

10to19: Dasra Adolescents Collaborative – In partnership with **QUEST Alliance, Jharkhand**

Learnings and progress from
implementation over **2018-2021**



Objective of this document

The 10to19: Dasra Adolescent Collaborative (10to19) has been working in the state of Jharkhand to improve education outcomes for adolescents. Quest Alliance, the implementation partner, has been supporting these efforts, particularly in 5 blocks in Deoghar district – Deoghar, Devipur, Madhupur, Palojori and Sonaraithari. **This document summarizes the key learnings from their collaborative action, and provides recommendations for the state's education department for scaling some of the learnings and progress.**

This document is a reflection of learnings from Dasra and its implementing partners as a part of the 10to19 Collaborative, based on the experience of implementing on ground in Jharkhand. It is key to note that the learnings shared here have not been statistically validated or backed by extensive research – but are rather early outcomes and good practices that have emerged from the programme implementation, self-evaluated by the 10to19 partners themselves.

Introduction to 10to19's work in Jharkhand

Over the last 3 years, 10to19's implementation partner Quest Alliance (QA) has been working with in-school and out-of-school adolescents in the district of Deoghar, in Jharkhand. The objective of programs implemented by QA is to enhance and prolong the learning journey of adolescents, by ensuring that all adolescents feel motivated to complete their secondary education. Additionally, 10to19 has also been working with organisations Child In Need Institute, Centra for Catalyzing Change and Aangan Trust on adolescent health, child safety, and empowerment in the districts of Simdega, Saraikela, Lohardagga, Gumla and Pakur. These organizations were selected as key state implementation partners on the basis of their long-standing success with adolescent and child-focused programming to carry-out a multi-year grassroots program, with the first three years (2018-21) focused on field execution. The project's set-up Phase in 2018 was dominated by an extensive data collection exercise to assess the status of adolescents in all districts of Jharkhand and serve as a baseline for the districts in which 10to19 would begin implementation. Following this, implementation on ground began in late 2018 as did the work at the state level which involved the following key aspects:

- On-ground implementation in 6 districts (Gumla, Lohardagga, Simdega, Saraikela, Pakur and Deogarh) with support provided to state, district and block administrations on

adolescent issues related to health, education, safety and empowerment

- Establishment of a Community of Practice of 200+ NGOs and experts aligned on adolescent issues
- Roll out of an adolescent-led initiative 'Ab Meri Baari' to increase the involvement of young people in social change and decision making

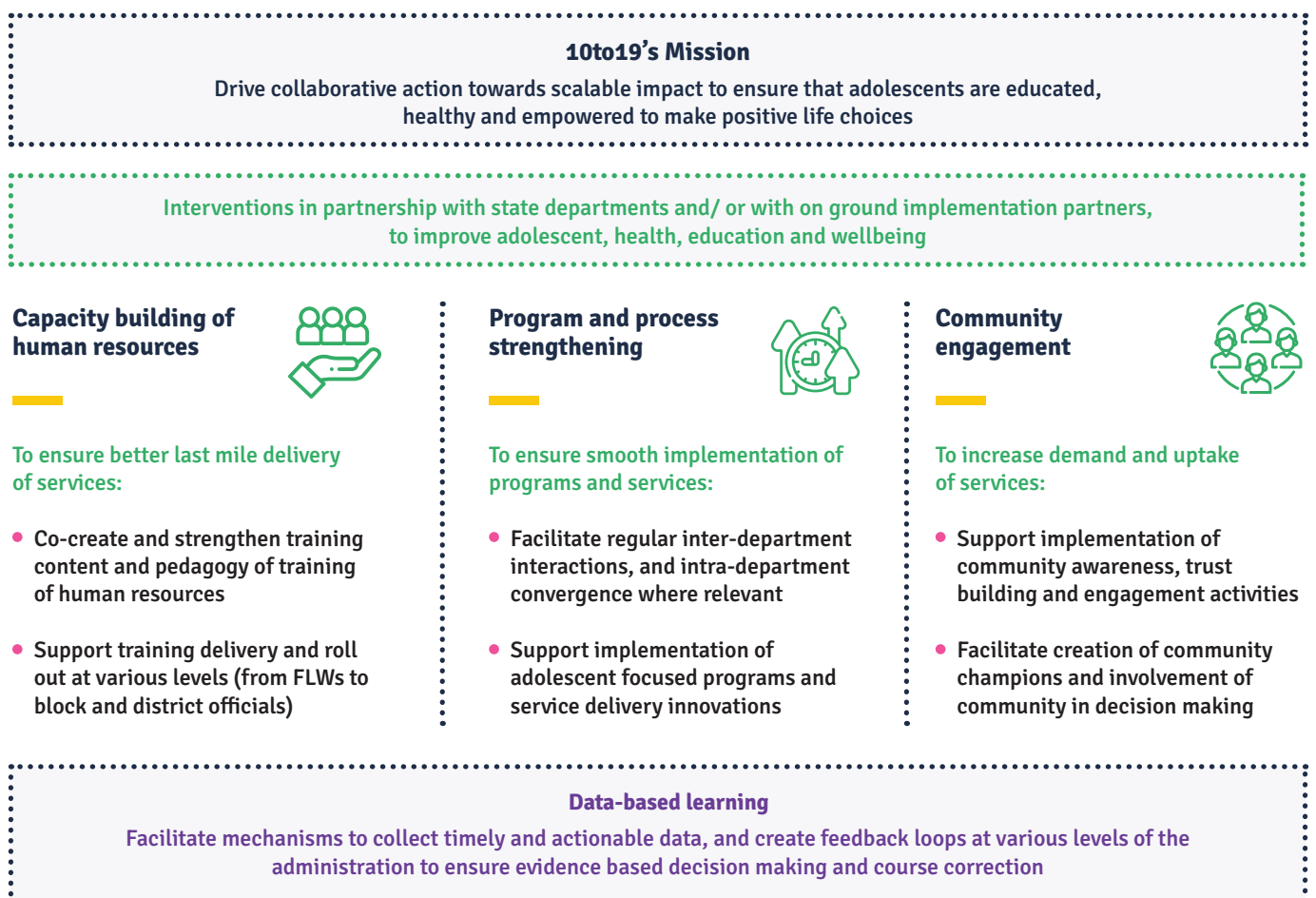
Though a substantial part of the implementation time in 2020 was compromised by the national lockdown mandated during the spread of COVID-19, 18+ months of full-scale implementation were completed.

While this document outlines the key progress across these 18+ months, it is also important to acknowledge some of the key difficulties faced in implementing our approach and a few things that didn't work as well. Firstly, as part of the original project design and planning, 10to19 had envisaged a model of **comprehensive programming**, which would address the needs of adolescents in all areas of their lives – health, education, employability, and agency, and surpass siloed interventions to deliver holistic programs. However, as the roll-out plans were made with partners and interventions detailed out, it was realised that **comprehensive programming was too complex to be implemented from day one** and was repurposed as a goal to work towards both through inter-

NGO coordination as well supporting the government's convergent efforts. Secondly, 10to19 had initially planned for a **district saturation model for implementation**, but this could not be executed given resource constraints and as the geographical restrictions of many areas were assessed to be hard to reach, and thus partners went ahead with select blocks within their chosen districts. Thirdly, 10to19 placed a significant emphasis on building evidence and thus conducted an extensive baseline study in 2018 before starting implementation. However, as intermediate progress data was collected in 2019, it was noted that our evidence collection **plan was not accurately capturing the intangible impact in areas such as agency building, mindset change etc.** Further, since our measures of success were mostly articulated in the longer term, it was realised that stronger intermediate short and medium term success indicators should have been defined. Acknowledging these challenges in our approach has been central to the way in which we have designed the way forward for the Collaborative's work.

We look forward to this document becoming a useful resource for the Department of School Education and Literacy and other civil society organizations especially implementors working towards adolescent education and empowerment in the state. We also hope to use this working document as the beginning of a dialogue around what works and doesn't work for adolescent education and well-being programming, and look forward to getting further input from stakeholders and practitioners.

As part of on-ground programme implementation, 10to19's efforts were anchored on three change levers - **capacity building of human resources, program and process strengthening, and community engagement, with a cross-cutting focus on data-driven learning.**



A comprehensive assessment of the status of adolescents conducted in Jharkhand, in 2019, revealed high levels of school enrollment for both boys and girls. However, enrollment did not ensure school completion. Only ~40-45% of enrolled students completed class 10, indicating that students did not attend school regularly and frequently dropped out. Among all adolescents, married adolescents were least likely to achieve educational milestones, as compared to their unmarried counterparts.

Early Outcomes



Through its out-of-school and in-school (Anandshala) program, QA was able to introduce an experiential, participation-based learning model for adolescents, which increased their motivation to continue their learning journey. QA facilitated the training of community champions and frontline educators, in several blocks, leading to effective implementation of QA's learning approach. Focus group discussions, conducted with adolescents in five blocks in the district of Deoghar, revealed that adolescents found the sessions to be informative and engaging, and that they received support and mentorship from their teachers and mentors.

Way Forward:

10to19 and its partners remain committed to work for adolescent education, empowerment and overall wellbeing in Jharkhand and will continue to further the impact of their collective work in close collaboration with the state government. Key aspects of 10to19's implementation approach going forward will be to:

- Innovate, demonstrate, codify and amplify key programme efforts or 'components' of government schemes into easy-to-adopt forms for the wider sector like effective implementation of Adolescent Health and Wellness Days (AHDs) or improving adolescent participation in the School Health and Wellness Program (SHWP).
- Base our work on adolescent-centric design and adolescent and community-led insights
- Take input from and encourage collaboration between multiple CSOs, technical experts, government bodies, funders, private players and others
- Ensure learnings from Jharkhand are amplified to the Central level and in other states for replicability

As part of this refreshed approach, 10to19 in partnership with the Jharkhand Rural Health Mission will continue supporting the design and roll-out of innovations in Adolescent Health and Wellness Days (AHWD) component of RKSK and community-level service delivery of adolescent health services.

Similarly, 10to19 looks forward to supporting the roll out of the School Health and Wellness Programme, especially the engagement with Health and Wellness Messengers. Through its partners CINI, Quest Alliance and Aangan Trust, 10to19 will explore how this seamless integration of health and education programmes can be enabled and enhanced. Through its partners CINI, Quest Alliance and Aangan Trust, 10to19 will explore how this seamless integration of health and education programmes can be enabled and enhanced. Going forward, 10to19 will identify more such components from within existing government programmes and work with the local and state administrations to innovate in their design and implementation.

10to19's youth-led initiative – Ab Meri Baari – will be active over 2021 with a focus on combating the issues of teenage pregnancy and addressing adolescent SRHR with a mix of online and offline engagements. Similarly, 10to19's Community of Practice with 200+ CSO members will continue to thrive in the state. All of 10to19's work will be validated by and input will be taken from a large civil society group as well as adolescents and their communities. This is key to 10to19's approach of building collaboration within the sector across CSOs, funders, technical experts, government, private sector and other key stakeholders.

10to19 looks forward to a nurturing a strong and long-term partnership with the people and government of Jharkhand to prioritize adolescent health and wellbeing.

Key Learnings and Recommendations

Key learnings from QA's programs are relevant to schools across the state. These are summarized below based on the activity categories depicted in the exhibit above:

Capacity building of human resources to ensure better last mile delivery of services

The training of Head Masters (HMs) and teachers is critical to the education and holistic development of adolescents. Teachers are better able to deliver content sessions, as well as provide mentorship to adolescents when they have received adequate and high quality training. Training content on challenges and needs of adolescents, along with, strategies to build trust with them, can improve teachers' knowledge of the content and their confidence in dealing with adolescent students. To enhance its current efforts, the education department can consider:

1 Designing training for teachers and Head Masters that helps them create a more engaging learning environment for students through experiential teaching and non-academic methods of engagement.

To help teachers understand what their students need, such training can be conducted using content that is contextualized to adolescent needs and realities. Equipping teachers with the right tools, strategies and soft skills to strengthen their teaching can **increase their confidence and improve their ability to engage with adolescents. This helps teachers create a more student-led learning environment, in turn helping adolescents stay in school and engage in their learning journeys.**

For e.g. In Deoghar, QA conducted training workshops for teachers to equip them with the deeper knowledge of relevant content for adolescents, as well as the necessary soft skills to have deeper interactions with students. Such trainings equipped teachers to help build students' skills in language and free expression, creative and critical thinking among other 21st century skills. The trainings increased the confidence of teachers to interact with students and provide mentorship support.

2 Leveraging the existing cadre of Cluster Resource Persons (CRPs) or recruiting a temporary cadre of field workers to disseminate participatory and experiential forms of learning to schools.

Pedagogy that is activity based, participatory and draws on the experiences of adolescents can be very effective in improving learning outcomes. CRPs or recruited field workers can act as an effective support system to schools, as they adopt these newer methods of teaching. This supporting cadre can act as a bridge between the school and the department and provide the necessary hand holding and training support teachers need to excel in the new methods of engaging with adolescents.

Eg: For its intervention, QA appointed School Facilitators to engage with teachers and train them in leveraging non-academic methods of engagement to enhance student retention and improve learning outcomes. The training provides teachers with tools and strategies to objectively understand students, create a learning environment conducive to creative thought and holistic learning. Some of the key methods for such non-academic engagement include activities like Last Class, Morning Assembly, Bal Sansad, among others.

Recommended action for department:



- Review current training for teachers. Consider conducting workshops with teachers to impart trainings on non-academic methods of engagement with students, such as the Morning assembly, Last Class, Bal Sansads. Encourage teachers to leverage these activities as a way to enhance student motivation and improve their learning outcomes.
- Consider involving Cluster Resource Persons to play the role of a support cadre who can disseminate innovative learning methods and non-academic methods of engagement to teachers and Head Masters in more schools. The department can consider coordinating with QA, to learn about these teaching methods, and training CRPs in these methods.

Program and process strengthening to ensure smooth implementation of programs and services

Adoption of a new holistic model of learning, as also recommended under the National Education Policy (NEP)¹, is critical to the all-round development of adolescents. Building newer and more effective skills, instead of the traditional methods of rote learning, helps **increase confidence, agency, and self-reliance in adolescents**. In addition, to improve effectiveness of program implementation, there is a need for consistent focus on monitoring and evaluation, effective coordination among stakeholders, and timely issue resolution. Based on QA's on-ground interventions, some approaches that have worked well include:

- 1 Identifying and deploying innovative pedagogy that encourages experiential learning in schools.** Using activity based learning techniques as opposed to one-way information sharing can **increase content retention and engagement** among adolescents. A more participatory approach allows students to **develop soft skills** and understand what they are learning more deeply. Such efforts can make the learning environment more joyous, thereby **motivating students to take charge of their learning journey**.

For e.g. For its in-school program, QA conducted research and community workshops to identify and deploy innovative and contextualized pedagogy, including experiential sessions such as simulation activities, games, songs, videos and practicum, reflective exercises, among others. Such experiential learning allowed students to build soft skills, thereby, leading to holistic development of students.

- 2 Redesigning extra-curricular activities and other formal avenues of engagement in schools to make them more hands-on and participatory.** Activities such as Morning Assembly, Last class and Student government, if used effectively, can help students **build confidence, soft skills, general knowledge and better connections with other students and teachers**. This transition from one way information sharing with students, to a more two-way participatory model of learning, **creates a more interactive and enjoyable learning environment**, thereby instilling values beyond the classroom curriculum.

For e.g. QA enabled schools to redesign activities such as Last Class, Morning Assembly and Bal Sansads by incorporating elements such as teamwork energizers, local news, questioning activities, role plays, which promote the development of 21st century skills, such as communication, critical thinking, writing, etc., among adolescents.

- 3 Collecting data by leveraging simple tools and technology can enable the continuous monitoring and evaluation of new programs.** Proactive data collection and monitoring of programs provides government officials **visibility on challenges faced** and enables them to **course correct for more consistent, high quality and impactful implementation**.

For e.g. QA collaborated with an external Monitoring & Evaluation (M&E) firm to design customized M&E tools for the program. A mobile app called Kobo was deployed to collect data from the field and gauge progress.

4 Leveraging existing channels of communication and engagement between government and school stakeholders to facilitate broader adoption of new initiatives.

Monthly meetings with teachers and Cluster Resource Persons, at cluster or block levels are a powerful platform that can be leveraged to spread awareness and provide support to schools in adopting a more experiential approach to learning, by answering questions, and sharing good practices and individual experiences. If used effectively, these platforms can support effective implementation by acting as a **support mechanism and building greater buy-in at the school level.**

For e.g. For its Anandshala program, which aims to engage with school stakeholders, such as teachers and HMs, and leverage formal activities such as Morning Assemblies, Last Class, etc. to introduce experiential learning in schools, QA oriented CRPs towards its innovation learning approach. CRPs were then able to cascade these learning approaches to HMs, teachers and other stakeholders in schools through cluster level meetings.

Recommended action for department:



- Use participatory approaches to identify topics of high interest and innovative learning pedagogy for adolescents by conducting community workshops and interviews with teachers at schools as well adolescent communities. Consider scaling viable innovations across the state.
- Leverage cluster and block level meetings between CRPs and school stakeholders such as teachers and HMs to introduce innovative content, pedagogy and experiential approaches to learning to a broad range of schools in the district. Consider providing additional support to teachers and HMs in implementing novel approaches, by sharing good practices and experiences of teachers from other schools and resolving questions.

Community Engagement to increase community demand for and uptake of services

Community plays a key role in the holistic education and development of adolescents and their future choices. Creating a safe community for adolescents can provide them avenues to foster friendships, seek mentorship, and discover their aspirations and individual voice. Such opportunities orient adolescents towards enrolling back in schools, increasing focus on their education, and preparing for career opportunities. To engage more deeply with adolescents, the department can consider:

1 Creating safe and easily accessible spaces, platforms and opportunities for out-of-school adolescents to meet and engage with their peers.

These common spaces provide students, especially those who are out-of-school, opportunities to continue their learning journey, through sessions on relevant topics and on-going support from a network of experienced mentors and teachers. Such engagement **can help deepen their knowledge, and identify and articulate their individual aspirations, thereby motivating them to re-enroll in schools.**

For e.g. QA assisted in the creation of Youth Clubs, which served as safe spaces for out-of-school adolescents to convene. Adolescents would meet thrice a week to interact with peers and attend sessions on topics, such as, SRHR, individual rights, economic opportunities in the community, and gender equality among others. Such sessions were usually held in mutually agreed upon and easily accessible locations, such as a house in the community, space in the Panchayat building or an Aanganwadi Centre, among others.



2 Engaging with out-of-school adolescents to develop and pilot contextualized content on agency building and life skills, incorporating topics of high interest and relevance to them.

This can be done using a participatory approach that involves adolescents as well as other members of the community, through workshops, consultations and focus group discussions. Such non-academic modules, around agency building and life skills, can help increase student engagement and motivation to continue their learning journey. This content will be even more effective if it is grounded and tested in the lived realities of adolescents and incorporates their local cultural and language nuances.

For e.g. QA undertook extensive research and conducted intensive workshops to develop curriculum for Youth Clubs, which are spaces they have created for out-of-school adolescents to converge on a weekly basis. Once the most relevant materials were identified, QA ran pilot tests to get feedback on the content which helped ensure acceptability of the new curriculum among adolescents. Some of the key content for these sessions includes modules around agency building, life-skills, and sexual and reproductive health and rights (SRHR).

Recommended action for department:

- Identify opportunities to partner with on-ground organizations to facilitate the creation and regular operation of spaces for adolescents to convene, especially those who may not be attending school regularly. For example, in QA's experience, the creation of such spaces allowed out-of-school girls to collectivize in a peer group, open up to each other and School Facilitators about their inhibitions, and develop the agency to realise their aspirations for the future.
- Collaborate with relevant departments to provide support with conducting relevant knowledge sessions for adolescents. For instance - the health department can provide support with conducting sessions on SRHR, basic hygiene, etc. for adolescents, who do not attend school regularly in platforms such as QA's Youth Clubs. The concerned department can send representatives to conduct these sessions, or hold a joint session with other cohorts in school spaces. Moreover, in districts where existing schemes like RKSK are conducting such activities, the education department can coordinate with the relevant implementing team to ensure the participation of out-of-school children.



Deep Dive into 10T019–QUEST Alliance partnership

The following section describes QA's in-school and out-of-school programs being implemented in Jharkhand. The objective is to provide the state department with learnings that have improved adolescent learning and engagement in the district of Deoghar. We hope that this will act as a starter guide to the state in case of scale-up or expansion plans.

Engaging stakeholders like teachers and Head Masters (HMs), and leveraging formal school systems and activities to create and embed experiential learning activities in schools.

Implementing partner	Quest Alliance (QA)	Implementation districts	Deoghar (Blocks - Deoghar, Devipur, Madhupur, Palojori and Sonaraithari)
Key stakeholders involved	School decision makers and implementers, including Head Masters, teachers and Cluster Resource Persons.		
Key Takeaways	<ul style="list-style-type: none">• Enhance existing school practices like Morning Assembly, Last Class and Bal Sansads by training teachers on experiential, activity-based engagement through innovative pedagogy.		
Results	QA's interventions in Deoghar benefitted multiple stakeholders. Head Masters and teachers found the training materials to be helpful in enhancing their knowledge and conducting regular activities in a more engaging way. Adolescents in schools reported an increased interest and learning from school activities such as Morning Assembly and Last Class. School Facilitators, who were temporary field workers hired by QA to train school teachers, played a crucial role in disseminating new teaching methods. Going forward, Cluster Resource Persons can be trained to play a similar role as School Facilitators.		
Implications	Schools have adopted a more experiential and hands-on approach to learning by incorporating innovative content and learning pedagogy, and by redesigning existing school activities such as Morning Assembly and Bal Sansads, to make them more participatory. Regular trainings have equipped teachers with the right knowledge and soft skills to conduct such activities for students.		

Overview

QA's Anandshala program engages stakeholders in schools such as head masters and teachers to strengthen the use of existing formal school systems such as Bal Sansad and Morning Assembly. By including experiential learning activities in these forums, the program is able to increase learning and engagement among adolescents and decrease absenteeism.

Areas of support:

Capacity building of human resources to ensure better last mile delivery of services:

1 Collaborating on training design and delivery:

- School Facilitators were appointed and trained by QA to serve as the key mediators between QA and schools. These School Facilitators are responsible for disseminating the new innovative approach to learning, to schools in their respective areas or blocks. Each School Facilitator visits 4-6 schools in a week and is responsible for facilitating the execution of new, participation-based activities, with the active involvement of the School Management Committee, which are responsible for planning, developing, and implementing student development programs for schools.
- Going forward, Cluster Resource Persons are well placed to play the role of School Facilitators. CRPs can provide training support to teachers by introducing them to participatory methods of learning, as well as their non-teaching engagement methods such as Morning Assembly, Last Class, etc. The department can coordinate with QA to learn more about these methods.

Program and process strengthening to ensure smooth implementation of programs and services:

1 Supporting learning content development:

- School Facilitators, who served as the key disseminators of QA's innovative, participatory learning approach, worked on creating contextualized learning modules and activities for each school. These modules are **based on interactions with adolescents, on their context and needs**. After these discussions, School Facilitators shortlist intended outcomes of the program and determine the overall program design. **Such contextualized learning programs can ensure higher engagement and motivation among students. To ensure this, the approach to learning as well as the learning activities adopted in each school, can be tailored to fit the needs and context of the students in that school.**
- In the context of the department, Cluster Resource Persons can be trained to conduct similar workshops and interactions with adolescents to identify topics of high interest.

2 Implementation of program innovations:

- Existing activities in schools such as Last Class, Morning Assembly and Bal Sansads have been redesigned under the new learning approach to include more experiential learning activities. This format leverages these platforms to build student leadership and initiative and can increase engagement and participation of students. The redesigned activities incorporate teamwork energizers, local news reading, questioning activities, and role plays etc. which promote building of 21st century skills.
- The Morning Assembly has been made more informative and participatory by including prayer, national anthem, pledge, preamble of the Constitution, community news, questions of the day, and birthday celebration, among others.

- Bal Sansad activities have been rolled out in schools, which are monthly student government meetings, conducted for 30-60 minutes. Bal Sansads provide students the opportunity to contest in elections, hold different portfolios (such as cleanliness, environment, education, health, water, sports etc.) and deliberate on issues under these themes.
- The Last Class of the school day has been redesigned to include activities, such as drawing, playing various games, and counting, among other things, to ensure that students look forward to the end of the day, thereby, motivating students to engage in school throughout the day.
- These innovations can be incorporated within the school systems by training teachers, to improve engagement of students.

2 Facilitating accountability and communication mechanisms:

- QA facilitated tracking of execution of activities, implementation quality and overall impact for the intervention by leveraging Monitoring & Evaluation (M&E) tools. QA collaborated with an external M&E firm to design customized tools for the program based on field visits, and inputs from key stakeholders. The technology used is a mobile app called Kobo that is used to collect data from the field and gauge progress. **This helped in tracking quality of execution, thereby, increasing accountability of teachers and HMs, and enhancing the reach and impact of the intervention, by incorporating real time feedback.** These tools added value to school activities - as expressed by a School Facilitator during a process evaluation study: "The M&E tools helped in developing ownership among the HMs and teachers. Initially, it was very hard to involve them in activities but once they started monitoring the last class, morning assembly, among other activities, the HMs and teachers started taking more interest in improving the things in school which reflected in the increased attendance in children participation. These tools also helped me understand what I was doing well and what I needed to improve."
- Under Anandshala, QA leveraged existing communication channels to engage with different stakeholders from the school level to the district level and spread awareness and understanding of the new approach. Cluster Resource Persons (CRPs) were oriented on the program and they further gave information to schools through cluster level meetings with the teachers. As a result, Cluster Resource Persons are well placed to take up the role of School Facilitators, in disseminating QA's learning methods to school stakeholders. The department can consider coordinating with QA to obtain the relevant training material and content for CRP training.



Using a participatory approach to create customized life-skills content for out-of-school adolescent girls to continue their learning journeys

Implementing partner	Quest Alliance (QA)	Implementation districts	Deoghar (Blocks - Deoghar, Devipur, Madhupur, Palojori and Sonaraithari)
Key stakeholders involved	Local NGOs, adolescent girls, and parents		
Key Takeaways	<ul style="list-style-type: none"> • It is observed that a large number of adolescent girls enroll in schools but do not attend regularly and may drop out before the end of the academic year. • For such adolescents, out-of-school learning mechanisms that leverage contextualized content - developed in consultation with adolescents themselves and delivered by relatable members of the community - allows them to continue their learning journey in an engaged manner and provides them with opportunities to interact and learn from their peers. 		
Results	The program facilitated the co-creation of contextualized content and pedagogy for adolescent girls, by adolescent girls, based on student interest and relevance, which led to an increase in motivation among students to continue their learning journey. To ensure effective implementation of the program, QA facilitated the training of Girl Champions, in five blocks in Deoghar, to roll out their new and innovative learning approach.		
Implications	Community volunteers (Girl Champions) who received training to conduct knowledge sessions for adolescent girls, were able to create safe and engaging learning spaces, build amicable relationships and provide mentorship support to adolescents, thereby, prolonging their education journey.		

Overview

Quest Alliance (QA) engaged out-of-school adolescent girls, through interactive workshops and research activities, to create contextualized learning content that aligns with their interests and needs. The opportunity to co-create learning content, and participate in decisions regarding delivery and pedagogy, has helped re-ignite the interest and aspirations of out-of-school adolescent girls to continue their learning journey.

Areas of support:

Community Engagement to increase demand for and uptake of services:

1 Creation of a safe space for internal engagement:

- QA assisted in the creation of “Youth Clubs”, spaces where out-of-school adolescent girls could meet on a weekly basis to engage with their peers, as well as to attend knowledge sessions on topics of interest, such as sexual and reproductive health, individual rights, economic opportunities in the community, and gender equality, among others. Discussions in this forum were led by Girl Champions, identified by QA in meetings with the community. These meetings have helped adolescents **develop a sense of community, foster friendships, determine their own goals and share aspirations** with one another.

2 Identification of champions and role models from within the community:

- QA identified and trained community volunteers, referred to as Girl Champions, to disseminate information about their initiatives. These volunteers are identified and selected during community boot camps conducted twice a year, and are responsible for conducting knowledge and learning sessions for adolescents. Additionally, Girl Champions also provide mentorship support for adolescents. Being from within the community, Girl Champions act as **role models for adolescents** and **make the program more relatable and accessible for participating adolescents**.

Program and process strengthening to ensure smooth implementation of programs and services:

1 Supporting program content development:

- In order to ensure high acceptance of a new, innovative and participatory approach to learning, deeper understanding of the content, and increased agency of the adolescent girls, QA co-created contextualized program content with adolescents in the community. Some of the key content for these sessions includes modules around agency building, SRHR and life-skills. The content was developed through a multi-step process:
 - First, existing content by QA and other leading organizations for adolescents and youth, was reviewed and revisited.
 - Second, a landscape analysis of the existing content was conducted and key themes were mapped, keeping the overall goal of the intervention and project in mind.
 - Lastly, extensive research and intensive workshops were conducted to identify the needs of girls to develop curriculum for youth clubs.
 - Through the workshops, most relevant materials were identified, with information grounded in lived realities of out of school adolescent girls.
- In order to ensure that the content effectively catered to local needs, content design was pilot tested with a few local communities of adolescents, before widespread dissemination. QA conducted workshops to obtain learnings and feedback from the community and adolescents, which were leveraged to contextualize the content further. Activities were further altered based on community feedback. Piloting of content has led to the creation of more relevant content for adolescent girls, thereby, increasing their motivation to attend learning sessions and allowing them to derive more value from these experiences.
- QA conducted research and community workshops with adolescents to get their real time feedback on innovative and contextualized pedagogy including experiential sessions such as simulation activities, games, songs, videos, reflective exercises, group work and individual work. These innovative pedagogy approaches, refined based on feedback received, have helped in better retention and engagement of adolescent girls.

Capacity building of human resources to ensure better last mile delivery of services:

1 Supporting training design and delivery:

- QA identified and trained more experienced Girl Champions, as Master Trainers. These Master Trainers, in turn, conducted workshops to train new Girl Champions to conduct knowledge sessions with adolescents and to provide them mentorship support. Leveraging more experienced Girl Champions to take the program forward **created role models for Girl Champions** to aspire to and **encouraged them to put more effort into their own growth and development**. Such mentorship was well-received by adolescents as heard during focus group discussions conducted by the 10to19 collaborative - "We enjoy and understand her (Girl Champion's) lectures. She clears our doubts. She teaches us well and engages us in games" – Focus Group Discussions, Youth Club.

If you would like to know more about the interventions described in this document or have any questions, please reach out to the 10to19 Collaborative through any of the following channels:



Website: www.10to19community.in



Email: 10to19community@dasra.org

Appendix

District Profile - Deogarh

The 10to19: Dasra Adolescent Collaborative (10to19) has been working in the state of Jharkhand to improve education outcomes for adolescents. Quest Alliance, the implementation partner, has been supporting these efforts, particularly in Deoghar district. The following document gives a snapshot of the demographics and key health, education, and child protection related indicators for the district.

At the start of its work in Jharkhand, the collaborative conducted a baseline among girls and boys from the age group of 10 to 21. The survey covered 325 villages and urban wards from the collaborative's six intervention districts and a representative comparison set from the remaining 18 districts. Interviews were conducted with 41,394 households. The table below captures some key education indicators from this study.

Education indicators, 'Status of Adolescents in Jharkhand, 2018' – status of Deogarh					
Indicator	Boys (10-14)	Boys (15-21)	Girls (10-14)	Unmarried girls (15-21)	Married girls (15-21)
Currently attending school (%)	94	64	90	61	10
Completed up to 7 years of schooling (%)	60	NA	59	NA	NA
Completed up to 11 years of schooling (%)	NA	25	NA	25	16
Number of survey respondents	815	694	925	614	509
Heard about School Management Committee	22	30	18	10	NA
Number of survey respondents	504	20	577	20	NA

Deoghar is one of the 24 districts in Jharkhand. As of Census 2011, the district had a total population of 14,92,073, which is 4.5% of the total population of Jharkhand. The district had a sex ratio of 925 females per 1000 males, and a literacy rate of 65%

Details of the district's adolescent population are given below:

Total adolescents (age group 10-19)	Total adolescents in the age group 10-19 (as a percentage of total district population)	Girls in the age group of 10-19	Girls in the age group of 10-19 (as a percentage of total adolescents)
3,16,698	21%	1,45,120	46%

Key Indicators

The table below lists key metrics from available government sources on adolescent health and wellbeing in the district:

Key health, education, and child protection indicators, as per government reports				
Theme	Indicator	Deoghar	Jharkhand	India
Health	Women age 20-24 years married before age 18 years (NFHS4, 2015-16)	52.3%	38%	27%
	Women age 15-19 years who were already mothers or pregnant at the time of the survey (NFHS4, 2015-16)	22.6%	12%	8%
Education	Enrolment secondary classes (9th and 10th) (UDISE+, 2018-19)	12%	13%	15%
	Enrolment higher secondary classes (11th and 12th) (UDISE+, 2018-19)	6%	8%	10%
Child protection	Reported cases of sexual violence against children under POCSO Act (0-18 years) (NCRB 2019)	13	654	47,335
	Reported cases of child labour (0-18 years) (NCRB 2019)	0	18	770



Empowering India's adolescents has long been one of the most significant of India's development challenges. Despite India being home to more adolescents than any other country, many of them face adverse social and economic challenges that complicate their transition from childhood to adulthood.

Dasra is catalyzing India's strategic philanthropy movement to transform a billion lives with dignity and equity since 1999. The 10to19: Dasra Adolescents Collaborative (DAC) is a high-impact platform that unites funders, technical experts, the government, and social organizations to reach 5 million adolescents, and move the needle on four outcomes key to adolescent empowerment: delaying age at marriage; delaying age of first pregnancy/birth; completing secondary education; and increasing agency.

DAC employs a two-pronged approach to directly reach adolescents through holistic and scalable programs implemented by Aangan Trust, Quest Alliance, Centre for Catalyzing Change and Child in Need Institute to achieve the four key outcomes at the state level in Jharkhand. Simultaneously, DAC is also building a national movement to make adolescents a priority by anchoring a Community of Practice, comprising of adolescent focused non-profits who collaborate on insights and data focused projects, exchange learnings, and work on collective advocacy interventions and solutions.

DAC is supported by Bank of America Merrill Lynch, Children's Investment Fund Foundation, the David & Lucile Packard Foundation, Kiawah Trust, Tata Trusts and USAID, among others.

If you would like to know more about the interventions described in this document or have any questions, please reach out to the 10to19 Collaborative through any of the following channels:

Website: www.10to19community.in
Email: 10to19community@dasra.org



Founded in 2005, Quest Alliance is uniquely positioned to address the challenges of 21st century learning and jobs. Quest Alliance is fuelled by research, strengthened by partnerships and driven by innovation and technology.

Quest Alliance is an innovation and collaboration-focused alliance of state governments, NGOs and funders to demonstrate and scale-up models that develop 21st century skills in learners and educators. It engages in research-based advocacy for priority issues in school-to-work transition.

If you would like to know more about QA's work as described in this document or have any questions, please reach out through any of the following channels:

Website: www.questalliance.net
Email: info@questalliance.net