

# **END OF PROJECT REPORT**

*Project Title:*

**Empowering adolescent girls through need-based  
skill training and literacy in Mirzapur district**

*Under:*

**CANADA FUND FOR LOCAL INITIATIVES (CFLI)**



*Reporting Period:*

**25<sup>th</sup> February 2010 – 28<sup>th</sup> February 2011**

*Implemented By:*

**Centre for Rural Education and Development Action (CREDA)**

490, Awas Vikas Colony, Mirzapur-231001 (U.P.) India

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**END OF PROJECT REPORT**  
**CANADA FUND FOR LOCAL INITIATIVES**

**1. Project Title:** Empowering adolescent girls through need-based skill training and literacy in Mirzapur district.

**2. Recipient Organization:** **Centre for Rural Education and Development Action (CREDA)**

**Address:** 490, Awas Vikas Colony, Mirzapur-231001 (U.P.) India

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**3. Project Objective:**

1. *To develop skills among 480 needy adolescent girls within one year (in two half-yearly sessions) to empower them for becoming self-dependent through need-based and economically gainful skill training.*
2. *To equip the adolescent girls with knowledge through education and literacy classes to empower them with legal, moral, practical, and family life education and motivate and encourage them to get involved for gender equity and social justice.*

**4. Description:**

**4.1 Identify Canadian project inputs, any problems encountered and the steps taken to overcome them.**

Canadian Project Inputs	Problems Encountered	Steps Taken
Recruitment / re-appointment of experienced staff for providing need-based intervention to illiterate/semi-literate poor girls	Not applicable.	Not applicable.
Survey and identification of target group.	The problem of survey and identification in rural areas was encountered.	In the rural areas, the working adolescent girls were identified through our local volunteers.
Organizing initial counseling with surveyed target group and their parents and enroll them in ALSCs.	In initial stage, it was difficult to motivate some of the girls to join at training centre.	Village level meetings were organized. The parents were also encouraged to participate. They were also told about objectives and programmes of the projects, which were appreciated by them.
Identify location for opening ALSCs.	Safety and reachability of the girls upto the centres.	Centers were established at an appropriate place which was safe and easily approachable and environmentally sound.
Set up the ALSCs in selected areas.	No problem.	Not applicable.
Prepare, procure and provide necessary teaching learning materials / infrastructure to the ALSCs.	No problem.	Not applicable.

<b>Canadian Project Inputs</b>	<b>Problems Encountered</b>	<b>Steps Taken</b>
Provide the enrolled girls with need-based education and employment oriented skill training.	No problem.	Not applicable.
Impart computer literacy training to selected adolescent girls.	No problem.	Not applicable.
Provide legal and human right knowledge and prepare the adolescent girls to fight against exploitation and injustices.	Level of understanding at various centres was varied.	Skill was developed through role play and drama.
Impart health and hygiene, family budget, money saving and family life education to enrolled adolescent girls.	Problem with total illiterate girls.	Knowledge was imparted through role play, pictorial diagram and discussion.
Put in place appropriate systems to provide necessary educational and training support and for evaluation and monitoring.	No problem.	Not applicable.
Organize monthly meetings with the mothers of enrolled girls at ALSCs and discuss on various issues.	No problem.	Not applicable.

#### 4.2 Identify and quantify the project's outputs.

<b>INPUT (Resources and activities)</b>	<b>EXPECTED RESULTS (Output)</b>	<b>PERFORMANCE INDICATORS</b>
<ul style="list-style-type: none"> <li>• Survey and identification of target group.</li> <li>• Organize initial counseling with target group and their parents and enroll the adolescent girls in ALSCs</li> </ul>	480 adolescents mobilized for literacy and skill training through centre based activities.	<ul style="list-style-type: none"> <li>• The target group mobilized to take benefit of literacy and skill training.</li> <li>• Against the target of 480, 489 girls (additional 9 girls) enrolled in ALSCs and equipped with literacy and skill training.</li> <li>• The family and community perception about girls showed perceptible change.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify location for opening ALSCs.</li> <li>• Set up the ALSCs in selected areas.</li> <li>• Prepare, procure and provide necessary teaching learning materials / infrastructure to the ALSCs.</li> </ul>	8 Adolescent Learning & Skill Centres (ALSCs) established in urban, sub-urban and rural locations.	Adolescent girls living around the ALSCs motivated and became aware about the benefits of the ALSCs and they also shown interest for enrolment.
Provide the enrolled girls with need-based education and skill training.	480 families of the enrolled girls benefited from literacy/ education and skill training.	Families of the 489 enrolled girls got benefit of education and skill training and will get better earning opportunities or self-employment in the future.
Impart computer literacy training to selected adolescent girls.	Minimum 60 adolescent girls got computer literacy training.	Against the target of 60, 65 adolescent girls got computer literacy training and they were awarded certificate and therefore

<b>INPUT (Resources and activities)</b>	<b>EXPECTED RESULTS (Output)</b>	<b>PERFORMANCE INDICATORS</b>
		they have a greater scope of employment/self-employment.
Provide legal and human right knowledge and prepare the adolescent girls to fight against exploitation and injustices	480 educated and trained adolescent girls available as social change agent in the community.	The trained girls are showing positive behavioral change as a reflection of project intervention. Their consciousness has also been increased.
Impart health and hygiene, family budget, money saving and family life education to enrolled adolescent girls.	480 adolescent girls gained knowledge about health and hygiene, family budget, money saving and family life education.	Consciousness towards health and personal hygiene has increased. They also motivate family members for healthy practices. To an extent, their interest in family budget and money saving has increased.
Impart employment oriented skill training to the enrolled girls.	480 adolescent girls able for gainful self-employment opportunities.	489 adolescent girls got employment oriented training and are able to involve in self-employment / employment and support to the family.
Organize monthly meetings with the mothers of enrolled girls at ALSCs and discuss on various issues.	Social awareness in selected villages/urban locations on the issue of adolescents and their development.	Beneficiaries, their family members and community in the project area became aware on different issues. They are demanding to open more such ALSCs.

**5. Specify the male/female participation and the number of women in decision making positions.**

Total number of staff : 30  
Number of female staff : 27 (90%)  
Number of male staff : 3 (10%)  
Number of female staff in decision making position: 19

**6. Are there any lessons learnt and applied to other projects?**

During the project period, following lessons were learnt:

- In rural areas, time schedule should be arranged by considering peak agriculture seasons and involvement of adolescent girls in various agricultural activities.
- The centres should be centrally located where survey has already been done.
- The parents should be given assurance for safety and security of the girls joining the learning centres.
- The cultural programmes and role plays, which was organized from time to time in the centres, was useful in creating awareness on various social issues.
- Many adolescent girls who were victims of dowry and domestic violence should be continuously provided counseling, guidance and legal support under some project.
- The project of this nature should be a continuous process to benefit disadvantaged adolescent girls.

## **7. Comments / observations:**

The project was found extremely useful to the adolescent girls. After starting the project, demand from community, parents and even adolescent girls started coming for the enrolment of other girls but because of financial limit, the organization could not provide opportunity to other aspirants. It is also found that the project has created interest among the poor girls to gain skill training and learning. The project is more in demand in urban slums and other backward urban areas than the rural areas of Mirzapur district. Computer literacy has a higher demand because of the free opportunity provided to learners.

### **Enclosure:**

Appendix-1: Some photographs of the activities.

**"Empowering adolescent girls through need-based skill training and literacy in Mirzapur district"**

**Supported by : Canada Fund for Local Initiatives (CFLI)**

**Implemented by: Centre for Rural Education and Development Action (CREDA)**

**Some Photographs of Activities**



**Entering into Adolescent Learning and Skill Centre (ALSC)**



**Distribution of Literacy Kit Bag**



**Learning for Mehndi Application**



**Patch Work**



**Ceramic Work and Use of Waste Materials**



**Fruit Preservation Classes**



**Poster Painting – Group Work**



**Soft Toys Making**



**Literacy Class**



**Tie and Dye**



**Beautician Skill Development**



**Fabric Painting**



**Legal Literacy Class**





**Computer Literacy : Class Room and Practical**



**Zari Work Training Session**



**Mothers' Meet**



**Flower Making**



**Tailoring Skill Development**



**Learning Embroidery**



**Sweater Knitting**



**Health and Family Life Education**



**Cultural Programme on Social Issues**



**Award of Certificate**



**Beneficiaries with Certificates**



**Coming out of the ALSC**

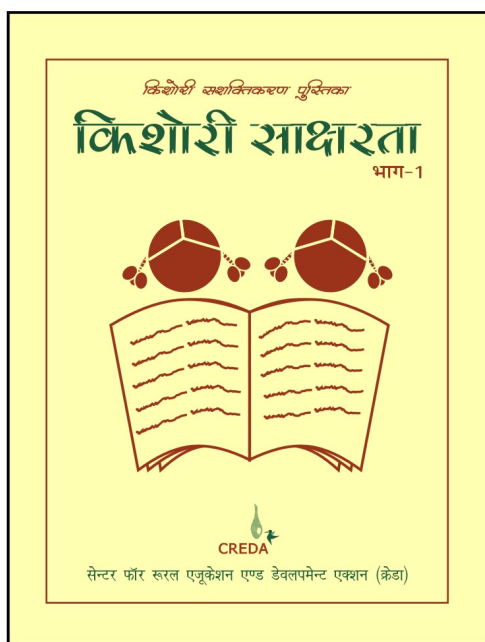


**Staff Meeting**

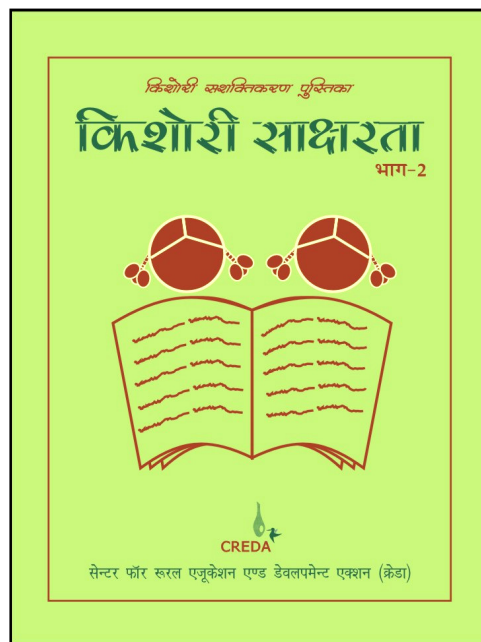


**Dr. N.V. Peter, Coordinator (Nai Talim), National Council of Rural Institutes (NCRI), Ministry of Human Resource Development, Government of India with the girls at a learning centre**

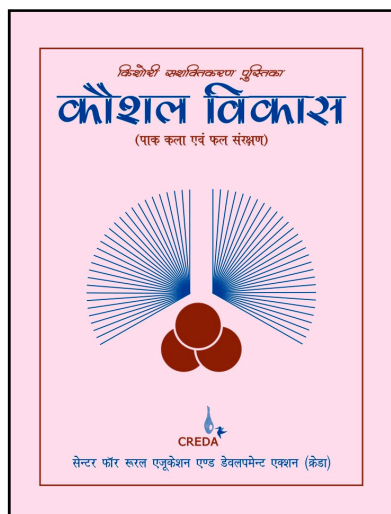
## Literatures Printed under the Project



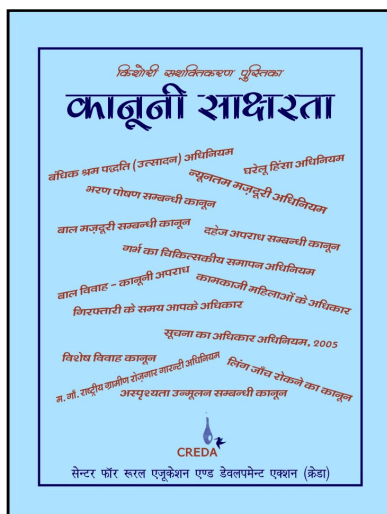
**The Booklet:**  
**Adolescent Literacy (Part-1)**



**The Booklet:**  
**Adolescent Literacy (Part-2)**



**The Booklet:**  
**Skill Development**



**The Booklet:**  
**Legal Literacy**



**The Booklet:**  
**Computer Literacy and Application**