

**Annual Progress Report
(January – December 2020)**

Project No IND8U602

**Empowering Young People with
Life Skills Education
in Tribal Residential Schools of Odisha**

Implemented By
SCSTRTI, ST & SC Development Department,
Government of Odisha

Submitted to
United Nations Population Fund (UNFPA)

ABBREVIATIONS	
AHD	Adolescent Health Day
ANM	Auxiliary Nurse Midwifery
APPI	Azim Premji Philanthropic Initiative
AS	Ashram School (Upper Primary Schools)
DCPU	District Child Protection Unit
DRP	District Resource Person
DWO	District Welfare Officer
EMRS	Ekalavya Model Residential School
HM	Head Mistress /Masters
HS	High School
KAP	Knowledge Attitude and Practice
LSE	Life Skill Education
NHM	National Health Mission
OPEPA	Odisha Primary Education Programme Authority
OTDS	Odisha Tribal Development Society
PA- ITDA	Project Administrator – Integrated Tribal Development Agency
PMU	Project Management Unit
PTA	Parents Teachers Association
RBSK	Rastriya Bal Swasthya Karyakram
SCSTRTI	Schedule Caste and Schedule Tribe Research and Training Institute
SMC	School Management Committee
S & ME	School & Mass Education
SRG	State Resource Group
SRH	Sexual and Reproductive Health
SSD	ST & SC Development
TSP	Tribal Sub Plan
TSU	Technical Support Unit
TTI	Teachers Training Institute
UGHSS	Upgraded Higher Secondary School
UNFPA	United Nations Population Fund

I. Executive Summary

The Life Skill Education (LSE) programme implemented in the residential schools of ST and SC Development Department with support from United Nations Population Fund (UNFPA) and Ajim Premji Philanthropic Initiative (APPI), primarily focuses on the health, nutrition and well-being of students, with a focus on girls. The major activities carried out in January to December of 2020 were in line with this objective.

Re-orientation of hostel management team for hostels of schools under S&ME Department was carried out in Koraput district where five batches of re-orientating programme organized covering 170 participants from 88 hostels. Discussions were held for making hostels safe and promoting enabling platform for students. The remaining ten batches of programme could not organized due to lockdown for COVID-2019.

The hemoglobin (HB) screening was undertaken in all 395 schools of five intervention districts covering all students from 5th grade onwards, which includes retesting of students who have tested earlier during 2018-19. At SPMU level detail logistic plan have been developed and adequate Hb testing kits were supplied to districts. At the district level joint meeting held with RBSK unit and detail micro plan developed for undertaking planned HB screening using the rapid diagnostic kit. Further reorientation and convergence meeting organized for school ANMs and RBSK team members for undertaking HB screening as per micro plan. Against the plan for HB screening of 90264 students, 72938 students have been screened. The APPI has engaged a third party agency namely DCOR form Bhubaneswar for data digitalization on HB screening and the agency has digitalized the data for 77329 students.

Further Government resources were mobilized for undertaking training programme for Peer Educators and Matrons. The training manual was earlier developed by the PMU-LSE for both peer educators training on life skills, safety and wellbeing and Matrons training on Life Skills and Adolescent counseling. During January to March 2020, 417 peer educators and 431 matrons have been trained as Master trainer at state level.

The monitoring applications introduced in districts were also closely monitored and PMU team extended facilitation support to stakeholders HMs, Supervising Officers and ANMs for using Mobile based applications for reporting.

For mid-term qualitative assessment of the the life skills education plus programme,t he state PMU facilitated for organization of joint meeting with XUB evaluators for facilitating finalizing sampling, study design and field visit action plan for the evaluation.

The planned training, meeting , review and reorientation programmes under the workplan could not organized due to lockdown for COVID-19, however steps were taken to identify feasible activities which can be organized through online virtual

platform. As per joint decision of the Director, SCSTRTI and State Programme Coordinator, UNFPA the following key activities were undertaken and the PMU-LSE taken a leading role in accomplishing these activities.

- a. Remaining training of 177 matrons as master trainer through online platform
 - b. Training of key stakeholders working in residential schools on “Basics of COVID-19” and safety of school and students during COVID-19 situation
 - c. Capacity building of mentor teachers engaged under Alternate Learning and Mentorship Programme (ALMP) on life skills education
 - d. Virtual training programme have been organized in which 244 numbers of ANMs were oriented on basic health profiling of students, documentation and reporting.
 - e. HM review meeting have been organized in five intervention districts to assess the progress of ongoing activities and take feedback for strengthening the programme.
 - f. 1606 numbers of matrons were trained on counselling and life skills education through online platform covering all tribal residential schools in the state.
 - g. Teachers training and orientation given to the women hockey personnel on life skill education program
- Technical assistance for strengthening “Call a Student Programme”, where need based IEC tools were developed and provided to counsellors and adolescent student and technical assistance and support given to the NHM for strengthening the school health program

II. Background

Two fifth of Odisha’s population is represented by the Scheduled Tribes (ST) and Schedule Caste (SC) communities. In order to enhance the reach and access to education for these economically backward communities, the Scheduled Tribes and Schedule Caste Development, Minorities and Backward Classes Welfare Department (SSD) has established residential schools in all tribal dominated districts. Odisha is one of the leading State’s in the country providing free residential education facilities for children from the Scheduled Tribe and Scheduled Caste communities. Currently, the department runs 1670 residential schools consisting of 510 Sevashram (primary) schools, 766 Ashram schools (middle schools having 1st to 8th standards), 337 high schools, 19 Education Complexes for Particularly Vulnerable Tribal Group (PVTG), 13 Eklavya Model Residential School (EMRS), 22 Upgraded Higher Secondary Schools and 3 Teachers Training Institutes in the state catering to over 550,000 students out of which 70% are girls.

United Nations Population Fund (UNFPA) had been supporting implementation of Life Skills Education (LSE) programme in the tribal residential schools. From April 2015, the Schedule Caste and Schedule Tribe Research and Training Institute (SCSTRTI), a constituent body of the ST & SC Development Department (SSD), Government of Odisha, collaborated with UNFPA for promoting life skills education programme in residential schools under its jurisdiction.

The girls from the tribal communities, many of who are first generation learners, often face challenges in realizing their full potential as adolescents. This includes

drop-out at secondary levels (high schools), pressure for child marriage, and vulnerability including extreme cases like teenage pregnancy and sexual abuse. Further, the young boys and girls from these communities are also trapped in situations making them more vulnerable and exploited to join left wing extremist (LWE) groups as they leave school.

In partnership with UNFPA, the Schedule Caste Schedule Tribe Research and Training Institute (SCSTRTI), Government of Odisha, is imparting “Life Skills” based Adolescent Reproductive and Sexual Health (ARSH) education to the adolescents from these marginalized communities who study in the SSD run tribal residential schools. The SC & ST dept. has taken initiatives to strengthen the implementation by allocating resources for training and capacity building, issuing circulars and guidelines and establishing mechanisms for ensuring safety, health and wellbeing of students, particularly of the girls.

During 2018, the *Azim Premji Philanthropic Initiative (APPI)* expressed an interest to collaborate with UNFPA to build on the existing platform of Life Skills Education programme with a focus on nutrition of adolescents from the ST and SC communities. This is in line with the Odisha Nutrition Action Plan, which is being supported by APPI and involves intensifying and broad basing the interventions. The UNFPA-APPI partnership is for a period of three years starting April 2018 to March 2021 and the support is towards three broad areas which are as follows:

- (a) Strengthen monitoring mechanisms for residential schools including introduction of IT based applications and tools;
- (b) Scale up LSE programme to upper primary classes covering 5th to 9th standards with an emphasis on ARSH and nutrition;
- (c) Facilitate intersectoral convergence for health and nutrition of adolescents in residential schools.

APPI’s support in strengthening monitoring systems includes introduction of IT tools and creating a robust database of ST and SC students of residential schools, establishing an integrated portal for monitoring, applications and dashboards for existing school monitoring system, SMS based mechanisms for daily status checks from hostels and application for ANMs to track health status of students. APPI outsourced the IT enabled monitoring applications and UNFPA provides technical support for developing and rolling out those applications system in close collaboration with the department through the Life Skill Education Plus programme. A joint committee, consisting of officials from the department, APPI and UNFPA work closely to finalize the parameters to be captured under various applications.

Besides, some of the activities are directly supported by UNFPA. This includes support for human resources at state and district levels, development of resource and communication materials including multi-media packages and procurement of equipment as required under the project. At the district level, intensive monitoring support is being provided in 13 districts having high concentration of tribal residential schools in a phased manner. In the first phase (2018), the support was extended to five tribal districts namely *Kandhamal, Keonjhar, Koraput, Gajapati and Rayagada*. In

the second phase, (2019 and 2020) the support is being extended to another eight districts (*Kalahandi, Malkanagiri, Mayurbhanj, Nabarangapur, Sundargarh, Nuapada, Bolangir and Sambalpur*).

Coverage and outreach

Over 200,000 adolescent girls and boys from the ST and SC communities studying in classes 5th to 9th standards in 893 government residential schools across 13 districts of Odisha (*Kandhamal, Keonjhar, Koraput, Gajapati, Rayagada, Kalahandi, Malkanagiri, Mayurbhanj, Nabarangapur, Sundargarh, Nuapada, Bolangir and Sambalpur*) are covered through the life skills education plus programme.

Programme Goal

Improve health, nutrition and wellbeing of adolescents, especially the girls, from SC and ST communities studying in residential schools run by SSD department.

The above-mentioned goal is to be achieved through following Specific Objectives -

- i. Enhance knowledge and skills among adolescents through the life skills education covering 893 residential schools across 13 districts of Odisha;
- ii. Promote student-friendly environment in 1670 residential schools by improving monitoring mechanism, introduction of IT based applications and engagement of key stakeholders;
- iii. Facilitate convergence with health sector initiatives (*Rashtriya Bal Swasthya Karyakram - RBSK, Rashtriya Kishore Swasthya Karyakram - RKSK*), and improve referral and response mechanisms.

III. Summary of activities accomplished (January to December 2020)

The key activities undertaken during the year of 2020 are detailed in Table- 1 below:

Table-1: Activities carried out in year (January- December 2020)

Sl. No	Activities	Objectives	Outcome
1	Hb screening and follow up for anaemic students in five first phase intervention schools and data digitalization	Anaemia control among the students in residential schools	<ul style="list-style-type: none"> • Development of micro plan, training of ANMs and RBSK for HB screening and supply of RDK and logistis • Screening of Hb using rapid diaglostic Kit in all 395 intervention schools in five districts • out of target around 90000 students 72938 students have been screened
2	Re-Orientation of hostel	Safe hostels and enabling	<ul style="list-style-type: none"> • Re-orientaiton of key members of hostel management team on safety

	management team for hostels of schools under S&ME Department	platform for students	<p>protocols and standard operating procedure.</p> <ul style="list-style-type: none"> • Establishing a system for reporting and redressal of cases • out of planned 15 batches of re-orientation programme in four districts five batches of orientaiton programme have been completed in Koraput districts and remaining could not organized due to lockdown for COVID-19
3	Supportive supervision and implantation of life skills education programme and rolling out of IT applications	Strengthening monitoring and supervision and imparting life skills sessions	<ul style="list-style-type: none"> • Intensifying supportive supervision to oversee implantation of life skills education – LSE session by Teachers and Peer Education • Extending support to HMs, Supervising officers and ANMs for use of mobile application for reporting • The state and District PMU team visited schools as per their action plan and extended supportive supervision for undertaking life skills session. Further the mobile based IT tools rolled out in four intervention districts
4.	Training of Peer Educators	Promoting peer education for aware building on ARSH and promoting best practices.	<ul style="list-style-type: none"> • The funds from State Government mobilized for training of additional peer educators and 417 Peer educator were trained • Providing resource kit for reference and use for peer education
5	Training of Trainers (TOT) Programme for Matrons	Providing counselling support to students and combating school dropout, teenage pregnancy and early marriage.	<ul style="list-style-type: none"> • The state government funds mobilized for training of 600 matrons as master trainer on adolescent counseling. • A guideline developed and shared to districts for selection of matrons to attend TOT programme on adolescent counseling. Further a need based training plan was developed and four days state level

			<p>matron training programme on counseling organized.</p> <ul style="list-style-type: none"> • A manual on Adolescent counseling was developed • 431 matrons trained covering 16 districts were trained at statelevel. Another remaining 177 matrons were trained on virtual online platform due to pandemic situation of COVID-19.
6	Facilitation of weekly online training program of Mentor teacher on implementation of “Alternative Learning and Mentorship Programme” (ALMP) across the state.	To track and bridge the gap in learning a weekly online training has been organized for mentor teachers in a virtual platform	<ul style="list-style-type: none"> • As per the decision taken by SC& ST department all districts has been chosen for online training of Mentor Teachers on implementation of Alternative Learning and Mentorship Programme “ALMP” across the state. • The training is conducted in every Monday and this training is organized and facilitated by SPMU, LSE+ programme through online virtual platform in collaboration by UNFPA and SSD department.
7	Training of ANMs on Health, Nutrition and Wellbeing of Students	<ul style="list-style-type: none"> • To build capacity and enforce the Role and Responsibility of ANMs for health, nutrition, wellbeing and safety of students in residential schools. • To orient on maintaining health profile and management of Anaemia. • To review the school health programme and documentation of the health data in 	<ul style="list-style-type: none"> • Out of the total sanctioned post of 336 ANMs, only 255 ANMs are in position and four batches of training programme organized for these ANMs in which 244 ANMs participated • The ANMs were oriented on maintaining health profile and management of Anaemia. • The ANMs were oriented on counselling for undertaking telephonic counselling with the students on Adolescent Reproductive and Sexual Health (ARSH) issues and overcoming challenges of abuses and harassment.

		<p>the school health register.</p> <ul style="list-style-type: none"> To enforce counselling for promoting enabling platform for students in tribal residential schools. 	
8	Training programme of Matrons on life skills and Counselling	<ul style="list-style-type: none"> Providing counseling support to students and combating school dropout, teenage pregnancy and early marriage. 	<ul style="list-style-type: none"> Out of total sanctioned post of 3000 matrons around 2350 matrons are in position. In early 2020, 608 matrons have been trained as master trainer. The ST and SC Development decided to undertake virtual training of these 1744 matrons. Accordingly six batches of training programme for five days each was planned and out of 1744 matrons, 1606 numbers of matrons were trained on adolescent counseling.
9	Head Mistress/Master Review meeting on Life Skills Education Programme	<ul style="list-style-type: none"> To track the progress of LSE activities as well as taking feedback on status of treatment of anaemic students, ongoing ALMP and Call a students programme 	<ul style="list-style-type: none"> Review meeting for head masters on progress of LSE activities has carried out in 5 intervention districts The meetings were organized in online platform and the state PMU along with District Welfare Officers jointly organized this review meeting. Total 834 numbers of Head masters/mistress including other officials were attended the meeting in three districts Feedback taken form the HMs for strengthening the LSE programme for ensuring safety and wellbeing of students especially preventing child marriage, teen age pregnancy and sexual abuse
10	Reorientation training	<ul style="list-style-type: none"> To take forward the Departmental 	<ul style="list-style-type: none"> A four-day online refresher-training programme was planned for the

	programme for Teachers on life skill education	<p>initiative for safety & wellbeing of the students through life skills approach</p> <ul style="list-style-type: none"> • To build capacity of teachers for promoting classroom based life skills education sessions in schools. • To orient on different themes of life skill educations • To introduce available resource and communication materials and its use for promoting Life Skills 	<p>teachers across the state. It was planned to cover 4 teachers each from 1135 upper primary and secondary grade tribal residential schools covering around 4540 teachers across the state.</p> <ul style="list-style-type: none"> • Total 4333 teachers from across the state were trained
11	Communication Material distribution to the school point	To make more effective and interactive implementation of Life Skill Education programme	<ul style="list-style-type: none"> • During this year more IEC materials were printed as per need based for students and teachers • These resource tools were supplied to schools for undertaking LSE sessions.
Others activities			
a.	Program Evaluation programme by Xavier University Bhubaneswar (XUB)	To evaluate the impact of LSE+ programme and midterm correction	<ul style="list-style-type: none"> • The PMU-LSE team supported development of study design and finalization of sampling • The letter of guidance issued to districts for extending support and completing evaluation in a time bound manner • The PMU-LSE facilitated for the qualitative assessment programme and the data collection and interview with stakeholders at

			school and district level have been competed in 3 sample intervention districts i.e. Keonjher, Rayagada and Koraput.
b.	Orientation of key stakeholders of intervention districts on COVID-19 and Safety security of students of SSD department schools.	Create awareness on COVID-19 and its prevention and associated stigma and misconception	<ul style="list-style-type: none"> • The orientation of key stakeholders of five intervention districts were organized through Online virtual platform on COVID -19 and Safety security of students of SSD department schools • The training programme was facilitated by State Programme Management Unit, Life Skills Education Plus in collaboration with UNFPA and SC& ST department. • Total 1995 participants were trained in this platform including DWOs, WEOs, HMs, Teachers, Matrons, ANMs and CCAs
c.	Facilitate the orientation of NSS volunteers of different universities on COVID-19	Create awareness on COVID-19 and its prevention	<ul style="list-style-type: none"> • The orientation of NSS volunteers of different universities was organized through online virtual platform on COVID-19 and Safety security by Health and Family Welfare Department in collaboration with UNFPA. The training programme was facilitated by SPMU, LSE+ programme.
d	Strengthening “Call a Student Programme”	To strengthen the “Call a Student Programme”.	<ul style="list-style-type: none"> • Due to the rise of COVID the Department suspended the movement of teachers to villages in the last week of August and introduced “Call a Student Programme” for telephonic counselling. • Under the initiative the trained Matrons, Teachers and ANMs telephonically discusses with students on their health and wellbeing.

			<ul style="list-style-type: none"> • The PMU-LSE actively engaged for strengthening the programme and worked out a detail guideline for implementation of the programme. • The PMU developed a learning document “Sathi Pustika” which describes the safety measures for students to overcome early marriage, teenage pregnancy and sexual abuses.
e	Orientation of female hockey personnel on life skill education	<ul style="list-style-type: none"> • To orient on different themes of life skill educations 	<ul style="list-style-type: none"> • The 5 days training programme was organized in online platform and 27 numbers of female hockey personnel were trained on different themes of LSE
f	Technical assistance and support given to the NHM for strengthening the school health program		
g	Orientation youth sports personnel on life skill education	<ul style="list-style-type: none"> • To orient on different themes of life skill educations 	<ul style="list-style-type: none"> • The 8 days training programme was organized in online platform and around 200 numbers of youth sports personnel were trained on different themes of LSE

More details about the key activities carried out during the year have been furnished below:

1. Hb screening and follow up for anaemic students in five first phase intervention schools and data digitalization

A planning process initiated by state PMU for undertaking hemoglobin scanning of students in all 395 intervention schools using rapid diagnostic kit. A state level meeting was organized at UNFPA state office on 10th January 2020 and in detail action plan was developed for Hb screening in intervention schools.

Accordingly the UNFPA supplied the diagnostic kits and state PMU facilitated for its supply to districts. The Director, SCSTRTI issues instruction to District Welfare Officers and requested them to coordinate and follow up for completion of the screening by 15th of

March 2020. The APPI has engaged a third party agency namely DCOR, from Bhubaneswar for digitalization of HB data. Further coordination established with National Health Mission (NHM) and guidance issued by Mission Director, NHM to districts for active engagement of RBSK team for HB screening.

Further at district level convergence meetings were held with district level RBSK unit. The DPOs facilitated for development of a joint action plan for undertaking school wise Hb screening. The districts also organized re-orientation and coordination meeting for selected RBSK team and School ANMs. In these meetings the joint action plan for Hb screening were shared and demonstration were undertaken for use of Rapid Diagnostic Kit (RDK) for Hb screening. The DPOs coordinated for supply of RDK Kits and other logistics to schools and facilitated in the process of data digitalization which was undertaken by DCOR (the agency engaged by APPI).

As against the target for completing Hb screening for 90264 students, 72938 students have been screened. The detail of the Hb screening is presented in the table below.

Table.2 Hb Screening Status

Name of the District	Target of the students to be covered	Actual screened as per DCOR team	Classification of students anaemic data(As per DCOR data)			
			Mild	Moderate	Severe	Normal
Rayagada	24319	19503	5189	5945	168	8201
Koraput	21315	15796	3662	4300	263	7571
Keonjhar	16607	13881	3912	3737	94	6138
Kandhamal	18777	15309	3739	2897	150	8523
Gajapati	9246	8449	2233	2134	82	4000
Total	90264	72938	18735	19013	757	34433

Further the data analysis shows there is a very positive impact of interventions followed by Hb screening during 2018-19. Around 77% students are found anemic which was taken as base line and based on national programme for control of anaemia measures were taken for nutritional counseling, providing dietary supplementation, improving personal hygiene, environmental sanitation, promoting mosquito nets and administration of 90 days IFA supplementation to mild and moderate anemic students. The table presented below shows the students who have been screened in 2018-19 and the result of repeat test after anaemia control intervention in 2020.

Table. 3 Anemia prevalence among the students 2019(baseline) Vs 2020

Name of the District	Classification of HB screening status in 2018-19						Classification of HB screening status (2020)					
	Total screene	Mild	Moderate	Severe	Normal	% of anemic	Total Scree	Mild	Moderate	Severe	Normal	% of anemic

	d in 2018-19					students	ned in 2020					students
Rayagada	20194	4419	11177	833	3765	81	19503	5189	5945	168	8201	58
Koraput	16759	3588	9161	844	3166	81	15796	3662	4300	263	7571	52
Keonjhar	14761	4127	6172	263	4199	72	13881	3912	3737	94	6138	56
Kandhamal	16834	4602	6842	353	5037	70	15309	3739	2897	150	8523	44
Gajapati	8847	1844	5400	321	1282	86	8449	2233	2134	82	4000	53
Total	77395	18580	38752	2614	17449	77	72938	18735	19013	757	34433	52

Source: Database retrieved from DCOR generated application

While looking into the students who have been found anemic earlier during 2018-19 and result of the students after anemia control measures i.e. nutritional counseling, providing dietary supplementation, improving personal hygiene, environmental sanitation, promoting mosquito nets and administration of 90 days IFA supplementation to mild and moderate anemic students. The result shows over all 29 point of % of HB level increased among students who have found anemic earlier are no more anemic.

Table. 4 - Retesting result of Anemic students (Repeated cases)

Name of the District	Total anaemic student re-tested (baseline-2018-19)				Current retesting status(2020)				Point of % of HB level growth
	Mild	Moderate	Severe	Normal	Mild	Moderate	Severe	Normal	
Rayagada	2432	6471	456	1767	2908	3217	104	4907	27
Koraput	1899	4854	399	1555	1979	2181	122	4425	32
Keonjhar	2499	3543	142	2303	2261	2109	66	4031	19
Kandhamal	2207	3414	157	2225	1855	1417	67	4664	29
Gajapati	670	1908	95	427	803	614	26	1657	39
Total	9707	20190	1249	8277	9826	9528	385	19684	29

2 Re-Orientation of hostel management team for hostels of schools under S&ME Department

The ST and SC Development Department has established hostels in schools that are managed by the School and Mass Education Department (S&ME). Each hostel provides free accommodation and other facilities to around 40 to 100 students from the ST and SC communities. Out of the 690 members who were to undergo orientation from 230

hostels in four districts (**Gajapati, Rayagada, Koraput, Kandhamal**). In the first quarter of 2020, 170 members from 88 schools were oriented in Koraput district on safety protocols, standard operating procedures and code of conduct for staffs and students. There are instances of abuses, teen age pregnancy and school dropout from these hostels. Under life skills education programme strong advocacy initiated both at districts and state level for taking appropriate measures for safety and wellbeing of these students. Under life skills education programme convergence established at the districts level between ST and SC Welfare and School and Mass Education Department for coordinated effort and monitoring the day to day activities of the programme. The table below shows the details of programme completed in Koraput district.

Table -5. Hostel Management Training

Name of the District	Date of training	Total Number of participants	HM	Hostel Superintendent	Matrons	others	No of hostel represented
Koraput	13.03.2020& 14.03.2020	170	59	66	16	29	88

3. Supportive supervision and implantation of life skills education programme and rolling out of IT applications

While monitoring and supervision are integral parts of programme management, more emphasis was laid on school visit by the DPOs as well as by the PMU team to understand the situation and any gaps or challenges on the ground. The state PMU-LSE team personally visited at least 30 percent schools by the end of this academic session and the purpose of that visit was to understand the situation at the school level, particularly with regard to transaction of LSE sessions, involvement of Peer Educators in LSE sessions, and stock position of IFA. In district level DPOs were visited all schools in their jurisdictions except Rayagada district in this academic session to give guidance and support at school level for better implication of LSE programme. Even, there are many schools were visited more than one times as per the requirement. During the school visits, DPOs interacted with students, teachers and the principals and also supported the nodal teachers in facilitating the life skills sessions by effective use of various tools such as poster, workbooks, FAQs, multimedia and comics. Further, the DPOs emphasised on use of audio-visual tools to transact sensitive topics such as growing up and sexual and reproductive health.

The PMU team also closely monitored the LSE sessions transacted, treatment of anaemic students in the schools, MIS application and online spreadsheets were used to track DPOs' school visits and the issues identified by them in schools. The DPOs school visit status of the academic year 2019-20 was given below in table.

Table 6. DPO's school monitoring visit status as per DPO application

SI No	District Name	Name of the DPOs	No of assigned school	No of visit
1	Keonjher	Ashis Mohanty	42	96
2		Deepali Das	44	94
3	Kandhamal	Sanjeeb Mishra	47	86
4		Gopal Behera	45	80
5	Gajapati	Devabrata Acharya	51	112
6		Suresh Lima	79	113
7	Koraput	Santosh Dash	42	102
8		Sudershan Ray	45	116
Total			395	799

Further to strengthen the monitoring mechanism system mobile based MIS applications were introduced in four intervention districts except keonjher in the last quarter (Oct-Dec, 2019). This application includes application for Head master, ANM, LSE Nodal teacher, and supervisory officers like PA-ITDA, WEO and DWO. The state team facilitated to conduct and orient all participatory stakeholders on their respective applications. In this year we observe the utilization of the MIS application which is given below

Observations on MIS application:-

There are 3 nos. of applications like LSE+ DPO, LSE+ school and LSE+ ANM applications introduced under LSE+ programme. Few observations are given below on its roll out during this quarter.

- Out of three applications, DPO+ application is used in a full phase manner in 5 intervention districts. The data derived from this application is also very useful for analysis and further programme planning on various indicators like staffs and student status, LSE session status, trained teacher and Peer educator status, IFA tabs. and Sanitary napkin stock position, sick status, any instances and abuse status etc. It also helps to track the DPOs school visit as well as help to strengthening the program monitoring mechanism.
- In LSE+ school reporting application more than 80% of intervention schools are reporting but partially from January onwards. This application also capture data on different indicators like class wise LSE session status, PTA meeting status, trained nodal teacher and Peer educator status as well as stock position and utilization of IFA and sanitary napkin in a monthly basis.
- In LSE + ANM application is not used in full phase manner. In this application there are two modules, one module is for student counselling which is used and reported by ANMs from January, 2020 and another module is student wise health and anaemia screening, which is not used yet because of late data upgrade of anaemic student list at portal.

4. Training of Peer Educators

Empowering students as peer educators to disseminate age appropriate and context specific information for awareness building and promoting enabling platforms in residential schools for safety and wellbeing of students is a key component under the LSE Plus intervention. Under the programme selection and training of peer educator is an important component. The project support is for limited students from secondary schools under five intervention districts; however the ST and SC Development allotted additional resources for training of peer educators from all upper primary and secondary schools across the state. The PMU-LSE has developed earlier a training manual for peer educators and a pool of freelance resource group also empanelled for undertaking the training programme.

Against the plan to train 1618 peer educators across the state covering all upper primary schools and secondary schools, by 31st December 2019 a total of 1147 peer educators were trained from 10 districts in 23 batches. In continuation of this training programme, in 2020, 417 numbers of peer educators were trained from 9 districts in 9 batches. These entire training programmes were conducted at the state level for three days. The district wise participant list is presented below in table.

Table 7. District wise participant list of Peer educator training

Sl. No	Name of the District	Total no. of participants	Girls	Boys
1.	Jarsuguda	66	59	7
2	Subernapur	20	14	6
3	Jajpur	55	36	19
4	Anugul	34	21	13
5	Bolangir	38	32	6
6	Baragarh	66	53	13
7	Nayagarh	54	33	21
8	Nabarangapur	84	60	24
TOTAL		417	308	109

Participatory training methodologies were adopted to engage the peer educators during the training programme. They were not only oriented on adolescence issues but also clarified on their role and responsibilities. Group discussions, role-play, brainstorming and case study analysis approaches were adopted to enable the participating peer educators to understand the contents. Peer educator manual, FAQ on ARSH, Workbook on ARSH and Comics on SRH were provided to the peer educators for reference and use in peer education. Pre and posttest assessments were conducted to assess the effectiveness of the training programme.

5. Training of Trainers (TOT) Programme for Matrons

The funds from ST and SC Development department were mobilized for undertaking Training of Trainer (TOT) for around 600 matrons across the state on Adolescent

Counseling. As per plan guidance issued to districts for selection of suitable matrons on set of selected criteria for participating in the training of trainers programme. There are around 6000 hostels are functioning under the department, it was decided one matron for 10 hostel will selected and trained as Master Trainer, who in turn train the remaining 09 matrons in the locality on Adolescent counselling. The objective of the training program was to promote wellbeing of the students studying in residential schools through building the capacity of matrons to undertake effective counseling for Zero abuses and harassments in schools and hostels, Zero teen age pregnancy and zero teen age marriage.

A four days State Level residential Training of Trainers Programme on Adolescent Counseling for matrons were organized at Urban hostel Kalinga Nagar. As per plan 15 batches of matron training programme to be organized for 40 participants in each batch.

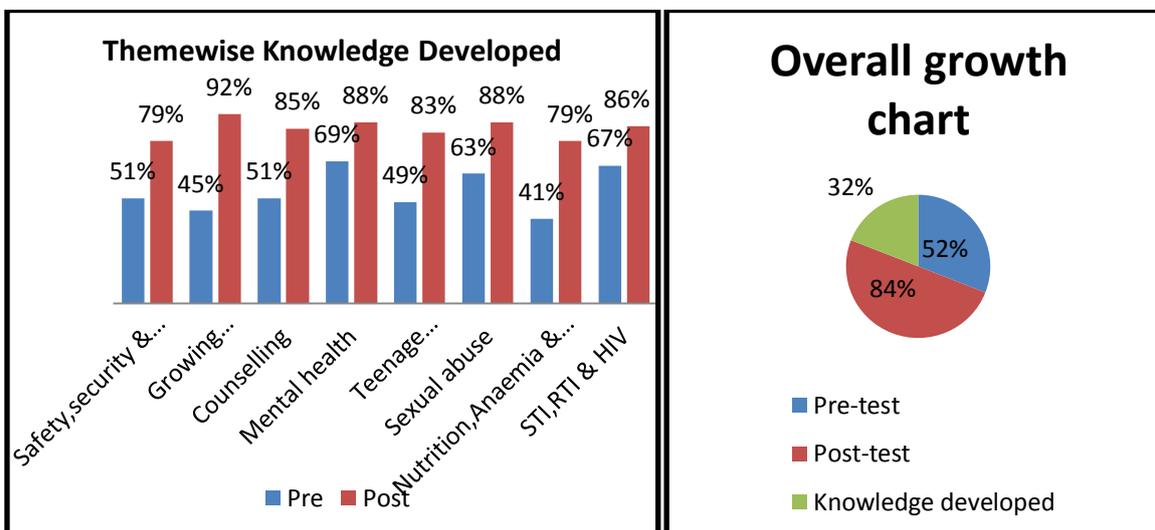
Out of the planned activity for organizing training of around 600 plus matrons as master trainer, by the end of March 2020, 431 matrons have been trained. The remaining training programme was postponed due to lockdown for COVID-19. It was further decided to complete the training of remaining matrons through online virtual platform and 177 matrons were trained as TOTs on virtual platform. The detail district wise participants are presented below.

Table-8: District wise participant list of TOT of Matrons training

Sl. No	Name of the District Represented	No of Participants attended
1	Anugul	8
2	Bolangir	7
3	Balasore	10
4	Baragada	12
5	Bouda	6
6	Bhadrak	3
7	Cuttack	5
8	Deogarh	2
9	Dhenkanal	6
10	Gajapati	21
11	Ganjam	8
12	Jagatsinghpur	1

13	Jajpur	5
14	Jharsuguda	8
15	Kendrapara	1
16	Kandhamal	38
17	Kalahandi	16
18	Koraput	61
19	Keonjhar	51
20	Khorda	4
21	Malkanagiri	35
22	Mayurbhanj	87
23	Nabarangpur	41
24	Nayagarh	5
25	Nuapada	19
26	Puri	2
27	Rayagada	60
28	Sambalpur	28
29	Sonepur	2
30	Sundergarh	56
Total		608

A need based and contest specific training manual was developed by PMU-LSE for undertaking TOT programme on adolescent counseling. Earlier UNFPA supported for building the capacity of PMU-LSE team and freelance resource group on this module by inviting resource persons from St. Johns Resource Centre, Bangalore. Participatory training methodologies were adopted for transaction of content. Various group work, brainstorming, case study analysis and mock counseling session were organized for focusing capacity building on each every participant. Adolescent counseling manual was provided to the participants for reference and further use in schools. Pre and posttest assessments were conducted to assess the effectiveness of the training programme. The overall result shows there is an improvement of 32% knowledge among the matrons as per graph below.



Graph-1 : Theme wise knowledge assessment of TOT of matron training

6. Facilitation of weekly online training program of Mentor teacher on implementation of “Alternative Learning and Mentorship Programme” (ALMP) across the state.

The ST and SC Development Department, Government of Odisha has taken up an innovative initiative named “**Alternative Learning and Mentorship Programme**” (ALMP) for continuing academic activity for around 500,000 students studying in 1670 residential schools across the state during COVID-19 situation. Due to COVID-19, the schools were closed since last week of March 2020. The department has introduced Alternate Learning and Mentorship Programme (ALMP) for supporting students at community level in their academic growth and life skills education.

The ST and SC Development Department has identified around 4500 teachers from its 1670 tribal residential schools across the state and designated as “Mentor Teachers”. These mentor teachers have been assigned four to five villages in their respective areas for fieldwork. These teachers are expected to visit at least once to their assigned villages on weekly basis to provide handholding and mentoring support to students for academic growth and life skills building. Thereby around 22,000 villages were covered through this ALMP in the state and reaching out to around 500,000 students at the community level. At the state control room e-learning materials for each class and subjects from 3rd to 12th grade were developed and send through whatsapp groups to the mentor teachers for onward transmission to students.

Under the programme state and district level control rooms were setup for providing handholding and monitoring support for smooth implementation of the initiative. The State PMU team and District Programme Officers were engaged actively at the state and respective district level control room for strengthening the programme. Additionally the ST and SC Development Department seek the support of UNFPA for capacity building of mentor teachers on life skills themes. As per decision taken a series of 09 online training sessions have been organized for the 4500 mentor teachers between 8th June to 10th

August 2020. Need based themes were identified for capacity building of mentor teachers, the themes includes Safety on COVID -19, understanding Mental Health and Psychosocial Support, Consequences of early marriage and teenage pregnancy and its prevention, Peer pressure and substance misuse during adolescence, Nutrition during COVID, safety of students from sexual abuses etc.

The details of the sessions undertaken and actual number of participants attended in the programme is presented table below

Table: 9 Date wise themes and participant number of teachers on ALMP orientation

Date of ALMP	Themes covered	No of mentor teachers attended the programme
8th June 2020	Orientation on COVID -19 (Transmission, prevention, personal safety, stigma and Students and school Safety)	3163
17th June2020	School Closer and continuity of Learning, different platforms available and strategies adopted	2312
22nd June 2020	understanding Mental Health and Psychosocial Support,	2118
29th June.2020	Consequences of early marriage and teenage pregnancy and its prevention	2338
6th July 2020	Safety of students and prevention of sexual abuse	2444
13th July 2020	Growing up process and changes during adolescent	2598
20th July 2020	Nutrition during COVID	2119
27th July 2020	Peer pressure and substance misuse during adolescent	2387
10th August 2020	Safety and protection	2776

7. Training of ANMs on Health, Nutrition and Wellbeing of Students

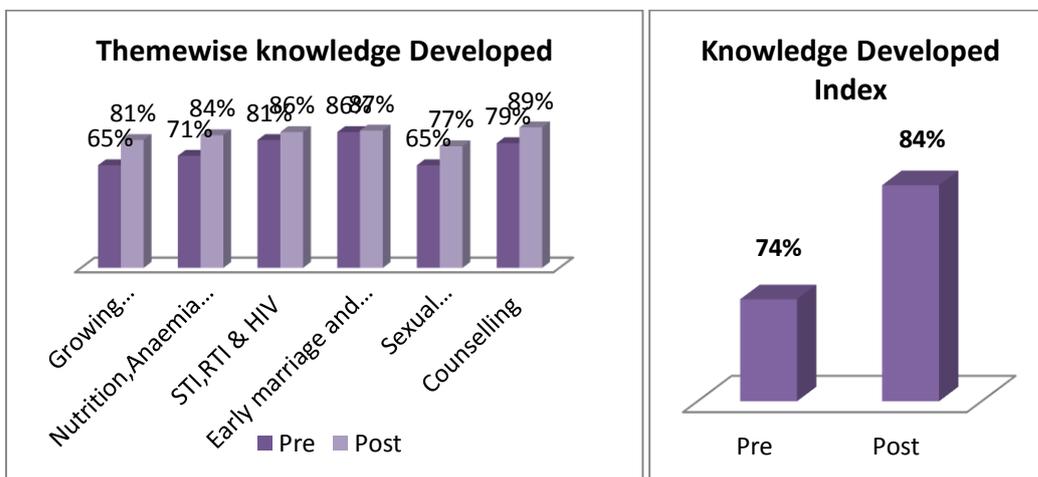
The training on basic health profiling of students, documentation and reporting was organized through online platform. Out of the total sanctioned post of 336 ANMs, only 255 ANMs are in position and four batches of training programme organized for these ANMs between 17th August to 28 August in which 244 ANMs participated. The ANMs were oriented on maintaining health profile and management of Anaemia. However in the pandemic situation as the schools are closed the ANMs were oriented on counselling for undertaking telephonic counselling with the students on Adolescent Reproductive and Sexual Health (ARSH) issues i.e. personal hygiene, promoting menstrualhygiene and menstruation, prevention of early marriage, teen age pregnancy and overcoming challenges of abuses and harassment.

The participatory training methodologies were adopted for making the training interactive. Google forms were used for undertaking pre and post assessment sessions and further at the end of each technical session pool sessions were organized to learn the level of understanding of the participants. The participants were encouraged to use chart box to give feedback and use whatsapp group to raise their questions. The participants have taken keen interest and exhibited their understanding on key subjects by sharing their individual feedback reports.

The overall pre and post assessment result shows there is an improvement of 10% knowledge among the matrons. The detail district wise participants list and pre post knowledge assessment graph was given below.

Table 10: District wise trained ANM list

Sl. No	Name of the district	No. of Participants
1	Angul	1
2	Balasore	4
3	Baragarh	7
4	Bolangir	1
5	Boudh	2
6	Cuttack	1
7	Gajapati	16
8	Ganjam	8
9	Jharsuguda	5
10	Kalahandi	6
11	Kandhamal	30
12	Keonjhar	15
13	Koraput	46
14	Malkanagiri	17
15	Mayurbhanj	12
16	Nabarangpur	21
17	Nuapada	5
18	Rayagada	36
19	Sambalpur	7
20	Sundergarh	4
Total		244



Graph 2:-Knowledge assessment of ANM training

8. Training programme of Matrons on life skills and Counselling

Further the ST and SC Development Department decided to complete the training of rest of the matrons through virtual platform. Out of total sanctioned post of 3000 matrons as per last data available there are around 2350 matrons are in position. Out of this 2350 matron's 608 matrons have been trained as master trainer. The ST and SC Development decided to undertake virtual training of these 1744 matrons, which will be coordinated form state level. Accordingly six batches of training programme for five days each was planned to train these matrons on counselling and life skills education. Steps were taken for formation of whatsapp group and organization of demonstration session to accommodate 300 participants in each group. As the participants were not techno friendly several rounds of personal interaction and demonstration sessions organized to prepare these participants to join the online session and give feedback on each sessions. Technical sessions were organized for capacity building of the matrons to undertake counselling sessions on health and hygiene, promoting menstrual hygiene, management of RTI and STI, overcoming gender stereotypes and prevention of early marriages and teen age pregnancy, safety of students from sexual abuses. At the end of each session pool sessions were organized to take feedback from the participants on their learning on key themes. Further small groups were formed for discussion and clarification of doubts through telephone call and whatsapp charts. Through whatsapp group's daily feedback reports were also collected.

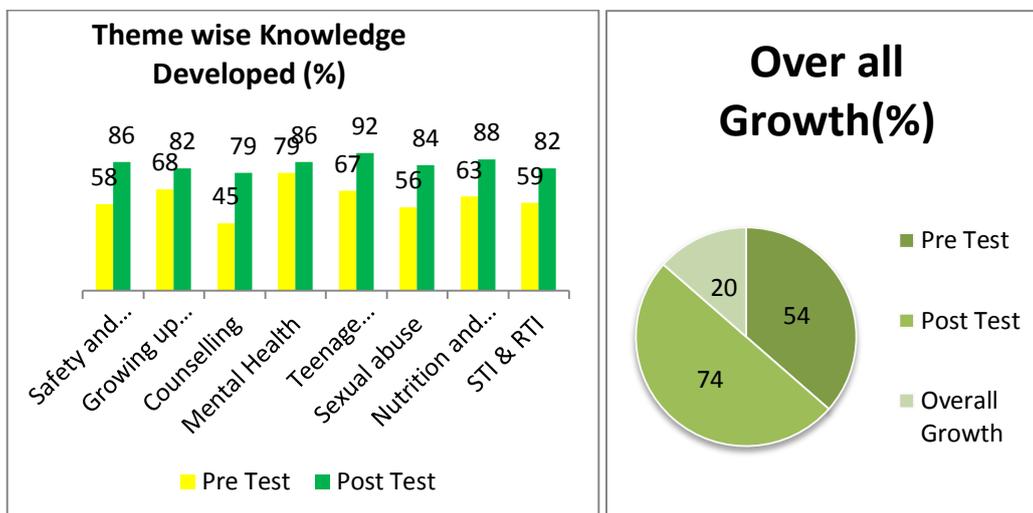
This was a five days training program organized in the month of July and August 2020, in this six batches of training programme 1606 matrons were trained. The detail district wise participants list is presented below in *Table no 11*

Table-11: District wise participants list – Matron training

Sl. No	District Name	No of participants trained through online	No of Matrons trained as Master Trainer (earlier)	Total No of Matrons Trained
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1	Anugul	36	8	44
2	Baleswar	38	10	48
3	Bargarh	36	12	48
4	Bhadrak	3	3	6
5	Bolangir	35	7	42
6	Boudh	11	6	17
7	Cuttack	12	5	17
8	Deogarh	13	2	15
9	Dhenkanal	34	6	40
10	Gajapati	47	21	68
11	Ganjam	40	8	48
12	Jagasinghpur	4	1	5
13	Jajpur	32	5	37
14	Jharsuguda	26	8	34
15	Kalahandi	56	16	72
16	Kandhamal	137	38	175
17	Kendrapada	10	1	11
18	Keonjher	151	51	202
19	Khurdha	20	4	24
20	Koraput	69	61	130
21	Malkanagiri	61	35	96
22	Mayurbhanja	306	87	393
23	Nabarangapur	95	41	136
24	Nayagada	16	5	21
25	Nuapada	64	19	83
26	Puri	4	2	6
27	Rayagada	103	60	163
28	Sambalpur	36	28	64
29	sonapur	6	2	8
30	Sundergarh	108	56	164
Total		1606	608	2214

Google forms were used for pre and post assessment of the training programme. The Pre and post assessment test shows that there is an overall 20% improvement of knowledge among the matrons as per graph presented below.



Graph 3: Pre Post assessment and overall growth in Knowledge

9. Head Mistress/Master Review meeting on Life Skills Education Programme

The annual review meeting on life skill education programme with Headmistress/Masters of intervention schools have been planned during the 2nd quarter. Due to COVID situation it was planned online and the state PMU along with District Welfare Officers jointly organized this review meeting. Out of five planned meeting all meetings have been completed in all intervention districts as per table below.

Table: 12 Detail participant list of HM review meeting

Sr. No	Name of the District	Date of Event	No of HM Attended the meeting	No of other participants (teachers/Matrons and ANMs) attended the meeting
1	Gajapati	28 th September	58	158
2	Kandhamal	29 th september	64	18
3	Rayagada	30 th september	76	125
4	Keonjher	14 th December	86	150
5	Koraput	15 th December	85	14
Total			369	465

In the meeting detail review organized on various aspects of life skills education programme. The District Programme Officers made elaborate presentations on the key activities planned during 2019-2020 academic year and process followed and achievements. The classroom LSE session transaction, Peer Education, Counselling and physiological support to students, Anaemia screening and management of anaemic cases and safety of students were discussed in detail. The Programme Manager given critical feedback on the reports received and field visit observation reports. Further the DWOs of the respective districts given remarks for strengthening the LSE programme.

10. Reorientation training programme for Teachers on life skill education

To take forward the Departmental initiative for safety & wellbeing of the students through life skills approach, a four-day online refresher training programme was planned for the teachers across the state. It was planned to cover 4 teachers each from 1135 upper primary and secondary grade tribal residential schools covering around 4540 teachers across the state. In order to make the online training a learning experience, innovative tools like Google forms were introduced for registration and pre and post training assessments. Whatsapp groups were formed and demonstration sessions were organized for pre training orientation and making participant friendly with online training programme. Participants are also encouraged to use chat box for giving feedback and clarification of doubts during the training sessions and pool sessions were organized at the end of each session to assess the understanding of participants on key issues.

Need based themes were identified for capacity building of teachers, the themes includes Safety on COVID -19, understanding Mental Health and Psychosocial Support, menstruation and promotion of menstrual hygiene, Consequences of early marriage and teenage pregnancy and its prevention, Prevention of RTI and STI, Overcoming Peer pressure and substance misuse during adolescence, WIFS and control of Anaemia and Safety of students from sexual abuses. Apart from these thematic sessions specific guidance were given to participating teachers for use of resource and communication tools and reporting on LSE programme. The role and responsibility of HMs, Teachers, ANMs and Matrons were also highlighted for promoting health and wellbeing of students.

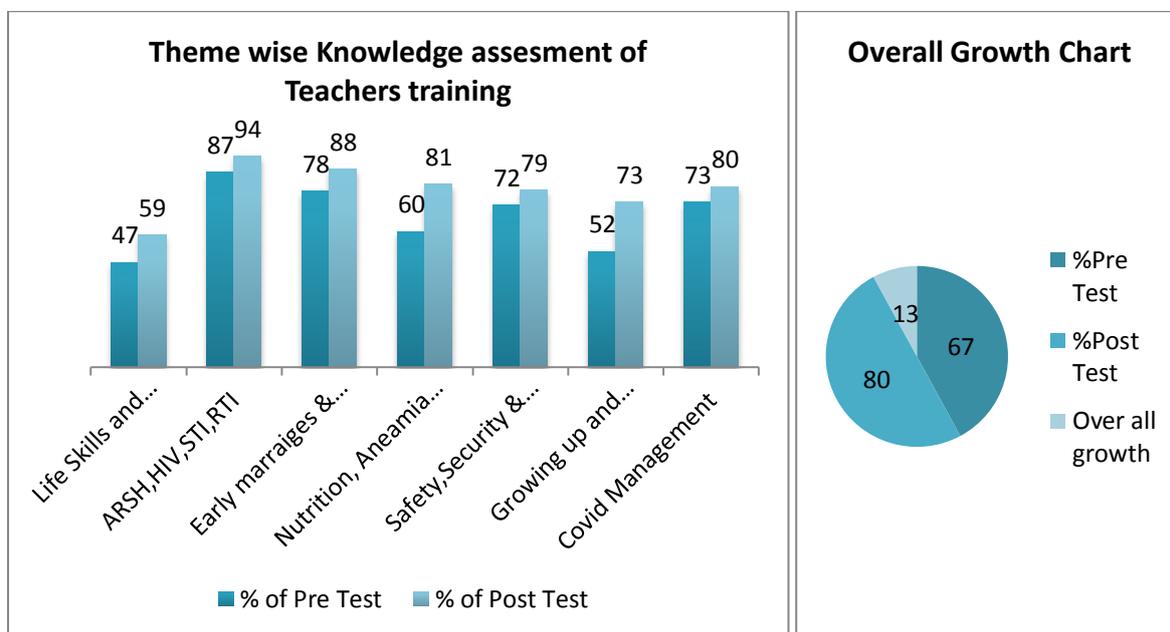
It was a four days online training programme and the PMU introduced a new approach of paperless training programme for registration and settlement of training entitlement of the participants. Out of planned 15 batches of training programme covering 4333 participants from across the state districts have been completed

Table: 13: District wise participant numbers of teachers training

Sl no	Name of District	No. of Teachers attended
1	Kandhamal	277
2	Keonjher	311
3	Koraput	313
4	Anugul	75
5	Baleswar	87
6	Bargarh	116
7	Bhadrak	12
8	Bolangir	80
9	Boudh	66
10	Cuttack	58
11	Deogarh	22
12	Dhenkanal	70
13	Gajapati	177

14	Ganjam	166
15	Jagasinghpur	5
16	Jajpur	83
17	Jharsuguda	130
18	Kalahandi	154
19	Kendrapada	7
20	Khurdha	53
21	Malkanagir	239
22	Mayurbhanja	608
23	Nabarangapur	269
24	Nayagada	80
25	Nuapada	204
26	Puri	19
27	Rayagada	264
28	Sambalpur	168
29	Sonepur	43
30	Sundergarh	229
Total		4333

Google forms were used for pre and post assessment of the training programme. The Pre and post assessment test shows that there is an overall 13% improvement of knowledge among the teachers as per graph presented below.



Graph:4 Theme wise knowledge assesment of teacher' training

11. Distriution of IEC material to the school point

Considering the need for the students and teachers the communication materials, training manual for teachers and comics, FAQs and other IEC materials were printed and supplied to schools for supporting classroom sessions.

Others:-

a. Program Evaluation programme by Xavier University Bhubaneswar (XUB)

As decision made between UNFPA and APPI, the program evaluation of LSE+ programme was carried out in the 1st quarter of 2020. The APPI identified Xavier University Bhubaneswar (XUB) for undertaking the qualitative assessment of the programme. The State PMU-LSE team facilitated for the development of study tool, sampling and field visit of the evaluators. A meeting was organized with the Director, SCSTRTI and as per his guidance considering matriculation examination and other academic schedule of schools a context specific plan was developed in consultation with District Welfare Officers. It was decided on a sample basis the researchers will cover three districts namely Keonjher, Rayagada and Koraput and three schools from each district identified based on research sampling methodology. The considerations for identification of schools are one girl's high school, one co-education school and one upper primary schools and one of the schools most remotely located. The district wise schools identified for the research are presented below.

Table.14 List of schools Identified for programme evaluation

Sl. No	Name of the District	Schools Identified for Programme evaluation
1	Koraput	1 Minapai Girls High School 2 Gumma Girls High school 3 Nuagam Ashram school
2	Rayagada	1 Upper Kodinga Ashram School 2 Bada khilapader High school 3 Puttasingh Girls High School
3	Keonjher	1 Suakati Ashram School 2 Asanpat Girls High School 3 Jodipada High School

The visiting evaluator team not only interacted with stakeholders at school level like students, peer educators, LSE trained teachers, ANMs Matrons and HMs but also interacted with officers like Welfare Extension Officers (WEOs), DPO-LSE, RBSK Managers

of NHM and DWOs of districts. During data capturing they have used various qualitative research methodology and tools like questionnaire, in-depth interviews, focus group discussion etc. As on 31st March 2020 the field work have been completed.

b. Orientation of key stakeholders of intervention districts on COVID-19 and Safety security of students of SSD department schools.

The PMU-LSE has taken up initiatives to organize orientation programme for key stakeholders of five intervention districts through online virtual platform on basics of COVID-19. The objective of the programme is to build awareness on prevention, associated stigma, discrimination and safety protocols. This orientation programme designed focusing school and student's safety during COVID-19 situation. Five batches of training programme organized during May 2020 covering 1995 participants. The participants include District Welfare Officers, Welfare Extension Officers, Headmistress/Masters, Teachers, ANMs, Matrons and Attendants working in hostels.

The themes covered includes prevention, mode of transmission, home quarantine, home based care, overcoming stigma and discrimination and promoting safety measures during COVID-19 situation. The district wise event and participant details is presented in the table below.

Table No: 15 Detail District wise participant list of orientation on COVID-19

Sl. No	Date	District Name	District Officials	Teachers	ANMs	Matrons	Attendants	Total Participants
1	14.05.20	Keonjhar	17	427	14	42	17	517
2	15.05.20	Gajapati	7	184	12	22	17	242
3	16.05.20	Koraput	16	273	53	56	70	468
4	18.05.20	Rayagada	13	200	35	110	25	383
5	18.05.20	Kandhamal	14	281	20	70	NA	385
Total			67	1365	134	300	129	1995

c. Facilitate the orientation of NSS volunteers of different universities on COVID-19

UNFPA in coordination with Odisha State Disaster Management Authority (OSDMA) has organized online training programme for volunteers on basics of COVID-19. In the orientation programme volunteers from National Social Scheme (NSS) and Scout and Guide volunteers attended the training programme. The objective of the programme is to build awareness on basics of COVID-19 i.e. prevention, associated stigma, and discrimination and safety protocols.

This orientation programme designed focusing role of volunteers in Covid-19 situation. The participants includes NSS coordinators working with Universities, Programme Officers working in different colleges across the state, NSS volunteers from different college and Universities and guide teachers under Scout and Guide across the State. The themes

covered includes prevention, mode of transmission, home quarantine, home based care, overcoming stigma and discrimination and promoting safety measures during COVID-19 situation. Sr. Officers from State, Regional and National level offices from NSS and Scout and Guide joined the online training programme and witnessed training sessions. Huge response received from participants and it is the need of the hour and praised the initiative of UNFPA in COVID-19 situation. Apart from resource persons from state, the resource persons from UNFPA office Delhi also joined to deliver on planned sessions. More than 2300 participants attended the training programme as per following details

Table 16 : Details of participant list on orientation of COVID-19 of NSS Coordinators & Scout Guide volunteers

Sr. No	Date	Details of participants	NO of participants
1	24 th April 2020	NSS Coordinators and Programme officers	65
2	27 th April 2020 (four-noon)	NSS Programme Officer – North Odisha University, KIIT University, Sambalpur University	230
3	27 th April 2020 (after-noon)	NSS programme officers – SOA University, Institutions under Council of Higher Secondary Education, Central university Koraput, Fakir Mohan University, Berhampur university	290
4	2 nd May 2020	Scout and Guide teachers	165
5	4 th May 2020	NSS volunteers – Fakir Mohan university, North Odisha University	630
6	13 th May 2020	NSS volunteers – KIIT, SOA university and CHSE	395
7	16 th May 2020	NSS volunteers – Sambalpur and Berhampur University	597
Total			2372

d. Strengthening “Call a Student Programme”

The rise of COVID cases in the state adversely impacted the movement of teachers to villages for undertaking ALMP at the community level. The Department suspended the movement of teachers to villages in the last week of August and introduced “Call a Student Programme” for telephonic counselling. Under the initiative the trained Matrons, Teachers and ANMs telephonically discusses with students on their health and wellbeing. The Department seeks the support of UNFPA for strengthening the programme. The PMU-LSE actively engaged for strengthening the programme and worked out a detail guideline for implementation of the programme. This includes the key questions and key messages to be given to students while making telephonic counselling. Further the PMU developed a learning document “Sathi Pustika” which describes the safety measures for students to overcome early marriage, teenage pregnancy and sexual abuses. The Department has issued these guideline and resource materials to districts for its adherence and implementation.

- e. Orientation of female hockey personnel on life skill education**
- f. Technical assistance and support given to the NHM for strengthening the school health program**
- g. Orientation youth sports personnel on life skill education**

Way forward:-

End of the documents

