware about spread of HIV, **70% of them have correct knowledge on conception**. There are **dramatic positive shifts in their attitudes too**. **84% YWLs recognize the importance of sexual consent**, 60% of them are able to recognize instances of gender based violence (as against 34.2% in the baseline), 76.3% YWLs believe that women should not keep silent in case of sexual abuse (as against 35.5% in baseline). **71% of them reported having challenged gender based violence** with peers/family or outside over the course of the program. It was noticed that **while the SRH knowledge of YWLs was fading slowly, the gender / sexuality perspective had had a lasting impact on their attitudes**. It can therefore be said that the focus on attitudes in the curriculum has been impactful.

Some outcomes that require more focus include YWLs leadership in organizing peer engagement meetings, **on an average YWL has organized only 2.98 Peer engagement session in the program**. It is highest in Bhilwada (4.4 Sessions) and lowest in Delhi at (1 Session) due to breakdown of institutional partnership. Further the **digital media strategy became one training instead of an overarching strategy for advocacy** because of which only 19 YWLs made 5 films. The impact of program on peers is mixed, to sight an example while **82% peers are able to identify gender discrimination** in their communities and most of them refute myths concerning menstruation, their notions regarding gender have not changed, **77% peers think it is ok for husband to slap his wife if she makes a mistake**.

With regard to YWLs’ leadership, **participation of YWLs in community sabha and Advocacy dialogues has been high**. There is a **66% increase in number of YWLs girls who have been able to express their thoughts and share publically**. Many more YWLs reported having negotiated gender norms (87%) and addressed violence at home or in community. YWLs have not just overcome shame but **demanded menstrual health measures in advocacy spaces**. Many **demands raised at advocacy events have been addressed by authorities** including sanitary pads, clean toilets, police patrolling, street lights, teachers in schools etc.

Although many YWLs had been leaders in other programs earlier, they see BP as a life changing phase. The answer to ‘how has BP changed you’ comes very naturally to all YWLs as the change they experienced is very prominent. Never before this had they got a space to challenge their mental and physical boundaries and develop a new relationship with themselves.
PROCESS EVALUATION

1. The shape of Butterfly: Program Design (As it ran)

The Butterfly Program was a three year project that worked with young women from disadvantaged and marginalized communities (mostly Muslim and Dalit) to empower them. It worked closely with 87 young women leaders (YWLS) between the age of 13 to 25 from 10 villages/localities to empower them to realize and assert their rights, mobilize and educate their peers and advocate at community, block and national level.

The program focused on issues of Gender and gender inequality, Discrimination and forms of violence, Child marriage and Comprehensive Sexuality Education. It was lead by TYPF in partnership with Doosra Dashak and Jatan Santhan across three locations (Pali & Bhilwda in Rajasthan and a Sundar Nagri (slum) in Delhi). The program was supported by Ford Foundation.

The core objectives of the programs were to empower YWLS to:
1. Create awareness about the need to ensure gender equality for young women and girls and eliminate gender-based violence with community stakeholders through interactive public events in each community.
2. Create safe spaces for young girls to voice their concerns, clarify information, access skill-building opportunities and develop leadership abilities to mobilize and work with their peers.
3. Develop and disseminate key messages using ICT and recommendations for decision makers and stakeholders on the need to address early and forced marriage by advocating for Comprehensive Sexuality Education.

Over the course of three years, the project was rolled out in two phases with a lean period between the two phases. The key reason for this gap was a break in funding. In the first phase (2014- 2015) YP conducted scoping visits and on-boarded two organizations in Rajasthan namely Doosra Dashak and Alpha Society in Pali and Udaipur districts of Rajasthan respectively. Work was not rolled out in Delhi due to uncertainty of funds. The YWLS were selected and a round of training was completed however the program had to be slowed down in the year 2015- 2016 because of which the organizational staff had to be reassigned internally, YWLS could not be engaged and there was heavy dropout. Due to the same uncertainty, Digital Media partner could not be on-boarded which also impacted the digital-media strategy in the long run.

The program engine restarted in full rigour in 2017 with Jatan (in Bhilwada district) as a new partner replacing Alpha Society in Rajasthan and Seva Bharat as the implementing partner in Delhi. Doosra Dashak continued as an implementing partner in Pali however there was a change in program staff and some change in YWLS. Another major shift came in Delhi when Seva Bharat discontinued the partnership by end of 2017 (fearing community backlash and owing to sensitive nature of the curriculum) and YP began working with a smaller group of YWLS directly (without involvement of peers).
Therefore, the implementation of the program has been fairly different across the three locations- In Pali the YWLs journey in the program has been of 18 months duration while in Bhilwada it is much shorter at 12 months. In Delhi, the Journey was facilitated by Seva Bharat for 9 months with 30-40 girls who managed to mobilise about 20-30 initially however, the model had to undergo change in 2017 with YP directly facilitating the leadership journey of about 16 interested YWLs without involvement of peers.

Changes in locations and partnerships combined with dynamics in community required the program to make several adaptations in its approach and strategies while keeping its eye of the overall goal. Below is a brief description of the program design and broad activities, as it was actually implemented across the three locations. It is worth mentioning here that the timelines and nature of activities differed across locations. While the program ran for about 2-2.5 years (two phases combined) in Pali and Delhi, in Bhilwada it ran for about 1.5 years. Details of the model, strategies and adaptations will be discussed in later sections.
# AN OVERVIEW OF THE BUTTERFLY PROGRAM ACROSS THREE LOCATIONS

| **On-boarding Implementing Partner** | **The YP Foundation Central Resource Organization** | **Age:** 13-25  
3 Years Commitment  
Demonstrated leadership in the organizational program  
Themes: Gender and  
GBD, Reproductive  
Anatomy, Menstruation,  
Violence, Early, Child  
and Forced Marriage,  
Sexuality, Conception  
and Contraception, STI/  
HIV/AIDS, Abortion,  
Relationship and  
Sexual consent |
|---|---|---|
| Implementing Partner: Doosra Dashak  
Rajasthan: Pali | Implementing Partner: Jatan Sansthan  
Rajasthan: Bhilwara | Implementing Partner: Seva Bhar  
Delhi: Sundar Nagar |
| **Selection of 35 Young Women Leaders (YWLS)** | **Selection of 35 Young Women Leaders (YWLS)** | **Selection of 30 Young Women Leaders (YWLS)** |
| **Needs Assessment** | **Baseline Data Collection** | **Half and Full Day Sessions with YWLS**  
On boarding 3 Peers / YWL in the program  
48 Peer Engagement Meetings in 6 Villages with 70+ Peers (In village and Schools)  
Process to Support YWL:  
• Refresher Sessions in the Village  
• Village Meetings for Plan /Preparation  
• Village Visits** | **1 day long workshop with 90 Peers**  
23 Peer Engagement Meetings in 4 Villages with 69 Peers (5-6 Meetings/Village)  
Process to Support YWL:  
• Monthly Block level Meetings  
• Refresher Sessions in the Village  
• Village Meetings for Plan /Preparation  
• Village Visits**  
**DIRECT INTERVENTION BY YP**  
Work with YWLS:  
Participatory Sessions  
Film Screenings  
Exposure Visits** |
| **Training YWLS** | **Activities to support YWLS** | **Digital Media Workshop**  
20 YWLS from Pali, Bhilwara and Delhi Combined  
5 Films Produced on Gender, Violence, Early and Forced Marriage and SRH  
3 Trainings on Public Advocacy Pali, Bhilwara and Udaipur for Rajasthan YWLS**  
Nearly all YWLS and selected peers trained on significance, platforms, methods of community and public advocacy  
6 Community Sabha and Campaign in 3 Villages by YWL and Peers for sensitization  
1.5 Day workshop on skill building opportunities in district and state  
Attended by  
Public Advocacy Event with Government Officials, NGOs at Block Level (Desuri) lead by YWLS to advocate for their issues  
Participation: 150 People Govt Officials/NGOs:  
Public Advocacy Event at District Level  
Follow Up Meeting at District** | **Safety Audit in the community using Safety -aap**  
5 Community Sabha and Campaign in 4 Villages by YWL and Peers for sensitization  
+ Day long workshop on Safe Menstrual Practices and stitching Menstrual Pads  
+ Exposure Visit to Hospital , Police Station  
1 Day workshop on skill building opportunities in district and state  
Public Advocacy Event with Government Officials, Media and NGOs at Block level (Gangapur) lead by YWLS to advocate for their issues  
Participation: 150 People Govt Officials/Media/NGOs:  
Public Advocacy Event at District Level  
Follow Up Meeting at District**  
**National Advocacy Event**  
To raise issues of YWLS and other young leaders in a shared platform for CSOs and government stakeholders from across Rajasthan and New Delhi. YWLS: 23 Total Participation in the Event: 400+  
End-line Data Collection and Evaluation** |
| **Peer Onboarding by YWLS** | **Peer Engagement Sessions by YWLS + Field Staff** |  |
2. A leader on the Butterfly : Journey of a Young Woman Leader

Manisha
Age: 20, Class 12th

Note: Segments of the journey and verbatim have been taken from journeys of other YWLS from Bhilwada, Pali and Delhi to present a consolidated picture of journey of an active YWL in the Butterfly Program.

FAMILIARISATION

Field Coordinator came home and told about the Butterfly Program and invited her to join as Young Women Leader

EXPERIENCE OF THE YWL

When didi (mentor) told me that trainings will happen in Udaipur I was thrilled to join the program for the next 3 years.

I heard the word sexuality for the first time during the trainings. I did not understand gender earlier but after the training I recognized how gender based discrimination happened in my house.

FAMILIARISATION

Attended a 3 day training at block level which was facilitated by team from The YP Foundation on gender, violence and Sexual and Reproductive Health

LEARNING

The workshop gave everyone an opportunity to share openly. I felt more confident to share my thoughts. It also made me overcome the shame in talking about my body / menstruation etc.

Attended two more residential trainings of 3 days each in Udaipur on issues of gender, sexuality, child marriage, relationships and consent. Towards the end all YWLS told to identify 3 peers and conduct activities/meetings with them with mentor’s support

Mobilizing Peers

Told 3 neighbors and friends to become her peer and got them to fill up a ‘Peer Form’; gave their names to mentor/field coordinator

Since all my peers were anyway in school, I decided to conduct peer engagement meetings in the school. I took permission from principle. The school was very supportive of my work.

Attended regular planning and preparation

The block level meetings where YWLS from all
meetings in the village facilitated by mentor where they decided topics and roles for Peer Engagement Meetings (PEM). YWLs made notes and practiced for the next meeting. villages got a chance of conduct sessions with other YWLs was exciting as everyone got chance to practice, become confident and know what YWLs of other village were doing – YWL, Bhilwada

Parents of a peer (14 year old) were planning to marry her off with her elder sister, when we told didi about it in our meeting, she spoke with her father and he decided to postpone her marriage – YWL Pali

Conducted about 2-4 meetings with peers per month for 2-4 months in own village on issues of menstruation, violence, gender and child marriage with support of their Mentor. 3-4 YWLs were given responsibility to conduct the meeting. First we would give information or conduct an activity on the selected topic and then didi would explain it to the peers – YWL, Pali

I had very limited knowledge and confidence to talk about discrimination, menstruation, changes during adolescence but now I conduct meetings on these topics with girls in my village. I feel these topics make girls aware about their rights. - Bhilwada, YWL

Organized a village meeting with 50 people including ward-panch, teacher, Anganbadi worker and parents of YWL and peers to present learning from the program. People in the village used to ask us why we waste time in these meetings but in the village meeting when they saw us speaking publically they understood that the program builds confidence and gives useful information to girls.

Participated in a 1.5 day workshop to become aware of the skill building opportunities in the state. Agencies providing skill building courses gave information and told about phone app where job/skilling opportunities are available. I did not realize that there are so many livelihood options for girls like tractor repair, food processing, driving etc before I saw women learning these skills for jobs in the event. We are still in school but may contact them later – YWL, Pali

Nominated for a workshop on digital media where her group of 4 YWLs from other districts combined their real life experiences to create a short film on gender discrimination and role of boys in addressing it. I had never used a camera before so I really enjoyed the workshop. I couldn’t believe we made our own film, we screened it at the block level event and it was appreciated by everyone! – YWL, Delhi

Nominated for Inter-district Training on Public
Advocacy along with 41 other YWLs from Rajasthan to prepare for leading advocacy work in village, block and national forums.

Participated in a block level public advocacy event that was facilitated by 2 YWLs where she spoke about issues of the girls in her village and presented a letter of demand to government officials from health, police, education, child welfare department. The health and education officials responded to our demands! Sanitary pad distribution was resumed in our school and a complaint box was set up. It is now opened by the school management committee in regular intervals! - Pali

When parents of other girls saw me talk at the event, they started encouraging their daughters to take part in the program!

Nominated to take part in the National Youth Forum in Delhi where she sat in a panel with National Leadership of Government Programs and raised her concerns

Some years back I used to be a shy person but that day I shared my thoughts and asked my question to a Big man in front of some 400 people from across the country and heard the entire hall clap for me! It’s the most proud moment of my life! – Pali, YWL

3. Program Activities: Planned v/s Achieved

A. Profile of YWLs

While the project intended to work with 65 YWLs, it began by working with 113 and 87 completed their YWL Journey (27 Pali, 27 Bhilwada and 34 Delhi) which implies they attended atleast 40% of the trainings and lead at least 4 educational/advocacy activities in Rajasthan and two in Delhi. The criterion for Delhi is different as the YWLs were not involved in a lot of community/peer work after breakdown of Seva Bharat Partnership. 26 YWLs have dropped out over the course of the project, the core reasons for this is migration due to education or marriage or disinterest. The program has been able to reach out to the most vulnerable and difficult to reach population with 63.16% of YWLs being from SC/ST/OBC and Muslim background. It is worth a mentioning that working with Muslim population (especially in Rajasthan) on SRH themes has been especially challenging.
B. Trainings to YWLs

A total of 9 Day training was planned at the onset for YWLs however an average of 14 Days of CSE training was conducted by YP in the program along with 6.5 days of additional refresher training by local partners in Rajasthan at village/block level. 15 days of CSE training was conducted both for YWLs of Bhilwada and Pali and in Delhi a total of 18 sessions and exposure visits adding up to 78Hrs or 13 Days of training was given to YWLs (6 hrs/Day). The digital Media training which was expected to be delivered to all YWLs could only be delivered to 20 YWLs across the three locations. The livelihood training was conducted as per the plan (1-1.5 day per location). Three Public Advocacy trainings of three days each were added after realizing the need to prepare the leaders for leading advocacy in their communities and districts. Following is an account of total trainings conducted for YWLs across the three locations.
C. Activities by YWLs

The YWLs have demonstrated leadership by leading planned activities in their village and block. The Block and District Level Dialogues have been the most successful activity witnessing leadership of YWLs at its best, whopping 72 YWLs participated in the 4 Dialogues which was fully lead by YWLs. Community Sabhas have also been conducted as per the plan, 65 YWLs have been part of conducting the 12 sabhas in their village/locality. Incidentally, Community Sabha and Block Level Dialogues were also top rated (most enjoyed) processes by YWLs. A total of 81 peer engagement meetings were conducted by YWLs in their village/localities. Although YP had identified 5 themes (Gender, Puberty and growing up, body anatomy, Menstruation and Relationship) for peer meetings, on an average an average a YWL has been able to lead about 3 sessions.

Both field staff and YWLs recommend increasing the number of Village meeting and Block Level Dialogue to add a component of follow-up. The next section will give details of peer and community outreach through these activities. Below is a snapshot of activities conducted in the program:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Total Activity</th>
<th>Pali</th>
<th>Bhilwada</th>
<th>Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Engagement</td>
<td>81</td>
<td>48</td>
<td>23</td>
<td>10 (3 Sessions + 6)</td>
</tr>
</tbody>
</table>
Below is an account of YWLs participation in the activities for education and advocacy in their villages block and nation.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>YWLs who organized/conducted activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Participation</td>
</tr>
<tr>
<td>YWLs who organized at least 1 Peer Engagement Sessions</td>
<td>84 (Participation Range: 7-0 Session/YWL)</td>
</tr>
<tr>
<td>YWLs who organized at least 3 Peer Sessions</td>
<td>Total: 45</td>
</tr>
<tr>
<td>Average Peer Engagement session per YWL</td>
<td>Achieved: 2.98 Session / YWL (1.5-2 Hr/Session)</td>
</tr>
<tr>
<td>Community Sabha/ Social Audit</td>
<td>65</td>
</tr>
<tr>
<td>Block Level Dialogue</td>
<td>72</td>
</tr>
<tr>
<td>National Advocacy Forum</td>
<td>23</td>
</tr>
<tr>
<td>Exposure Visits (Delhi)</td>
<td>30</td>
</tr>
</tbody>
</table>

D. Outreach of YWLs

Peer Engagement meetings were designed as a space for YWLs to pass on their learning to their peers in the village. Community Sabha, District or Block Level Dialogues and National Conclave were spaces for
them to take leadership in advocating for their needs and raise their issues at village, block level and national level.

88 YWLs have been able to engage with 900-1000 people in their districts, this includes Peers, Parents, and Community Members, government officials, civil society organizations and media. In addition the National Conclave engaged 200 people from across the country on issues of girls.

The Butterfly program intended to reach out to 195 Peers across all locations however the program has been able to engage with a total of 235 peers through Peer Engagement Meetings, Community Sabhas and Block/District Level Dialogues. A total of 12 community sabhas have been able to engage 534 people on issues of child marriage, gender discrimination, violence and menstruation. The program has been able to engage with over 72 policy makers/influencers including block, district and national level government officials, civil society organizations and media through Block, District and National Level Dialogues. Four Block and District level Dialogues have been able to engage 343 people including 28 government officials/ media persons and NGOs. Additionally over 40 Civil Society Organizations and 4 top national level policy makers participated in National Conclave organized by YP in Delhi.

Continuity of peers in peer engagement meetings has been an issue, this reflects in the fact that only 105 Peers have been able to attend at-least 4 sessions organized in their own village by YWLs. All these peers are from Rajasthan, since the peer engagement and other community based work had to be closed in Delhi after the implementing partner opted out of the program sighting issues with the sensitive content. Peer participation in Community Sabhas and Block Level Dialogue has been better. Some peers also emerged as prospective leaders and demonstrated leadership during community sabha and Block level dialogues by sharing responsibility with YWLs.

Participation of parents has been below expectation both in terms of total outreach and regularity. Few parents (only mothers) were actively part of YWLs journeys attending community sabhas, village meetings and DLDs. In Delhi the number is especially low since most mothers were working women and could not spare time for any activities.

<table>
<thead>
<tr>
<th>Total Outreach</th>
<th>Total Outreach</th>
<th>Outreach across Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>235</td>
<td>Pali (30)</td>
</tr>
<tr>
<td>Peers Reached through</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>
4. Analysis and Evaluation of Program Processes

Although a comprehensive process evaluation would include its multiple facets the key focus of this process evaluation is on the design and implementation of the Strategies/Processes/Activities conducted with Young Women Leaders. The section included a restrictive analysis of some other program processes. Below is the analysis of the program processes across four stages of the program. A total of thirteen program processes have been selected for analysis in light of the evaluation focus.

*Process Evaluation starts from the principle that interventions in themselves do not either ‘work’ or ‘not work’ – rather it is the people involved in them and the skills, attitudes, knowledge and approach that they bring which determine the outcomes generated, along with the influence of context and resources.*

-Evaluation of Alexi Project ‘Hub and Spoke program for Child Sexual Abuse Service Development

The focus of this section is to highlight the factors including strategies, context, resources, innovations, skills, content that influenced the outcomes of each process of the program either positively or negatively and make recommendations for future programs based on the analysis.

<table>
<thead>
<tr>
<th>PHASE</th>
<th>PROGRAM PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation of Partnership</td>
<td>1. Identification and on-boarding of partner organizations and</td>
</tr>
<tr>
<td></td>
<td>2. Staffing and Human Resource: Planning and capacity building</td>
</tr>
<tr>
<td>Initiation of program in the Field</td>
<td>3. YWL Selection</td>
</tr>
<tr>
<td>Building Young Women Leaders</td>
<td>4. The CSE Curriculum and CSE Trainings</td>
</tr>
<tr>
<td></td>
<td>5. Digital Media Training</td>
</tr>
<tr>
<td>YWLs in Action</td>
<td>6. Livelihood Intervention</td>
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<tr>
<td></td>
<td>7. Check-in Meetings with YWLs</td>
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<td></td>
<td>8. Identification and on-</td>
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<td></td>
<td>11. Block and District Level</td>
</tr>
</tbody>
</table>
A. Initiation of Partnership

i. Identification and on-boarding of partner organizations

The program has seen many ebbs and flows in institutional partnerships front. Partnerships both in Delhi and Rajasthan have not been very smooth due to gaps in funding leading and misalignment in organizational values relating to sensitive content of the program. Two partners moved out, one continued and another was on-boarded over the course of three years. Besides this, a digital media partner supported the program.

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
</tr>
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<tbody>
<tr>
<td>• The partnership with Jatan that enabled the program to achieve its 3 year program goal in just about half the time.</td>
<td>• Long gap in funding resulted in change in partner organization, delay in on boarding new partners and beginning concrete work in field.</td>
</tr>
<tr>
<td>• Partnership with Dosra Dashak continuing even after a yearlong break also enabled the program to achieve its outcomes in Pali.</td>
<td>• Time spent on onboarding and orienting two partners went waste as the organizations did not continue.</td>
</tr>
<tr>
<td>• Ability to continue the program with 16 YWLs in Delhi even after the exit of partner organization</td>
<td>• Not having a Digital Media Partner working hand in hand throughout the project leading to limited digital media focus in the program</td>
</tr>
<tr>
<td>• Enough flexibility to partner organizations and YWLs to select YWLs, villages, topics for Peer Engagement Sessions and Community Sabha formats etc.</td>
<td>• Not having a implementing partner in Delhi impacted the overall design of the Delhi leaders journey especially restricting their work with peers and community.</td>
</tr>
<tr>
<td>• Field support by YP team through regular visits to districts leading to formation of relationship between YP team and YWLs</td>
<td></td>
</tr>
<tr>
<td>• Conducted training for all district level staff of partner organization on comprehensive sexuality education.</td>
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</tbody>
</table>

Key Recommendations for building and strengthening institutional partnership:

1. An alignment on relevance of comprehensive sexuality curriculum and consensus on specific topics and messages. Although all partners believe in improving knowledge of ‘Sexual and Reproductive Health’ amongst adolescents/youth, there is often a difference in understanding of what it includes. It was found

“Jatan came as a blessing to us in the last year of the program, from leadership to field staff, there was absolute alignment in values and mission and that reflects on the YWLs as well. Perhaps since their core interest in the partnership was to integrate SRH into their organization’s work...there was no conflict!” – Reena (Program Manager, YP)
that while many partners had done sessions/trainings on menstruation with girls, none of them had ever discussed sexual orientations, sexual desires, sexual consent, sexual expressions (understanding transgender), reproductive anatomy of boys and girls (internal and external), contraceptives and abortion. The comfort of organizational leadership and the key program person in discussing these topics is very critical development of healthy institutional partnership.

2. **Ensuring both organizational leaders and program staff are involved in the process of on-boarding:**
   Clear communication in the organization helps in bringing everyone onboard by highlighting disagreements before they become conflicts. This was observed in Delhi where the organizational leadership was not informed about the contents of the curriculum by field staff. Similarly leadership not bringing field staff onboard with contents of the curriculum also impact its delivery.

3. **Partnership with organizations having programs with adolescents and girls** results in greater trust of parents on the organization/staff and minimizes the initial resistance. It also ensures organizational support, opportunities for cross linkages and long term sustainability of the program. Since Jatan had program on girl empowerment and child marriage, YWLs could also participate in workshop on menstrual pads, a kishori mela, exposure visits to police station and Community Health Center. Other advocacy programs helped in organizing a follow up of District Level Dialogue which ensured better outcomes. In Pali active YWLs facilitated sessions in educational camps of Doosra Dashak giving them opportunities for leadership beyond what a single program can offer.

4. **Established work of the organization in target villages** along with presence of a few supporters/advocates who may be connected to other programs of the organization can play a very positive role when/ if questions are raised about content of the program. In Bhilwada where new villages were identified, the field staff had to spend nearly 3-4 months in establishing rapport with parent before she could roll out the program.

5. **Presence of female staff for spearheading program in the village** is absolute non-negotiable for a program of this nature. This was seen in case of Alpha society where presence of male staff was the prime reason for girls dropping out of the program.

### ii. Staffing and Human Resource: Planning, Management and Capacity Building

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Managed to work with 88 YWLs with a total full time strength of 3 people – 1 in each location</td>
<td>• Presence of just one person meant that the presence or absence of the person will determine its implementation on ground</td>
</tr>
<tr>
<td>• Presence of strong women spearheading programs in all three locations ensured that YWLs had role models to learn from. The women were personally invested in YWLs development as was seen in multiple instances of extending support beyond call of duty</td>
<td>• Not having a full time digital Media person based in YP Foundation resulted in digital media becoming an event based activity (film and comic training and production) rather than an ongoing strategy for advocacy</td>
</tr>
<tr>
<td>• Pre-empting the need of Field Staff to be</td>
<td>• The values of some field staff conflicted with some messages around sexuality in the curriculum. Therefore, some sections were</td>
</tr>
</tbody>
</table>

present and to co-facilitate peer engagement sessions with YWLs. This role of staff (often missing in peer-educator programs) ensures that meeting happen and clear messages percolate down.

- Villages identified were not very far from each other so regular field visits by staff were possible.
- Able to build capacities of a YWL to become a support staff in Bhilwada.

omitted in refresher trainings.
- Discontinuity and change of field staff affecting the quality of implementation.
- Not all field staff could receive structured Comprehensive Sexuality Training from YP
- Gaps in knowledge of field staff on some topics including abortion, availability of SRH services in their area, understanding of sexual consent.
- Lack of digital literacy amongst field staff adversely impacted the reporting
- Field Staff not trained on facilitation of trainings or on how to build facilitation skills.

Key recommendations for strengthening Program Team:

1. **Presence of female staff** is absolutely essential in establishing rapport with girls, gaining trust of parents and facilitating journey of YWLs smoothly. It is also easy to drop guards with a **younger mentor or someone with attributes of a young person** (less than 35 years of age) than with older mentor.

2. **Alignment of values of field staff around gender and sexuality while recruiting.** It is observed that values cannot be changes through 1-2 trainings, so it is best to be conscious of this alignment while recruiting staff for the project.

3. Knowledge and attitudes of field staff directly impacts the knowledge and attitude of YWLs. The scores of YWLs and field staff on knowledge and attitude assessment reflects similar understanding and the lack thereof. **The staff training should not be compromised even in case of shortage of time, past experience in related topics or attrition** requiring repetition of the process with new staff.

4. **More than one pair of hands per location** (even if the second hand may be an intern) insures that the program doesn’t pause when a person does. It also helps in achieving more quality and depth in shorter span of time. Bringing an active YWLs to support program staff in Bhilwada enabled completion of peer engagement sessions and community sabha on time.

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**B. Initiation in the Field**

i. **YWL Selection**

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“In general if a program has too many components, it gets hard to manage everything throughout without having separate people look at the components. If digital media was to be a core strategy, the program needed a digital media person to work hand in hand with content expert” – Manak, CEO, YP Foundation
### KEY SUCCESSES

1. Selecting about 113 YWLs at the start by pre-empting attrition of girls allowed the program to engage consistently with 88 YWLs over the course of the program.
2. Balance between standardization and flexibility to partners in selection of YWLs leading to good quality and greater ownership amongst partner organization.
3. Having more than 2 YWLs from mot villages made their mobility for outstation events easier and also helped transfer of information in case one-two of them missed training.

### SLIPS/ OBSTACLES/ CHALLENGES

1. Since selection was a one time activity:
   - Some YWLs moved out of their village post marriage or for education. It became difficult for them to lead peer engagement with 3 people alone. Field visits did not happen in location with a single YWL, this also impacted their interface with program.
   - Some peers who showed interest/inclination and skills to become YWLs did not have opportunity to transform into YWL during the program.
2. The program has seen a drop-out rate of about **22%**, this will always be the case while working with this age group.

### Key recommendations for YWL Selection:

1. **Balancing need of program v/s ease of implementation:** Ease of implementing the program in the village (by identifying many girls in the same village or villages connected to one another or those where organization had a lot of other work in the past) and need for the program (to identify new villages / locations where rate of child marriages was high, or gender norms were stringent etc) have been influencing factors in selection of YWLs. It was found that the extreme of both hinders quality implementation.
2. **Existing work and long standing credibility in community** helps in trouble shooting when/in case of backlash. While it took Jatan 4 months to establish rapport in new Muslim dominated villages, even towards the end a film screening of daughters/YWLs in the village made parents resist the program.
3. **Low variation in age of YWLs made the processes easy to facilitate.** While the age criterion for YWLs was 14 to 25, most YWLs were between 17-22 years old. Delhi was the only location with 14-15 year old YWLs but the difference in their levels could be managed by using mediums like films and sophisticated facilitation. In ordinary circumstances, such a wide range may not be desirable and create difficulty for facilitator.
4. **Having between 4-7 YWLs from a single village** was found to be most conducive for the current design of the program rather than 1 or 2 or more than 10 from a single village.

### C. Building Young Women Leaders
1. **CSE Curriculum : The Content**

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
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Butterfly Project Evaluation Report, TYPF, 2019
The content of the curriculum was bold, its newness and relevance made the program exciting for the YWLs. Part of the impact of the program on YWLs can be attributed to the themes (including conception, gender and sexuality, contraception) that developed feminist leadership in the YWLs.

- Inclusion of early, child and forced marriage (including discussion of practices like aata-saata and naata-pratha) and negotiation skills into the curriculum made the program more relevant to lives of YWLs.
- Topics that YWLs liked the most include: Menstruation, Contraception, Violence, Gender Based Discrimination, Sexual Consent in Relationships and Child Marriage.
- The cascade of menstruation (anatomy and the myths) to Peers enabled peers to overcome their hesitation and ask questions about their body/SRH to YWLs.
- Topics like consent and conception enabled married YWLs to avoid getting pregnant as they visit their husband’s house, it also makes them more assertive about their right over their body.
- Pre-identification of the sensitive topics that need not be conducted with peers by YWLs was a welcome move.
- Topics related to human rights brought up by YWLs in Delhi (like triple talaq, mob lynching, nationalism) were added in their journey, giving space for curriculum to be dynamic and democratic.
- In Bhilwada 7 YWLs dropped out of the program in the beginning because of the fear of families finding out about the themes of the curriculum.
- External consultants not understanding the graded messaging of the curriculum causing frictions in relationship between partner organizations and with community and peers.
- Limited focus on legal rights in the curriculum to support the SRH Rights of girls including laws relating to child marriage, abortion, domestic violence, child sexual abuse.
- Limited focus on knowledge about presence of sexual and reproductive health services including HIV testing and treatment, free contraceptives, abortion
- Difficulty faced by partner staff in transacting topics such as sexuality, abortion, conception and contraception in refresher trainings.

**Key Recommendations for Content Improvement:**

1. **A flexible beginning of the curriculum** to allow partners to decide when to introduce the sensitive topics after rapport has been formed may be useful for more ‘difficult locations/communities’. This may mean having some sessions on lighter themes (team building, aspirations, communication, livelihood choices etc) as options.
2. As per global standards on CSE (ITGSE, UNESCO) more focus on Skills for Health and Well-being may strengthen the existing curriculum. This may include Norms and Peer Influence on Sexual Behavior, Decision-making, Communication, Refusal and Negotiation Skills, Finding Help and Support.

3. Clarity amongst all stakeholders including short term consultants on graded messaging of the curriculum for different levels may go a long way in minimizing backlash, maintaining healthy institutional partnership and taking informed risks. Below are the specific messages of the curriculum that were most problematic:

<table>
<thead>
<tr>
<th>Sensitive Topic/ Messages</th>
<th>Stance of field staff on the messages</th>
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<tbody>
<tr>
<td>Homosexuality is natural, it is ok for a girl to be sexually attracted to another girl</td>
<td>One of the two partners felt that this message should not be given to YWLs. The other felt that it may be given in residential training to YWLs.</td>
</tr>
<tr>
<td>It is ok to have sexual desire (at this age) and to talk about it</td>
<td>Both the partners felt that this message can only be given to YWLs in residential trainings, not in village and not to Peers.</td>
</tr>
<tr>
<td>It is ok for people to have sex when they feel desire (before marriage)</td>
<td>While one partner was not in favor of giving this message, another was unsure about it</td>
</tr>
<tr>
<td>Safe Abortion as a topic is socially unacceptable and therefore staff finds it difficult to talk about it</td>
<td>One partner suggested removing the topic while the other felt that it can be discussed in residential training, not in villages.</td>
</tr>
<tr>
<td>Sexuality: Gay, lesbian, bisexual, transgender, asexual, intersex, heterosexual, homosexual, kothi, hijra, queer</td>
<td>Partners felt that there needs to be easier ways to explain this topic. Most YWLS found this topic very complex, some said they did not understand it.</td>
</tr>
<tr>
<td>There should be no judgment attached to having multiple sexual partners</td>
<td>Not discussed.</td>
</tr>
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</table>

Suggestions:
- Make informed decisions on whether to have these messages in the curriculum and at what levels. Review the activities/manual in light of the decisions.
- Ensure alignment on the graded messages with partner organization and ensure each person visiting field and conducting activities (including short term consultants) understand it.
- Design staff trainings to focus on the most ‘controversial’ messages to ensure readiness in delivering them with ease and conviction to YWLs (this will impact trainings and mentoring by field staff).

ii. The CSE Training

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
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<tbody>
<tr>
<td>Messages about gender equality, menstruation, violence, body and shame have stayed with the YWLs 6-10 months after the training</td>
<td>Staff and YWLs were not trained like trainers. There were no inputs on facilitation skills and no practice for feedback and improvement.</td>
</tr>
<tr>
<td></td>
<td>A field partner mentioned that the dates of</td>
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</table>
• Having films as alternative medium of transacting curriculum helped to overcome different age and literacy levels in Delhi and maintaining interest/newness after 1.5 years.
• Residential trainings allowed for sensitive topics to be discussed openly in a safe environment.
• The impact of residential trainings made mothers of YWLs pick up fights in their home to send them for the trainings. The impact itself created support for the process!
• The refresher trainings (by YP and those by field staff in block and villages) helped in repetition leading to clarification of doubts and better retention of information.

Key Recommendations for training of YWLs:
1. **Focus on building training / facilitation skills of YWLs and Field Staff.** Include sessions on facilitation, communication, mobilization, preparing to run a session. Also have session mocks and give feedback within the training to enable staff and YWLs to practice.
2. Provide information leaflets/books/manuals to YWLs.
3. Include tangible tools like games, cards, flip Books in the curriculum, some of which can be utilized while conducting peer engagement sessions. Tools developed by partner organizations (like menstrual chakra by Jatan) can be sourced and given out to all the YWLs for their sessions. Tools can also be provided for session on contraception if staff wants to avoid carrying actual contraception to village/block.
4. Contextual sessions based on local marriage practices designed for YWLs in Rajasthan (by YP or partner organizations) can be useful resources to be documented for future work in Rajasthan.

### iii. Digital Media Strategy

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<tr>
<th><strong>KEY SUCCESSES</strong></th>
<th><strong>SLIPS/OBSTACLES/CHALLENGES</strong></th>
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</table>
| • Three mediums of expressions introduced in the program: Film Making, Story-telling and Comics.  
• Film making was considered one of the most innovative and engaging components of the YWL journey after Advocacy dialogue.  
• YWLs who participated in the digital media workshop felt empowered in using cameras | • There were no budgets for cameras/phones/internet in the program. Considering the context of the girls, it was difficult to use digital media expression on ongoing basis with YWLs.  
• Discontinuity of funds for one year and on-boarding new program partners in year two took a lot of time, this further impacted the... |
and capturing their own stories by making films that could be screened in block level dialogues.

- The lack of a full-time resource person with technical expertise in digital media production did not allow the program to run this strategy on an ongoing basis.
- There were no projectors/laptops to screen the films made in front of all YWLs or peers in the village.

Key recommendations for Digital Media Strategy:
If digital media is to be implemented as a core strategy for expression and advocacy, it needs to be re-imagined:

- Make arrangements for logistics: equipments, laptops, phone, internet either by allocating budget for purchase or collaborating with other tech-based programs of the organization. Doosra Dashak had a technology-based program with equipment at village centers that could be partnered with.
- Spend more time on training of YWLs.
- Onboard digital media partner in the beginning and having an ongoing partnership through the program or have a full-time program staff with expertise in digital media to work alongside thematic expert.
- Design the journey to have structured space and budgets for showcase of the media products developed by YWLs.
- Dissemination amongst YWLs, peers, and parents needs to be done consciously. Although many YWLs had access to their smartphones, most of them had no access to the films.
- Use digital media for felt needs of YWLs for greater traction. Ex: YWLs run a campaign to find educational scholarship support, find a career/livelihood mentor.

iv. Livelihood Intervention

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<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
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<tbody>
<tr>
<td>• The program managed to bring in together three- to four livelihood and skill development organizations for each of the livelihood event from different parts of the state.</td>
<td>• There were no block or district level instituted working on livelihood/skill building of young people. Therefore ongoing linkage with the organization could not be forged owing to distance.</td>
</tr>
<tr>
<td>• The livelihood workshop in Pali exposed YWLs to different livelihood avenues for women, this was useful in helping them imagine many work options- a need that was realized during needs assessment.</td>
<td>• Most YWLs were younger and a career guidance program could be much more relevant to them. Most YWLs do not have knowledge about the forms, competitions, subjects they need to fulfill their aspirations.</td>
</tr>
<tr>
<td>• A menstrual pad making workshop organized by Jatan staff enabled YWLs to learn a useful</td>
<td>• A district level kill building agency invited for</td>
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</table>
skill while breaking taboos. the event (In Bhilwada) gave misleading information about its operations which lead to disappointment as YWLs tried approaching it after the program.

Key recommendations to strengthen the livelihood intervention:
The fact that livelihood is not the core theme of the program needs to be considered. Considering that the program aims to offer platforms for girls to take leadership and fulfill their aspirations, livelihood based work becomes critical.
1. The livelihood day could be organized as a larger event where YWLs and peers could also take part. This will generate excitement of peers in the program and benefit a larger group.
2. Jatan staff says that a more focused work on livelihood could have minimized drop-outs as the inputs would keep them engaged and get parents sanction for the program.
3. The scoping study conducted by YP had managed to gather information about livelihood/skill building programs by organizations in Rajasthan. Sharing this information along with phone numbers/websites of the organizations could have been a useful for those passing 12th.
4. Knowledge of apps for getting more information about competitions/forms/scholarships etc were found useful by YWLs in Delhi. A directory of online resources along with institutions may be helpful.
5. The strategy can be designed with few of the following components:
   - Inspiration: Exchange with girls/women from similar contexts who could share their stories and become inspirational role models
   - Exposure to livelihood opportunities: To enable YWLs to expand their horizons and appreciate multiple career/ livelihood opportunities
   - Opportunities to address their current queries about livelihoods: A career counselor who may be able to give them information about subjects, exams and competitions, forms pertaining to their career aspiration and online resources for more information
   - Information about opportunities to further livelihoods: This should include information about scholarships for higher education, organizations providing academic/educational support, skill building opportunities (especially those that offer free hostel facilities even if outside the district/state)
6. The workshop/event can also be positioned towards the beginning of the program

v. Check-in Meetings with YWLs (Village and Block)

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- A democratic space for YWLs to decide the themes they would like to take to their peers.</td>
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<tr>
<td>- Maintenance of continuity of the journey through staff visits once in a week.</td>
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<tr>
<td>- The block level meetings with YWLs in</td>
<td></td>
</tr>
<tr>
<td>Attendance in both block level meetings and village level meetings was not very high.</td>
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</tr>
<tr>
<td>Very few meetings with parents happened over the course of the program.</td>
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</table>
Bhilwada enabled YWLs to quickly come at par with YWLs with Pali whose journey had started much earlier by providing space for concept clarification and practice of facilitation skills.

- The village level meetings gave individualized focus to YWLs and helped them prepare for their sessions with Peers.

**Key Recommendations for activities to support YWLs through the program:**
- Equip field staff to lead check in meetings for preparing YWLs to conduct sessions with peers. A loose format of the check in meetings will come in handy.
- Block level meeting introduced in Bhilwada helped YWLs to practice their session with other YWLs and motivated other YWLs through exchange. This process can be made part of the program design however it may only be practical if commute is not a problem and villages are close by.
- Include engagement with parents as an essential component of village visits of field staff.

**D. YWL in Action**

**i. Identification and on-boarding of Peers**

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<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Managed to connect with 235+ peers!</td>
<td>• Little involvement of field staff due to paucity of time for the process lead to compromises in selection of peers.</td>
</tr>
<tr>
<td>• The process was totally lead by YWLs and completed over a very short period of time.</td>
<td>• Since each YWL was asked to give names of three peers in the beginning and the list was closed, program does not have outreach data of adolescents who attended sessions conducted by YWLs in schools.</td>
</tr>
<tr>
<td>• While some YWLs could onboard 3 peers, some others were able to take permission from their school to run their session with the entire class.</td>
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**Key Recommendations of on-boarding peers:**
- A more flexible approach that allows YWLs to determine how many peers they would like to work with.
- Train YWLs to clearly communicate to peers the benefits of the engagement and expectations from the peers at the beginning. This is important as most peers did not understand why they were filling up the peer form which impacts participation in the long run.
- Allow YWLs to develop a strategy to engage with their peers instead of recommending one single strategy of holding weekly/fortnightly meetings with three peers on selected topics.
- Encouraging YWLs to use schools, college and any other collective space to run their intervention

**ii. Peer Engagement Sessions**
### KEY SUCCESSES

- Some YWLs managed to get principles permission to conduct peer sessions in school with the entire class!
- Cascade of information to peers on topics like gender based discrimination, child marriage, menstruation and violence in all villages.
- YWLs managed to create a safe space for their peers to discuss their issues and ask questions.
- Conceptualizing Field staff’s role as a support while conducting peer session was much needed as it takes 4-6 months for YWL to start facilitating well. Till such time, it is important to ensure the wrong messages are not given out to peers.
- Choice of topics for the sessions was that of YWLs.

### SLIPS/ OBSTACLES/ CHALLENGES

- YWLs did not have any resource material or tools to conduct the meetings.
- While some YWLs could facilitate well, some others did not have facilitation skills. Some YWLs therefore could only support in mobilization.
- Organizing a place for larger number of peers was a matter of concern for YWLs in villages with large number of YWLs.
- In villages with more than 8 YWLs, engagement per peer was lesser as not every YWL made effort to mobilize her peers for village meeting. Total hours of Peer Engagement facilitated by YWLs in villages with 4 YWL and those with more than 10 YWLs is not very different.
- Since the choice of selecting topics was left of YWLs, two topics identified by YP for peers including consent and body anatomy were not covered by YWLs.

### Key Recommendations for improving journey of Peers:

1. For peer engagement to be beneficial for peers, the peer journey can have its own objectives, non-negotiable topics and a system of monitoring attendance. This may be possible as program staff is available for 70-80% of the peer engagement meeting in all villages.
2. Equip YWLs with resources and tools to conduct Peer Engagement
3. Give activities/resources on lighter topics like getting to know each other, sharing feelings etc to break ice in the initial meetings
4. Include innovative formats of Peer Engagement that require less facilitation skills and entail more action and reflection like organizing sports/ games, film screening at someone’s house, organizing night walks in the village, conducting gender survey etc.
5. Have a clear strategy/ plan on peer engagement for each village including how many peers are expected in a meeting, how many meetings should each peer attend, if there are more than 4 YWLs in a village, will there be parallel meetings? Etc
6. YWLs suggested having competition and reward for the group or YWL leading quality per engagement in her village.
7. Having note more than 6 YWL in a village may help design a more structured journey for peers.

### iii. Community Sabhas
KEY SUCCESSES

- Managed to engage with about 550 people on issues of Child Marriage, menstruation, GBD, Violence!
- Community based skit on issue of menstruation is one of its kinds in the village!
- Provided an opportunity for YWLs and Peers to showcase their understanding of the topics and their leadership in their village.
- Used many innovative formats/mediums like wall slogan writing, skits, rally and presentation in meetings.
- In some sabha’s leaders and influencers like principle, sarpanch, anganwadi worker, ward panch etc were invited. This helped in establishing credibility of the program and support for YWL.
- Public speaking by YWLs within their own village inspired parents of other girls to encourage their daughter to participate in programs.
- Helped build visibility for the program in the village.

SLIPS/ OBSTACLES/ CHALLENGES

- It was not possible to organize these in Delhi and Shahada (Muslim village in Bhilwada). Meeting with mothers was organized instead.
- If influencers/ stakeholders are not involved, the community may not take girls seriously. This was noticed in Bhilwada.
- Involvement of parents in the events was very low even though it happened in the village, there needs to be a more focused mobilization. Touch point with parents need to increase.
- Participation of Peers in community sabha was low. Only active peers and YWLs found roles in the activity.

Key Recommendations for strengthening community engagement:

1. This was the only activity for community engagement in the program and needs to be done two-three times in the program.
2. As per the field staff of partner organization, having Community sabha towards the start of the peer engagement sessions (first 3-4 months of the program) may help establish the program and YWLs in the village and make mobilization easier for them.
3. Participation of parents of YWLs needs to be given emphasis in the community sabha or there will continue to remain ignorant of journeys of their daughter.
4. Inviting government officials (from village and block) in the sabha is a good practice as it gives credibility to the event.
5. Some funds for decoration / refreshments or music may made the process of mobilization easier as per the YWLs.
6. Forge collaboration with existing government programs. Example: Invite Preraks to give information about government schemes, talk to influential women in the village to raise their concerns in gram panchayat, participate in electoral or health awareness campaignsby zilla panchayat or other campaigns by education and police departments.

iv. Block and District Level Dialogues
KEY SUCCESSES

- First of its kind platform for girls to sit face to face with policy makers and place their demands.
- True demonstration of YWLs leadership build over the program. As per Block Development Officer (Pali) ‘The girls were very different from other I have met in villages- they were confident, aware and articulate!’
- A space for YWL to interact with government officials face to face, advocate their demands through letter and raise questions/ concerns about their rights.
- Concrete action taken by authorities to meet demands raised by YWLs:
  - Supply of sanitary pads in schools restored
  - Complaint Box set up and opened regularly by School Management Committee
  - Cleaning of School Toilets
  - Recruitment of 56 teachers in schools in the district
  - Installation of street-lights
  - Increase in police patrolling in unsafe areas
- The YWLs in all locations spoke about menstruation and demanded supply of pads and incinerators in their schools. This was a big leap from overcome shame to demanding SRH Rights!

SLIPS/ OBSTACLES/ CHALLENGES

- Involvement of parents at DLD could help them see their daughters in a different role – it could impact their attitude towards their daughters!
- Program/Partners could not continue engagement with the active/ supportive government officials in the program.

### Key Recommendations for Block and District Level Advocacy:

- Both Block and District Level dialogues have their own pros and cons. While the block level dialogue helps to engage and network with local policy makers and resolve administrative gaps in ensuring smooth implementation of existing programs, the district level dialogue is able to engage people who are more influence over larger issues like teacher recruitment, education, infrastructure, water etc. Therefore an informed choice could be made to decide the level at which the dialogue is to be conducted based on the nature of demands.
- A follow up of Block or district level dialogue like the one at Bhilwada has been found to be very useful in making the policy makers accountable for the promises made at the event.
- The block level dialogue is a great space to identify the officials who take special interest in development of girls, these officials can further be invited for community sabhas and areas of collaboration with specific departments (like collaborating in voter awareness, health camps etc) can be explored as a way to leverage leadership of active YWLs.
“When I saw tulsi talking on the stage - eye to eye with the officials, without slightest fear I was so overwhelmed – It got me thinking if I could do it as well. She has really come into her own and become a role model for all other girls!” – Deepa, Program Staff, Doosra Dashak

v. Safety Audit and Exposure Visits

<table>
<thead>
<tr>
<th>KEY SUCCESSES</th>
<th>SLIPS/ OBSTACLES/ CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very innovative approach to get YWLs to engage with the issue of gender based violence over a course of 10 days.</td>
<td>• Irregular participation of girls through the process.</td>
</tr>
<tr>
<td>• It got girls to get outside their houses at night and visit places they had not visited in their locality. This was very empowering for the girls!</td>
<td>• Gap between the audit and sharing of findings for resolution of the issue.</td>
</tr>
<tr>
<td>• As part of the audit, YWLs also visited service points around their locality including moholla health clinic, police station which was very useful. Some YWLs now use moholla clinic for family health needs.</td>
<td></td>
</tr>
<tr>
<td>• Public sharing of the finding of the safety audit and demand for better security, lights etc in front of police, local administrators.</td>
<td></td>
</tr>
<tr>
<td>• Exposure visits in Delhi and Bhilwada created powerful impressions in minds of YWLs.</td>
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</tr>
</tbody>
</table>

Key Recommendations for enhancing exposures:

• While the safety audit was not part of the original curriculum, it is definitely an activity that can be added to YWLs journey for peer engagement. This is possible since the field staff anyway often stay in village for holding late night meetings and community sabha with YWLs.

• An exposure visit to court, police station and community health center for YWLs in Bhilwada was one of the innovations of Jatan which made YWLs aware of the services connected to their SRH rights. Adding this activity in the YWL journey may bring more focus on services which needs strengthening.

• Structured picnic to Qutub Minar created powerful impressions in minds of the YWLs as they interacted with strangers around girls mobility. This can be tried in rural locations too as peer engagement format.

vi. National Conclave/ Forum

Evaluation of this process was not undertaken. Below is a brief description of the process and celebrations.
A two days event, organized to increase meaningful engagement of young people in national level policies and programs that are designed for them by the government. It was attended by 200 adolescents and youth across 13 states from India including 15 YWLs from Rajasthan in New Delhi. Suman, 15 (YWL) gave opening remark on adolescent’s health status during the main forum. The conclave was attended by academicians, government officials, representatives from more than 40 civil society organizations and young people. The Vikalp Forum was attended by CSOs including JHPIEGO, MAMTA and UNFPA and brought together Dr. Ajay Khera (Public Health specialist and Deputy Commissioner, Ministry of Health and Family Welfare, Government of India) and Dr. Gautam Singh (SPO, Adolescent Health/RKSK, Government of Delhi and Dr. Saroj Yadav, Dean (Academics) & Project Coordinator NPEP & AEP, NCERT. The Vikalp Forum managed to provide youth advocates an equal-footing platform to engage in a dialogue with representatives from the government, civil society organizations and technical agencies. It also managed to engage young people in drafting a basic framework for the youth-led policy working group.

5. Program Assessment through the lens of IPPF: Principles of Good Practice

While it is important to look at program in its context and analyze it, it can be insightful to review program in light of global learning and best practices to learn from them. The section below looks at butterfly program – Program design, delivery and assessment from the leans of IPPF framework for comprehensive sexuality education: Principles of Good Practice. Although butterfly program is a combination of a CSE and a leadership building intervention, the principles are still very relevant.

A. Program Design and Planning

| Principles Followed thoroughly |
| Principles that can be strengthened |
| Principles that needs attention |

- Partnership with NGOs, Government, Collectives for advocacy and support for the program
- Participation of young people in planning and policy development
- Needs Mapping: Emotional, Social, Sexual, Well Being
- Mapping possible challenges and planning accordingly
- Develop a policy statement and define what CSE includes, what is to be achieved together
- SRH and HIV Link in the program
- Gender Sensitive Program Design that caters to male and female needs
- Clear SMART objectives and its alignment with activities/ how the objectives will be
Butterfly Project Evaluation Report, TYPF, 2019

Evaluator’s observation: Quite a few CSE program give positive messages around sexuality / gender that contradict directly with the school/ family/ community or policy environment but BP program also simultaneously focused on the context and made efforts to understand it and change it through advocacy. This is what made it empowering for YWLs in true sense!

Ideas to enhance program design and planning:

- Clearer understanding with partners on the objective, scope and messages of the curriculum
- Development of a matrix which has program objectives – program outcomes – outputs (or activities) and indicators clearly aligned to each other. This will provide an anchor to project staff in making decisions that are aligned to the program outcomes, ensure sharper messaging in curriculum, outcome based monitoring and data collection through the program.
- Need for graded messages in the curriculum for field staff, YWLs and Peers and Community (especially addressing the most sensitive ones)
- While a training for field staff does exist, it needs to be made non-negotiable. Further, a set of films / readings that can be used by staff for familiarization and an assessment tool can also be used in case of unexpected change of field staff.
- Revisit program processes including Community Sabha, Block/District Level dialogue, Livelihood event and Field Visits / Village Level meetings with the lens of parents/community engagement and develop a more conscious approach to engage them.
- The UNFPA operational Guidance for CSE lists linkage with SRH services and other initiatives that address gender inequality, empowerment, social economic assets for young people as one of the nine elements of CSE. This component can be integrated into the curriculum and YWL journey by including exposure to services/government officials/ schemes / helpline numbers etc.

B. Program Delivery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Safe Learning environment for open discussion about sex, sexuality etc</td>
</tr>
<tr>
<td>2.</td>
<td>Group Agreement on acceptable boundaries/ safe practices between educators and participants</td>
</tr>
<tr>
<td>3.</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>4.</td>
<td>Participatory Methods</td>
</tr>
<tr>
<td>5.</td>
<td>Given information about accessing Services and make effort or referral to ensure access</td>
</tr>
</tbody>
</table>
6. Be honest—If you don’t know, tell where they can find out
7. Curriculum to be relevant, age appropriate, technically correct, no stereotypes
8. Curriculum to be comprehensive and include 7 components (Gender, SHR and HIV, Sexual Rights and Citizenship, Pleasure, Violence, Diversity, Relationship)
9. Availability and updating of resource material
10. Establish and Maintain Quality Expectations: Systems to solve issues of low quality in delivery

Evaluator’s observation: Although many YWLs had been leaders in other programs earlier, they see BP as a life changing phenomenon. The answer to ‘how has BP changed you’ comes very naturally to all YWLs as the change they experienced is very pronounced. Never before this had they got a space to challenge their mental and physical boundaries and develop a new relationship with themselves.

Ideas to strengthen program delivery:
- Consensus on most sensitive messages of the curriculum and better understanding on graded messaging with partner organizations. Consensus on content and pedagogy (including sessions like abortion, how to use a condom, demonstration of contraceptives).
- Owing to the nature of the program, cases of violence / sexual assault of YWLs or peers are bound to surface. While they have been dealt with sensitively in the program, a scoping of locally available services (health, security, legal) will equip program staff to address these cases with confidence.
- Availability of resource material / information with YWLs is critical for retention.
- System of ongoing monitoring including tracking attendance and assessing learning at different levels to stay informed and take corrective measures for quality implementation is critical.
- Outline the objectives for the journey of peers to bring more rigor and direction.

C. Assessment and Evaluation

1. Inbuilt design to assess learning through activities like debate, presentations, interviews etc
2. Pre- and Post Assessment
3. Process Outcome to measure effectiveness and Evaluation to measure achievement. Have SMART objectives at the beginning and design programs and plan milestones accordingly.

Evaluator’s observation: In a way the program processes like community sabha, block and district level dialogue and national dialogue are themselves a proof of empowerment of YWLs. The exemplary leadership of YWLs in the advocacy events did not just surprise the officials and parents present but also the mentors and program staff who had facilitated their journey. It is in these events that they realized that the girls had come into their own!

Ideas to strengthen assessment and evaluation:
- Include spaces, tools, medium for assessment of KAP of staff, YWLs and peers as part of the curriculum/ program and use the information to move strategically towards the outcomes.
- Since leadership building is a key outcome of the program, include indicators on leadership in the assessment
• Outlining progress markers for YWLs (by using outcome mapping) or just articulating clear outcomes for each process (quantitative and qualitative) will go a long way in aligning work / activities to the outcomes and capturing the quantum of work done through the program.
OUTCOME EVALUATION:

This section of the report presents evaluation of the program in light of the results achieved on its completion. Broadly, the outcomes are measured at three levels, the majority sections of the report focus on shifts in YWLs knowledge-attitudes and practices, the other two sections include shifts in their peers and changes in community as a result of YWLs activities.

The structure of Outcome Evaluation:
The outcome evaluation seeks to measure performance of the program against program objectives, four outcomes and their indicators outlined at the beginning of the program (Proposal, 2014) as anchors and defined new indicators in some areas where indicators were found missing. Below is the framework of the outcome evaluation.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower 65 young girls and women from Muslim and Dalit backgrounds as Young Women Leaders (YWLs) to:</td>
<td>At least 65 YWLs have correct knowledge on SRH topics and understanding of their rights</td>
<td>As enlisted in the original proposal submitted to Ford in 2014.</td>
</tr>
<tr>
<td>4. Create awareness about the need to ensure gender equality for young women and girls and eliminate gender-based violence with community stakeholders through interactive public events in each community.</td>
<td>65 Young Women Leaders have increased leadership skills indicated by their enhanced ability at home, with peers and in their community to advocate for their rights.</td>
<td>As enlisted in the original proposal submitted to Ford in 2014.</td>
</tr>
<tr>
<td>5. Create safe spaces for young girls to voice their concerns, clarify information, access skill-building opportunities and develop leadership abilities to mobilize and work with their peers.</td>
<td>YWLs have created Safe space for their peers to voice their concerns, clarify information, access skill-building opportunities and develop leadership.</td>
<td>The indicators have been developed as part of the evaluation exercise since they did not exist in original log frame.</td>
</tr>
<tr>
<td>6. Develop and disseminate key messages using ICT and recommendations for decision makers and stakeholders on the need to address early and forced marriage by advocating for Comprehensive Sexuality Education.</td>
<td>YWLS have develop and disseminated key messages (around gender, EFCM, CSE) using ICT and advocated on these issues with decision makers/ stakeholders.</td>
<td>Indicators have been rearticulated as part of the evaluation exercise due to change in strategy of the program.</td>
</tr>
</tbody>
</table>
6. Program Evaluation Indicators:

Note: The red ones have been added/modified looking at scope of the program.

A. At least 65 YWLs have correct knowledge on SRH topics and understanding of their rights

- Identification of at least three different forms of modern contraception
- Knowledge of legal age of marriage and rights of young women and girls in this regard (Including knowledge about Abortion)
- Correct information on symptoms, causes and treatment of STIs/RTIs
- Clarification of myths and misconceptions on menstrual hygiene and body/anatomy
- Comprehensive knowledge of HIV/AIDS
- Knowledge of forms of Violence
- Clarification of myths and misconceptions about Gender, Sex and Sexuality

B. 65 Young Women Leaders have increased leadership skills indicated by their enhanced ability at home, with peers and in their community to advocate for their rights.

1. To communicate effectively (inter personal skills and confidence),
2. To mobilize 195 young peers who are challenging gender inequality in their communities
3. To articulate the need to address gender inequalities within their homes and community
4. To dialogue with peers addressing similar challenges from wider networks and to address gender inequality, gender based violence and against early and forced marriage

C. YWLs have created Safe space for their peers to voice their concerns, clarify information, access skill-building opportunities and develop leadership.

Note: The indicators have been developed since they did not exist in original log frame.

1. Participation of peers in activities conducted by YWLs
2. Peers feel free to voice their concerns, clarify information in meetings or with YWL
3. Peers are able to access skill building opportunities and build their leadership
4. Peers have gained information and understanding of Gender, puberty and growing up, menstruation and relationship and consent

D. YWLS have develop and disseminated key messages (around gender, EFCM, CSE) using ICT and advocated on these issues with decision makes/ stakeholders.

This objective has two sections: Advocacy and Digital Media. While advocacy remained one of the key components of the program, the digital media which was originally conceptualized as the core strategy for advocacy in the program underwent changes for reasons mentioned in the earlier section. Advocacy was done using other mediums such as community meetings, theatre, rallies, wall paintings, story writing, district level dialogues along with development and screening of films. The indicators of the advocacy strategy are therefore being articulated differently from the original outcomes to ensure comprehensive evaluation of the activities undertaken for advocacy.
### Original Outcomes

- 65 Young Women Leaders have scripted, shot and edited digital stories and journals as is evidenced by their journals and video blogs and digital stories.
- YWLs are articulating personal aspirations that advance their rights to peers, community members and through social media.
- 65 Young Women Leaders are articulating recommendations to their peers, key stakeholders (including decision makers), through social media and in their communities on advancing gender equality, the rights of young women and girls to education and eliminating early and forced marriage and gender based violence.

### Rearticulated Outcomes

1. Young Women Leaders who have scripted, shot and edited digital stories or used other mediums to express their personal and social aspirations
2. YWLs who have disseminated key messages (around on advancing gender equality, the rights of young women and girls to education and eliminating early and forced marriage and gender based violence)
3. YWLs who have advocated on these issues with decision makers/stakeholders through different platforms

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### 7. Data Collection: Tools and Methods

<table>
<thead>
<tr>
<th>S No.</th>
<th>Tools</th>
<th>Sample size</th>
<th>Data Collection Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Baseline and Endline Form (Annexure1)</td>
<td>76 Young Women Leaders (Delhi, Pali, Bhilwada)</td>
<td>A tool designed by TYPF at the beginning of the intervention. Data collected by the implementing partners with all YWLs before and after the program. 76 YWLs out of 88 YWLs who completed their journey were able to respond in the endline survey therefore only their data was analyzed.</td>
</tr>
<tr>
<td>2.</td>
<td>YWL SRH knowledge Assessment Form (Annexure 2)</td>
<td>44 Young Women Leaders (Delhi, Pali, Bhilwada)</td>
<td>A tool designed by evaluator at the end of the program to measure current level of specific SRH knowledge based on the curriculum (as it actually ran). Data collected during evaluation workshop and visits to selected villages in the three locations.</td>
</tr>
<tr>
<td>3.</td>
<td>Leadership Behaviors Inventory- Self Reported (Annexure 3)</td>
<td>47 Young Women Leaders (Delhi, Pali, Bhilwada)</td>
<td>A tool designed by evaluator at the end of the program to collect data on specific leadership behaviors enlisted in program indicators. The tool was facilitated by the evaluator in the workshop and visits to selected villages in the three locations.</td>
</tr>
<tr>
<td>4.</td>
<td>Peer Assessment Form (Annexure4)</td>
<td>22 Peers (Pali, Bhilwada)</td>
<td>A tool designed by evaluator at the end of the program to assess current level of knowledge and Attitudes of peers who participated in the program. The tool was facilitated by the evaluator during visits to three villages in two program districts of Rajasthan.</td>
</tr>
</tbody>
</table>
8. Findings of Outcome Evaluation

1. Outcome 1: Shifts in YWLS’s Knowledge

At least 65 YWLS have correct knowledge on SRH topics and understanding of their rights.

1. Identification of atleast three different forms of modern contraception

Source: YWL SRH knowledge Assessment Form

<table>
<thead>
<tr>
<th>Knowledge and Use of Contraceptives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can name at least 3 contraception</td>
</tr>
<tr>
<td>Can name sources where...</td>
</tr>
<tr>
<td>Bought or used Contraceptive</td>
</tr>
<tr>
<td>Advised other to use contraceptives</td>
</tr>
</tbody>
</table>

‘My friends often clarify their doubts by asking me if they can get pregnant...once a friend asked me to get her a condom, I told her to tell her boyfriend to get it. I told her it is available in all chemist stores’

-Kesar, Delhi

Highlights:
- 59% YWLSs can name three or more contraceptives.
- Only two married YWLSs in Pali reported buying or using contraceptives. This may indicate lack of sexual activity or unwillingness to share personal information.
- **There is an increase of 38% in YWLSs who advise other to use contraceptives** (from 19% before the program to 59% after the program). The highest increase was found in Pali where 71% YWLSs reported giving information on contraception to others. Most YWLSs reported sharing information about contraceptives with their peers and bhabhis.
- 97% YWLSs in Pali and Bhilwada knew about the source for free contraception, only 18% in Delhi knew them. This can be attributed to the fact that YWLSs based in villages live near Anganbadi and sub-centers and their bhabhis access the services. BP curriculum needs to include more information regarding services.
- Regarding abortion service, **48% YWLSs understood that unmarried girls can legally access abortion services**, 39% girls knew where abortion services are available around them.
2. Knowledge of legal age of marriage and rights of young women and girls in this regard

Source: Baseline-Endline Data

About 16 YWLs have successfully negotiated their marriage or ‘gauna’ (the ritual of girl departing to her husband’s house) with their parents after participating in the program!

Highlights:
- While the percentages of YWLs who believe that they have the right to make decision regarding their own marriage seem to have gone down, this reflects their reality and not their attitude. **During the evaluation exercise, 100% YWLs articulated that girls should have a say in decisions concerning their own marriage.** About 16 YWLs have negotiated their marriage or ‘gauna’ (the ritual of girl departing to her husband’s house) after participating in the program.
- 63% YWLs now believe that father and mother should have equal power in making decisions in the family.
- All YWLs knew the legal age of marriage before the program began. This information does not seem to have any impact on occurrence of early and child marriages. Some YWLs were already married before they joined the program however they did not report it.

3. Percentage of girls who recognize body integrity and importance of consent

Source: Baseline-Endline Data

“Butterfly program is important for girls because it brings out topics like sexual consent in relationships which are never discussed otherwise’

-A YWL during evaluation workshop

Highlights:
- Over 84% YWLs recognize that that ‘a man should not touch a woman unless she wants him to’.
• The highest increase in understanding of consent has happened in Pali where only 7.4 girls understood women’s right to say no at the baseline but 85% girls agree with the statement in the end line.
• In the evaluation conducted with YWLs in Delhi, about 81% YWLs in Delhi believed that a girl can say ‘no’ to her boyfriend even after having said yes once. This is a fairly nuanced understanding of consent often not found amongst even health service providers.
• About 55% YWLs in Rajasthan during the evaluation workshop articulated that a man does not get right over wife’s body even after marriage.

4. Correct information on symptoms, causes and treatment of STIs/RTIs

Source: Baseline-Endline Data

- Knowledge about STIs

75% Of YWLs understand that burning and Itching in genitals is not normal but a symptom of STIs. 57% YWLs knew that some STIs do not have any symptoms

“This program is important for girls for them to be able to learn about their bodies and overcome shame in asking questions about it”
-YWL, Evaluation Workshop

5. Clarification of myths and misconceptions on menstrual hygiene and body/anatomy

Source: Baseline-Endline Data

- Refute myths related to menstruation

YWLS have not only overcome shame in discussing menstruation but demanded supply of menstrual pads and incinerators under MHS scheme in schools. In schools where there are no female teachers YWLs have taken the responsibility of distributing pads.

In Kesuli, 85% Peers said they no more feel hesitant in asking teacher for sanitary pads.

Highlights:
• There is an increase of 48% in number of YWLs believing that girls can go out and visits religious placed during periods.
• During evaluation workshop, both in Delhi and Rajasthan, it was found that 100% YWLs believed
that menstrual blood is not dirty however they mentioned that some of them do still try to avoid visiting temples to respect sentiments of their family members.

6. Comprehensive knowledge of HIV/AIDS

Source: Baseline- Endline Data

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Pali</th>
<th>Bhi</th>
<th>Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know HIV can spread through unprotected sex</td>
<td>27.63%</td>
<td>71.05%</td>
<td>70.37%</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>18.5%</td>
<td>33.3%</td>
<td>31.25%</td>
</tr>
<tr>
<td>Use of Condom can prevent HIV transmission</td>
<td>18.42%</td>
<td>71.05%</td>
<td>85.2%</td>
<td>66.67%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>14.8%</td>
<td>15.15%</td>
<td>31.25%</td>
</tr>
</tbody>
</table>

Highlights:

- There is an increase of 43% in number of YWLs identifying that HIV can spread through unprotected sex with an HIV positive person.
- Further there is an increase of 52.5% in YWLs identifying that use of condom can prevent a person from transacting HIV.
- The specific SRH evaluation revealed that 70% YWLs also understand the concept of window period, that HIV test may not show accurate results till 12 weeks of contracting HIV.
- Only 30% YWLs know the nearest service point where they can get HIV test. This seems to be the general trend with lack of knowledge about services relating to contraception, abortion, HIV testing and treatment.

7. Knowledge of forms of Violence

Source: Baseline- Endline Data

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Pali</th>
<th>Bhi</th>
<th>Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Gender Based Violence</td>
<td>34.2%</td>
<td>60.5%</td>
<td>66.7%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>13%</td>
<td>35.6%</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

“When I attended the session on gender, I realized what I was going though at the hand of my in-laws, I broke down but later I got courage to tell my husband that I can file for divorce if this continues. I spoke to my mentors, who told me about my legal rights, when I mentioned my right to alimony, he realized my strength. Now my husband and I live in a separate house’

- Shabnam, Bhilwada
Butterfly Project Evaluation Report, TYPF, 2019

Highlights:

- An overall jump of 23% in YWLs recognizing instances of gender based violence from 34.2% in baseline to 60.6% in endline.
- There is an increase of 40% in girls who believe that women should not keep silent if they are subjected to sexual abuse, from 35.5% in baseline to 76.3% in endline.
- Additionally, 46% YWLs recognize that forced sex by husband is an abuse, this was only 25% at the baseline.

8. Clarification of myths and misconceptions about Gender, Sex and Sexuality

In the evaluation workshop 89% YWLs were able to debate that a every woman’s core role in life is not to take care of children and making her husband happy.

- 59% YWLs are able to identify gender stereotypes like women’s role is to take care of family, real men do not cry, men should not perform domestic task.
- Increase of 52% in number of YWLs who understand and respect third gender from 28% in baseline to 82% in endline.
- 33% Increase in number of YWLs who understood that homosexuality is natural from 18 to 51% between baseline and endline.

Correct Knowledge of Conception

- An overall increase of 49% in YWLs with correct knowledge about conception from 21% in baseline to 70% in endline.
• While across all three locations, 68-70% YWLs have correct knowledge on conception, the positive shift seems to be highest in Pali from 8.6 at the baseline to 69% at the endline, showing an increase of 60% YWLs in Pali with knowledge on conception!
• Additionally, 84% YWLs understand that a girl can get pregnant the very first time she has sexual intercourse, while 97% YWLs in Pali and Bhilwada understood this, 45% YWLs in Delhi could identify this myth.

2. Outcome 2: Shifts in YWLs Leadership Behaviors

65 Young Women Leaders have increased leadership skills as indicated by their enhanced ability: to communicate effectively (inter personal skills and confidence)

The following section focuses on leadership behaviours of YWLs. The data source of a self-reported leadership scale along with qualitative data collected during evaluation.

1. To communicate effectively (inter personal skills and confidence),

Leadership Assessment Scale

![Public Speaking/Expression Chart]

“"There is a big difference between these girls and other girls I meet in villages of this block. These girls are not shy, they are confident and they can anchor events without a script!"”

“"The girls raised the demand about shortage of sanitary pads in school, it was in transition and is not happening” – Ranu, BDO (Pali)

• A 66% increase in number of girls who have been able to express their thoughts and share publically. The shift is highest in Pali at 88%, followed by Bhilwada at 63% and Delhi at 36%.
• There is an increase of 10.5% in mobility of girls who have gone out alone to market after joining this program.
• Most YWLs state confidence as one their biggest gains from the butterfly program. There are several stories of YWLs speaking confidently at DLD. Some YWLs spoke about menstruation and superstitions associated with it at community sabha and DLD.
• Parents, Brother and teachers seeing YWLs speak confidently in public gatherings lead to a change in their attitude towards their daughters and sisters.

“The girls (YWLs) have become very confident, they are not scared to do anything. The other day she went to the principal’s office and complaint about a teacher who never come for his class” – Peers, Amli Village, Bhilwada

Manisha has become sayani (mature) after joing this program, she doesn’t feel hesitant to talk in front of anyone. She used to be scared of going out alone even in the village but now day or night, she goes when she has to” – YWLs Mother
2. To mobilize 195 young peers who are challenging gender inequality in their communities

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An average YWL in the program has conducted 2.98 Peer Engagement Session in their village. This is highest in Bhilwada at 4.23 meetings/YWL, followed by 3.8 in Pali and only 1 in Delhi.</td>
<td>• Limited Peer Assessment reveals that 50% peers believe that ‘a good girl does not resent a matrimonial alliance fixed by parents</td>
</tr>
<tr>
<td>• The program has been able to engage with a total of 235 peers.</td>
<td>• 55% Peers believe that Husbands should control their wives and wives should listen to husbands.</td>
</tr>
<tr>
<td>• Of these 104 Peers have participated in more than four peer engagement meetings.</td>
<td>• Limited understanding of gender may limit challenging gender inequalities at home and community.</td>
</tr>
<tr>
<td>• 155 Peers have been part of the Block level dialogue across the three locations (55 in Pali, 70 in Bhilwada and 35 in Delhi)</td>
<td></td>
</tr>
<tr>
<td>• Gender and gender based violence has been a running theme of Peer Engagement Sessions in all the districts</td>
<td></td>
</tr>
<tr>
<td>• A limited Peer assessment exercise reveals that 82% Peers are able to identify gender discrimination in their communities.</td>
<td></td>
</tr>
<tr>
<td>• The peers and YWLs together have been able to reach out to 554 people in their village through 12 community sabhas on issues of child marriage, gender discrimination, violence and menstruation</td>
<td></td>
</tr>
</tbody>
</table>

3. To articulate the need to address gender inequalities within their homes and community

Recognition of and Challenging Gender Based Discrimination and Gender Based Violence

Source: Leadership Assessment Scale

“I never saw that gender discrimination happens in my own family. After the trainings, I asked my mother why she gave milk only our brother and not us. We had an argument but now all of us get equal milk’ - Manisha, Bhilwada

“I asked my father why should all his property go to our brother and not to us (sisters) when the brothers contribution to the house is no greater than us. It did not go down...”
Almost 96% YWLs reported that they had been able to identify gender discriminatory practices at home or in society over the course of this program. Of these 87% YWLs reported having negotiated the discriminatory practices at home.

In Delhi, 72% girls report negotiating gender based discrimination in their house/community. In Pali 94% and in Bhilwada 89% Girls reported having negotiated gender based discrimination at home.

Some YWLs spoke about having picked up a fight at home when her sister in law was being discriminated during her periods. Another spoke about having supported her sister in law as she was being blamed for giving birth to a girl child. A group of YWLs complained to teacher when they realized that boys in the class never sweep the floor as they consider it ‘girls job’, they managed to changed the practice in their class and delegate equal work for both boys and girls. Another YWL spoke about her negotiation with her father as he rebuked her for wearing a fancy hairstyle.

4. To dialogue with peers addressing similar challenges from wider networks and to address gender inequality, gender based violence and against early and forced marriage

The BP program has been able to inspire many conversations/ negotiations at home on age of marriage and ‘Gauna’.

5 YWLs and 6 Peers in Pali have been able to delay their marriage with support from field staff. 11 YWLs in Bhilwada have been able to negotiate with their parents to postpone their Gauna (Sendoff ritual of Bride to Groom’s house)
• A total of **65 YWLs have been part of organizing Community Sabhas** (28 in Bhilwada, 21 in Pali and 16 in Delhi)

• **Besides this 72 YWLs participated in Block and District level dialogues** where they raised issues concerning rights of girls (28 in Bhilwada, 29 in Pali and 15 in Delhi) and 15 YWLs were nominated for National Level Conclave.

• **81% YWLs interviewed reported having taken some action towards addressing the issue of early-child and forced marriage in their family/ community.** The proportion is much lower in Delhi (36%) since this topic gained more traction in Rajasthan due to its prevalence there.

• Child marriage, violence and gender based discrimination have been recurring topics in all the villages in peer engagement meetings and community sabhas that have managed to engage 235 peers and 554 people in the community.

• **Almost 55% YWLs in Delhi, 76% in Pali and 84% in Bhilwada report having challenged gender based violence** with peers/family or outside. Averaging 71% overall.

• Over the course of the program, many YWLs have fought their own battles and supported others in their battle against violence.

• One of the girls in the YWL’s village had a step mother who was violent towards her and wouldn’t let her study. The YWLs went and spoke to the family and got her admitted to the school and even got the fees forgiven by the siksha-adhikari. In another instance, the YWLs pressurized the police to deliver justice to a 7 year old girl who had been raped by powerful people by warning them of taking out a protest rally.

### 3. Outcome 3: Journey of Peers

YWLS have created Safe space for their peers to voice their concerns, clarify information, access skill-building opportunities and develop leadership.

1. **Peers Feel free to voice their concerns, clarify information in peer engagement meetings or with YWL**

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• About 84 YWLs have been able to organize 81 Peer Engagement sessions in their villages on issues of Gender, Child Marriage, Violence, Relationships, Puberty, Menstruation</td>
<td>• The attendance and continuity of Peers in Meetings has been an issue as only 104 Peer have attended more than 3 meetings in their village.</td>
</tr>
<tr>
<td>• The peer interviewed spoke about feeling free to share and ask questions in the meetings.</td>
<td>• In Delhi the Peer Engagement has not happened more than once.</td>
</tr>
<tr>
<td>• Sessions on menstruation, puberty, body anatomy helped Peers open up in the meetings and see YWL as a leader they could ask questions to.</td>
<td>• Lack of data on Peer Engagement including Peer Baseline and Endline</td>
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</table>
2. Peers are able to access skill building opportunities and build their leadership

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Community Sabha gave Peers an opportunity to practice leadership in their village. Peers acted in the theatres, made slogans, participated in Rally and in DLD.</td>
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<tr>
<td>• In both Bhilwada and Pali, one or two Peers in each village demonstrated capability to become a YWL if given an opportunity after attending a few meetings.</td>
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<tr>
<td>• Besides Community Sabha, Peers did not have many opportunities to practice their leadership in the program. In-fact they often complained about not having opportunities to learn/go out.</td>
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<tr>
<td>• Field Staff in Bhilwada was able to engage active Peers in Block level meetings however this was not a planned strategy. They often felt there are not enough exciting activities for them in the program.</td>
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<tr>
<td>• Peers were not included in the livelihood workshop/event so they could not benefit from it.</td>
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<tr>
<td>• Overall, this outcome needs more attention.</td>
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3. Increase Knowledge about SRH, Gender, Violence, ECFM amongst Peers:

Below are results of a limited assessment of 22 peers across two villages of Pali and Bhilwada. There are some positive trends, especially on menstruation related myths however the data points at need for more focused work with peers.

<table>
<thead>
<tr>
<th>Positive Shifts</th>
<th>Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 82% Peers are able to identify Gender Based discrimination in their community (71% in Pali and 100% in Bhilwada)</td>
<td>• 77% YWLS think it is ok for husband to slap his wife if she makes a mistake</td>
</tr>
<tr>
<td>• 95% of them believe in not suppressing/ignoring violence but raising voice against it.</td>
<td>• 68% Peers think women’s role in life is to make her husband happy and take care of children</td>
</tr>
<tr>
<td>• 77% Peers think homosexuality is natural</td>
<td>• 55% Peers believe that husbands should control their wives</td>
</tr>
<tr>
<td>• Message around menstruation in general have been absorbed well- 100% peers in Bhilwada and 68% in Pali believe menstrual blood is not impure and dirty and therefore there should be no constrains in activities during those days. (77% Overall)</td>
<td>• 68% Peers think that a good girl should sacrifice her aspirations for others (50% in Pali and 100% in Bhilwada), of these 50% believe that she should marry just when and whom parents tell her to marry without negotiating with them.</td>
</tr>
<tr>
<td>• 50% Peers believe that a man does not get right over women’s body post marriage (62% in Bhilwada and 42% in Pali)</td>
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<tr>
<td>• 77% Peers have positive attitude towards CSE and feel information about contraception should be given before marriage.</td>
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</table>
4. **Outcome 4: Advocacy and Dissemination by YWLs**

YWLS have develop and disseminated key messages (around gender, EFCM, CSE) using ICT and advocated on these issues with decision makes/ stakeholders.

Revised Indicators based on change in strategy:

1. **Young Women Leaders who have scripted, shot and edited digital stories or used other mediums to express their personal and social aspirations**

   Source: Leadership Assessment Scale

   - 19 YWLs participated in the digital Media Training and created a total of 5 Videos on issues of gender discrimination, child marriage and other topics.
   - 40 YWLs participated in Comics workshops and created their own stories.
   - 72 YWLs have participated in Block and District Level Dialogues and been part of articulating their social aspirations in front of decision makers/ influencers. These included having police patrol unsafe areas, having teacher vacancies in schools filled, having female teacher in school, supply of sanitary pads and incinerators in school, having cleaner toilets, skill building opportunities etc.

2. **YWLS who have disseminated key messages (around on advancing gender equality, the rights of young women and girls to education and eliminating early and forced marriage and gender based violence) and**

3. **Advocated on these issues with decision makes/ stakeholders through different platforms (Also**

   - 88 YWLs have been able to engage with approximately 1200 people through public advocacy events in their village, block, districts and national level. This includes Peers, Parents, and Community Members, government officials, civil society organizations and media.
   - Through 4 block and district level dialogues, **72 YWLS were able to disseminate messages around**
their rights (health, security, development, education) to engage 343 people across the three locations. This included 45 Government Officials/ Media/NGO.

- **YWLS have been able to engage with over 72 policy makers/ influencers** including block, district and national level government officials, civil society organizations and media through Block, District and National Level Dialogues.
- **YWLS have been able to have their demands met by demanding very specific rights relating to menstrual hygiene, clean toilets, police patrolling, teachers in schools etc.**
- The following demands presented in ‘letter of demand’ were met:
  - Supply of sanitary pads in schools restored
  - Complaint Box set up and opened regularly by School Management Committee
  - Cleaning of School Toilets
  - Recruitment of 56 teachers in schools in the district
  - Installation of street-lights
  - Increase in police patrolling in unsafe areas
- **Through 12 Community Sabhas in about 6-7 Villages, YWLs and Peers disseminated messages on the themes of child marriage, gender discrimination, menstruation myths to over 550 people.**
- **Through the National Forum, the program reaches out to about 200 people with 40+ Civil Society Organizations and top National Level Policy Makers**

5. Other Ripple Effects on Lives of YWLs

**Livelihood, Collective and Mutual Support:**

Besides the intended consequence, the program has also had some intended consequence on lives of the YWLs, two main benefits of the program include:

**Impact on Livelihoods:**

Seven WYLs in Bhilwada who could barely step outside their house and talk confidently, have now started working as teachers, tutors, field staff in NGOs and Private Company.

‘I never thought I could work but then I gained confidence by attending training and meetings here. When my friend started working and told me that the school is looking for another teacher, I asked my father. Earlier he was upset but later he allowed me. It feels great to be earning money and teaching children!’ - Alia, Bhilwada

**Enhancing Girls Collective and Mentorship Support:**

- 70% YWLs report having connected with girls outside their own village in the butterfly program. Only 38% of them had ever made friends outside of their village/ school before this.
- Beyond connecting with girls of their age, the program also gave them mentor (a local mentor and another from TYPF) who guided them through their tough times.
- 49% YWLs across three locations sought help of their mentor for a personal problem and felt supported in their personal journeys! Individual mentoring has been a very important component of the Butterfly program.
‘I thought girls in cities do not have issues of restriction in mobility, clothes etc but after I went to Delhi and heard their stories, I realized tat our issues are not very different - they are also struggling like us’ - Vimla, Pali

“I once badly needed money to be able to deposit my form for college but did not have any, I asked my mentor for help. Deepa didi help meant a lot to me then’
- Tulsi, Pali

“I warned my abusive husband that I have only contacted my local mentor as yet, but I can also call my mentor from Delhi if the need arises. That was enough for him to lay his hands off me”
– Shabnam, Bhilwada

9. Conclusion:
The core findings of process and outcome evaluation are summarized below.


<table>
<thead>
<tr>
<th>Achievements</th>
<th>Areas of Work and Key Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preempting drop outs of YWLs at the onset has helped the program over-achieve its goals of empowering 65 YWLs. 87 YWLs have successfully completed their journey in the BP program!</td>
<td>11. The content of the curriculum needs to include knowledge of SRH and other services along with laws that can help YWLs in understanding and accessing their SRH rights.</td>
</tr>
<tr>
<td>2. Successful completion of all the activities despite a gap of funding for one year and despite 2 partners dropping out of the program is laudable!</td>
<td>12. Training of field staff requires more focus and needs to be made a non-negotiable in case of attrition. Two of the core program functionaries did not receive CSE training from TYPF.</td>
</tr>
<tr>
<td>3. TYP taking ownership for implementation of the program in one of the three locations without any support of the implementing partner and any additional program staff.</td>
<td>13. The training of YWLs needs to have elements of communication and facilitation including practice of Peer engagement sessions.</td>
</tr>
<tr>
<td>4. The content of CSE curriculum was bold and had never been included in work by partner organizations. Inclusion of sensitive topics like conception, contraception, sexual attraction, sexual content has had positive and lasting impact on YWL’s attitude towards their bodies, attitude towards gender discrimination, violence and their SRH rights.</td>
<td>14. Having more than 6 YWLs from a single village has negatively impacted the quality of program execution, especially the journey of peers in the village. It may be useful to limit the number of YWLs per village or have a micro village plan to maintain quality in execution.</td>
</tr>
<tr>
<td>5. The residential trainings in Rajasthan have been able to offer a safe and empowering space for</td>
<td>15. The program has not given much needed resources/ handouts/peer engagement</td>
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</table>
YWLS allowing them to come out of shells and forge a community outside their circle.

6. The support of staff in running peer engagement sessions was well pre-empted as it takes YWLs 3-6 months to start facilitating these spaces effectively.

7. The district and block level dialogues have been more than successful in enabling YWLs to utilize their leadership for advocacy. It has been able to get the system to address the demands of YWLs regarding their health, education and security.

8. Community sabhas have been a powerful forum for YWLs and Peers to highlight their understanding and issues in their community with strong messages on gender, violence, child marriage.

9. YWLs have been able to express their stories and concerns using films, 19 YWLs have developed 5 films on their issues and showcased them at the advocacy events in their districts.

10. Partnership with Jatan and Doosra Dashak has been very fruitful. While YWLs in Doosra Dsshak show highest transformation (owing to their longest journey), Jatan has been able to complete a three year long program within 1.5 years!

11. Session manual to YWLs. A young leader needs more than training for retention and cascade.

16. Engagement of parents in the program has been low and more structured approach is needed in this direction.

17. Onboarding of partner organization and staff has to be a more carefully done to avoid conflicts at a later stage. Values of staff regarding SRHR needs to be considered in recruitment for the program.

18. A clear graded messaging of the curriculum is needed to avoid conflicts in partnership and community backlash.

19. Need for clear monitoring and evaluation matrix that aligns program outcomes, activities, ongoing quality assessment and data collection.

20. The peer journey needs more attention including use of diverse formats and lighter activities to kick start peer engagement in villages.

21. Digital media strategy needs more resources (for equipments and personnel) along with a plan for dissemination of the products developed.

22. The duration of YWL journey could be 1.5 year long (not more) as YWLs tend to drip out/migrate and get bored (as observed in Delhi).

23. Data collected on livelihood organizations during scoping study could be better utilized by developing information pamphlets or manuals to strengthen livelihood component.
7. Key Findings: Outcome Evaluation

**SRH knowledge and Attitudes:**

<table>
<thead>
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<tbody>
<tr>
<td>1. Over 84% YWLs recognize that ‘a man should not touch a woman unless she wants him to’</td>
<td>1. Only 30% YWLs know the nearest service point where they can get HIV test.</td>
</tr>
<tr>
<td>2. 75% Of YWLs understand that burning and itching in genitals is not normal but a symptom of STIs.</td>
<td>2. 59% YWLs can name three or more contraceptives.</td>
</tr>
<tr>
<td>3. YWLs have not only overcome shame in discussing menstruation but demanded supply of menstrual pads and incinerators under MHS scheme in schools. In schools where there are no female teachers YWLs have taken the responsibility of distributing pads.</td>
<td>3. STI can happen without symptoms – 57%</td>
</tr>
<tr>
<td>4. Increase of 52.5% in YWLs identifying that use of condom can prevent a person from transacting HIV.</td>
<td>4. 48% YWLs understood that unmarried girls can legally access abortion services,</td>
</tr>
<tr>
<td>5. An overall jump of 23% in YWLs recognizing instances of gender based violence from 34.2% in baseline to 60.6% in endline.</td>
<td>5. 39% girls knew where abortion services are available around them.</td>
</tr>
<tr>
<td>6. 33% Increase in number of YWLs who understood that homosexuality is natural from 18 to 51% between baseline and endline.</td>
<td>6. 18% Delhi – Contraceptives for free</td>
</tr>
<tr>
<td>7. An overall increase of 49% in YWLs with correct knowledge about conception from 21% in baseline to 70% in endline.</td>
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<tr>
<td>8. Increase of 40% in girls who believe that women should not keep silent if they are subjected to sexual abuse, from 35.5% in baseline to 76.3% in endline.</td>
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<tr>
<td>9. 71% report having challenged gender based violence with peers/family or outside.</td>
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**YWLs Leadership:**

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Areas of Work</th>
</tr>
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<tbody>
<tr>
<td>1. 65 and 72 YWLs in community sabha and DLD</td>
<td>Only 45 YWL have organized more than 3 Peer Engagement Meetings. On an average, a YWL has organized 2.98 Peer engagement session in the program. It is highest in Bhilwada (4.4 Session and lowest in Delhi – 1). This needs more attention.</td>
</tr>
<tr>
<td>2. A 66% increase in number of girls who have been able to express their thoughts and share publically.</td>
<td>Only 19 YWLs have been able to participate in</td>
</tr>
<tr>
<td>3. YWLs have been able to have their demands met by demanding very specific rights relating to menstrual hygiene, clean toilets, police</td>
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</table>
Butterfly Project Evaluation Report, TYPF, 2019

4. Seven YWLs in Bhilwada who could barely step outside their house and talk confidently, have now started working as teachers, tutors, field staff in NGOs and Private Company.

Overall the program has been successful in its endeavor of empowering 87 YWLs in advocating for their rights in family, community and outside!

<table>
<thead>
<tr>
<th>Achievements</th>
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</table>
| 1. 82% Peers are able to identify gender discrimination in their communities.  
2. 100% peers in Bhilwada and 68% in Pali believe menstrual blood is not impure and dirty | 1. 77% Peers think it is ok for husband to slap his wife if she makes a mistake  
2. 55% Peers believe that husbands should control their wives |

**Recommendations:**
1. Digital Media Strategy needs more resources and though if it has to be mainstreamed in the program  
2. The Peer Engagement Component needs more planning, monitoring and attention.

**Shifts in Peers:**