MONITORING & EVALUATION HANDBOOK

FOR SHORT-TERM CSE PPROJECTS

ACKNOWLEDGEMENT

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01.
ABOUT THE KNOWLEDGE HUB

Hello, and welcome to the Monitoring & Evaluation Handbook for Short-Term CSE Programs! This handbook was designed during The Knowledge Hub program anchored by The YP Foundation. We are so happy to have you here!

Knowledge Hub was conceptualised by The YP Foundation to create a network of young changemakers leading adolescent and young people-centric programs across India and build capacities of organisations to strengthen the discourse on rights-affirming work with young people, and to share good practices and learnings in a post-pandemic society.

HOW TO USE THE HANDBOOK

This Monitoring & Evaluation (M&E) handbook contains a combination of text, images, and tools to enable you to undertake effective monitoring and evaluation processes when engaging with short-term CSE Projects. You are encouraged to tweak it to better suit your context and location as and when required.

? 02.
WHAT IS M&E AND WHY IS IT IMPORTANT

In simple words, for a short-term program which lasts for a few days, monitoring and evaluation become a very important aspect of mapping the impact of the program. Through monitoring, we are able to closely map the progress or changes that are observable during and after each session and a holistic evaluation of such programs would entail a shift in the behaviour/ perception of participants over the course of the program.

During monitoring one can focus on the responses, reactions and sharings that happen during or after each learning block or session and compare them to the learning objectives set for that session.

This helps the facilitator to gauge if the content and the delivery are able to cater to the learning needs of the participants, understand where the participant is at and help them to review and strategize the training plan if the session is not landing as expected.

For example, the facilitators may include short 10-minute focus group discussions after each learning segment to evaluate the shift in knowledge/ perception level of the group. The facilitators may also create topic-wise survey tools which could be distributed at the end of each day.

Monitoring and evaluation can go beyond just the normative baseline and end-line surveys. We could also implement various creative tools to map the overall shift in the perception levels of the participants throughout the session(s).

Evaluation is effective for understanding the overall change or attitudinal shift that has occurred in the participants, which includes the feedback of the facilitator. A proper evaluation coupled with the results of the monitoring process can enable the facilitator to understand how effective the intervention is proving to be and also assess the next steps suitable to guide the participants to use the information for their own needs, share and distribute the knowledge to other people, plan how the facilitator can contribute in the next stage and so on. It is important to ethically collate data and be observant. The analysis must go beyond just the numbers and extend to the body language and behaviour of the participants as well. Re-evaluating our programs becomes an important step for making them better and enhancing their delivery. Monitoring and Evaluation tools may be quantitative, qualitative or both, as per the context of the session and the participants.

An effective M&E will lead to:
- ✔ Greater transparency and accountability
- ✔ Centering the stakeholders & their lived experiences
- ✔ Responsive program design
- ✔ Better resource allocation
- ✔ Learning & data-driven decision making

03.
STEPS BEFORE DESIGNING AN M&E TOOL

1. Theory of Change:

Once your program has been planned and designed, it is useful to map out why are you doing this program, what you intend to achieve through this program, what changes are you expecting to bring about immediately and what changes you are expecting in the long run—in other words, the impact you are seeking. This is what your theory of change is. An example of this could be:

THEORY OF CHANGE

Resources	Input/ Activities	Output	Outcome	Impact
What kind of resources (both financial and non-financial, learning materials, etc.) do you have and you need to acquire to implement the program effectively?	What would you be undertaking to complete the program and achieve the results that you are expecting? This could entail planning and implementing the sessions.	What are you expecting to see/ observe in terms of change immediately as a result of your inputs? These could be simple ones, for example 10 participants will sit through and complete the entire session. You can further align this with your learning objectives as well.)	What is the change that you are expecting after the program/course is completed? These changes can go beyond the session content, and could even be at a behavioural or perception level. An example would be that participants would be able to speak about genitalia without shame.	What is the larger change that you are expecting in the ecosystem of your participants or in their lives as a result of this program? For example, participants will be able to make informed decisions as a result of the CSE program. Please note that impact is influenced by external factors as well which may not always be in your control, therefore making risk assumptions is important while designing your program.

2. List of stakeholders:

Identifying the key stakeholders is important when you are designing, planning and implementing any program, especially programs which are taboo in your culture. To ensure the success of your program, you must identify your stakeholders, and map their decision-making power in the lives of the participants and their ability to positively influence or negatively influence your program. This helps you plan how you can invite them into your planning and execution process and explore the possibility of co-creation and co-ownership. In short-term programs, your stakeholders could be:

- Parents and guardians of adolescents and youth
- Principals, teachers and staff of schools
- Community, cultural and religious leaders
- Older siblings/ cousins of the adolescents,
- Any other local partners whom you can list out

Identifying stakeholders is also important if you want to incorporate a component of rights-based advocacy in your program.

3. Listing down of learning objectives:

Depending on the implementation and content plan of your program and also for developing a more holistic M&E tool, it is vital that you divide your program into the smallest possible blocks and allocate the learning objectives for each learning block. This helps you monitor your program at a micro level and it adds to the overall value of the program. For example, you may divide each broad topic into chapters and further divide those chapters into smaller sub-topics. If Body and Growing up is a chapter, then the sub-topics in that chapter could be Puberty, Anatomy and so on. Each subtopic can then have learning objectives, on the basis of which facilitators may design their sessions, activities and evaluation tools.

4. Listing and development of tools for each of the output/ outcome indicators:

Once your theory of change is in place, it basically works as your master plan, which needs to be broken into indicators. You have to then think of the tools that you are going to use to measure the indicators. Developing both qualitative and quantitative tools can be an effective way to gauge the results. We have shared a list of indicators and tools which could be a starting point for you and you can adapt them to your context. As mentioned earlier, you may get creative with the development of your evaluation tools and apply them throughout the sessions.

5. Analysis Plan and Reporting Guidelines:

Once your tools are implemented and your data is collected, devise a plan outlining the steps that you need to take for analysing the data (including cleaning, coding and sorting). For example, if you have used a mix of qualitative and quantitative approaches, it is important to have a plan on how you should pick up the data if you want to cross-check the reliability of the data by banking on the observations that you made during the session or the experiences/ comments that participants made at the end of each session. This will help you enrich your analysis and contribute to making a comprehensive report. Setting up some reporting guidelines is also important. For example, not sharing personal data, not sharing lived experiences without consent, abiding by the Protection of Children from Sexual Offences Act, 2012 (POCSO) guidelines, reporting challenges, learnings and failures, etc. would be a good place to start while generating the reports.

6. Overall guidelines and non-negotiables:

When creating a guiding document which is focused on M&E, it is also important to ensure that feminist values, principles and non-negotiable components or criteria are clearly listed. For example, you could spell out that intersectional feminist values like accountability and transparency are at the centre of a program and its evaluation mechanism. You can further implement policies around the Prevention of Sexual Harassment, Child Protection and others which safeguard your stakeholders. You should also include case studies and examples which recognise diverse identities and highlight intersectionality.

This document is designed to measure the impact of adolescents (centred around their takeaways and experiences). The lens through which the impact is measured has to be through the participant and not the evaluator. One may have predetermined outcomes but it is flexible which makes this tool feminist and intersectional in its approach.

This is a tool that Rangeen Khidki has developed in collaboration with The YP Foundation to evaluate the former's flagship My Body My Rights program. The tool, methodologies, questions and reflection points can be tweaked as per the context and reality of the implementing organisation. The quantitative questions can be used for the endline and baseline data collection process and qualitative questions can be asked during the delivery of the session or at the end of each day/ learning session. If your session has reflective activities, then you can bank on the sharing of the participants during the sessions and collate this with the findings from the group discussions to arrive at the best results/ data. Please note that the intention of the exercise is to learn from the experiences of the participants and not their personal sharings. While documenting the impact, it is important that we are ethical and if the sharings of the participants are being used in any form towards monitoring and evaluation, the participants' informed consent must be sought.

M&E TOOL FOR SHORT-TERM CSE PROJECTS

Puberty and Anatomy

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
To familiarise participants with aspects of puberty and growing up. Participants will be able to identify and understand various aspects of human anatomy.	Increased no. of participants are able to identify shame and stigma related to genitalia (anatomy and puberty). Increased knowledge and understanding of anatomy.	**Factual Level of Change.** Participants will be able to use words like vulva, penis etc.	Quantitative: Questionnaire / Survey.	Quantitative: (Please add relevant questions. Below mentioned options are just a few examples) 1) How many openings are there in the female sexual and reproductive system? 2) What is the difference between Vulva and Vagina? 3) What is the difference between semen and sperm? 4) What are some of the signs of puberty?

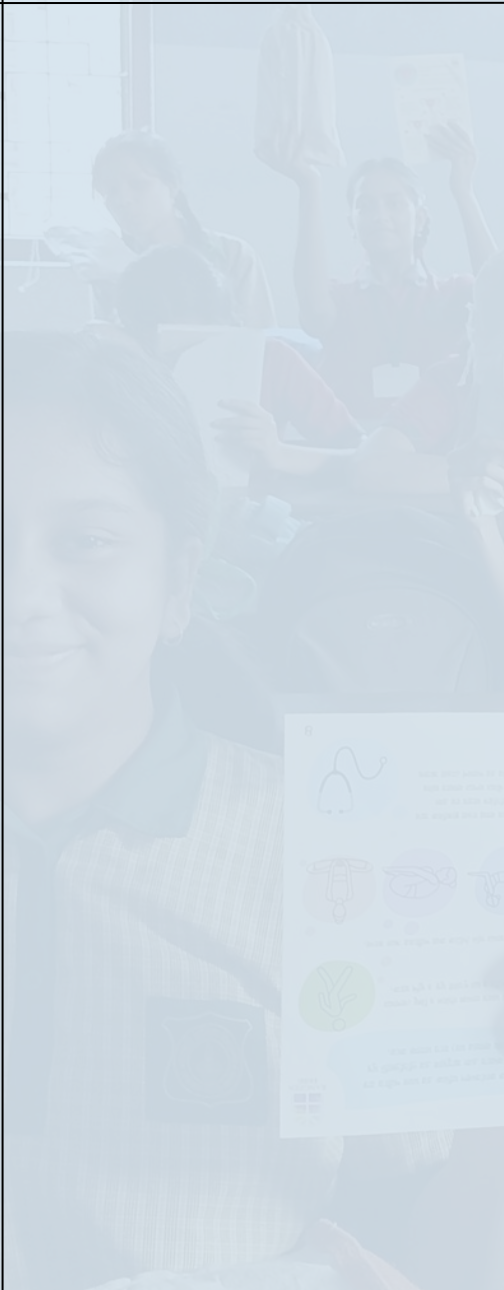| Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
			Qualitative: Observation/ Discussion ***Facilitator's observation: The facilitator must take down the responses as well as the questions of the participants so that everything is documented for future analysis.**	Qualitative: 1) What are some of the euphemisms that you have heard of while referring to genitalia? 2) Why do people use euphemisms? If we call other parts by their designated names, why do people use euphemisms for genitalia? How comfortable do you feel in using the actual terms? 3) Do you think we should talk about our bodies openly/ Why do you think that is important to do so?

Private and Public Body Parts

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to identify public and private body parts. b) Participants will be able to reassess their existing understandings of what is public and private parts for them.	Increased no of participants have increased understanding about their agency of their body.	**Perception level of change** where participants will explore that bodies are entirely private and some part are more private/pers-onal than others but ultimately the choice or agency is that of the body owner.	Qualitative: Observations for facilitators through discussions and reflections.	Using activities like body mapping, facilitators observe change in perception level during and after the activity, through reflections and group discussions. The broader idea can arrive at viewing their entire body as private (beyond the parts that are taught as private in other institutions) and understand the importance of navigating their own bodies as per their choice.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				Some broaders questions for discussion could be: How would you feel if somebody stares at your "public part"?

Personal Space and Boundaries, Consent and Respectful Communications.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to recognise their personal space and boundaries. Participants will be able to understand the concept of consent.	Increased no of participants have increased understanding about their agency of their body.	**Factual level of change** where participants gain knowledge on what boundaries and consent are. **Behavioural / Perception level of change** where they recognize that setting boundaries	Quantitative: Questionnaire	Quantitative: a) What is consent? What are some of the non-negotiables when it comes to consent? b) What is not consent? You can use case studies like: Rani and Riya are the closest of friends. Rani had asked for Riya's bag to carry at their farewell. Post the farewell, Rani has not returned the bag. Riya trusts Rani and is not in a hurry to ask for it back.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to learn effective ways of communicati-on.		in relationships is important, normal and it must be respected.		Rani meanwhile has lent this bag to a cousin for a few days. Rani does not see the need to ask Riya for their consent before giving it to their cousin. - What are the qualities of consent that you notice here and point out examples of where consent was not sought (if any).
			Qualitative: Discussions and Reflections	Qualitative: a) How will you establish a sense of personal space or boundary with your friend vs stranger?

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				Rate your understanding of personal space and boundaries from before and after. b) Why is it important to set boundaries in relationships? *One can draw connections to healthy relationships, personal space, communication, boundaries, consent.

Body Image and Self Esteem

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to recognize how each forms an image of their bodies which impacts their self esteem and decisions.	Participants will be able to identify that there is no ideal body.	**Emotional level of change** where participants will be able to unpack how body image is formed and recognize how body image can impact their decisions/ choices. This can potentially reverse the gaze as well.	Qualitative: Discussions and Reflections.	What do you think is the ideal body type? Where do we learn about ideal body type? How important is it to fit the ideal body type? What happens to people who do not fit the ideal? A good idea would be to share pictures and representation of beauty standards in popular culture/media and get participants to reason how these bodies/appearances are presented and

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				compare it with people they see around them to understand the difference between real and reel. *Draw connections between body image, self esteem, mental health and well being and how body image impacts self worth which impacts mental health.

Feelings and Emotions, Relationships, Peer Pressure and Bullying

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to recognise that emotions and feelings are natural. b) Participants will be able to recognise how feelings and emotions impact one's choices and actions.	Participants will be able to identify/List 2 traits of a healthy and unhealthy relationships.	**Emotional level of change** where participants understand how feelings and emotions affect their own lives and that this is all part of growing up.	Qualitative: Case study (discussion)	Rajesh is an 11 year old and loves everything pink. After a lot of convincing, Rajesh's parents finally got them their favourite pink coloured bag. Rajesh is obviously excited to show their bag to their classmates but their classmates are definitely not appreciative. One day Rajesh was bullied by their best friend because they were carrying

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants are able to distinguish between healthy and unhealthy relationships.	Participants are able to distinguish between healthy and unhealthy relationships.	**Behavioural / Perception level of change** where participants recognize that relationships are based on mutual trust, love, respect, honesty and communicati-on and can identify when the relationship.		"feminine accessories" to school. Even though Rajesh was sad, they did not have the courage to raise a complaint with their teacher. But Avi, Rajesh's classmate, stood by their side and motivated Rajesh to talk to their teacher. Avi also accompanied Rajesh. **If you were a teacher in this scenario, what would you have done?** Prompts: a) The teacher patiently and respectfully listened to them and then asked them to not carry such bags to school anymore.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to identify types of peer pressure and bullying and seek support actively.	Participants will be able to identify types of peer pressure and bullying and seek support actively.	**Knowledge level of change** where participants find a vocabulary to identify peer pressure or bullying. **Behavioural level of change** where participants will be able to call out peer pressure or bullying or will be better equipped to navigate these.		b) The teacher took the bullies and Rajesh to the principal to call their parents and discuss why such an incident occured in the classroom. c) The teacher listened to Rajesh and their friend and asked them to be strong and not listen to bullies. d) The teacher appreciated supporting rajesh and their friend and later on sat down with the bullies to talk with them about empathy, kindness and gender fluidity.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				What could be the long term effects of such bullying on an individual's life? Prompts a) Low self esteem and low confidence b) Emotional trauma which affects overall potential c) Difficulty in forming healthy relationships ***Contextualise the questions and reflections with respect to the participants. For example: If the participants are young**

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				person(s) then we may ask them the following questions regarding the case study: Why is it wrong? What can you do in that situation? It is important to mention to them that they do not put themselves in a dangerous situation.

Mental Health and Well Being

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to understand mental health and it's importance.	Participants will be able to identify how violence can impact mental well being.	**Perception level of change** where participants will identify mental health as normal and important in their lives as physical health.		

Gender, Sex and Identites, Gender Norms and Roles and Popular Culture

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to differentiate between gender and sex and how gender identity develops since early childhood. b) Participants will learn about different identities with regards	Participants will be able to recognise that gender is beyond binaries and have an attitudinal change how they see gender increased no of participants change in attitude about gender norms.	**Factual level of change** where participants can understand and remember what gender, sex, gender identities, sexuality, intersectiona-lity are. **Emotional level of change** where participants look within and	Case study followed by discussion. ***Facilitator can recall body image and popular culture and connect it to gender stereotypes and norms in this context.**	Priya was assigned female at birth but they do not enjoy being called a girl. There are days they hate their body and wish they were not addressed as a girl. Priya is often reprimanded by their parents for not being 'girly' enough. Priya has often said to their parents that they do not always feel like a girl always and sometimes they feel like no gender

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
to gender and sex beyond binaries. c) Participants will learn further about Gender Identities, Gender Expression, Gender Dysphoria and Affirming Gender beyond binaries.		challenge their own existing understanding of gender and sexuality, learn to respect people beyond binaries and existing boxes and be empathetic. **Behavioural /Perception level of change** where participants will be able to recognize		specifically. But their parents refuse to understand their point. -why is Priya being reprimanded? - Priya wasassigned female at birth, does this mean they are a girl if they do not feel the same? - Is Priya's sex and gender the same? Why? -how will all of this affect Priya's mental health? - What are gender stereotypes?

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
		the impact of rigid definitions of genders and sexuality, how it impacts people from differing identities and will be open to advocating for human rights of all people discriminate - d based on their various identities.		- Name a few films/ads/short films/popular culture content which challenges gender stereotypes? *Who gets to decide the gender? How does society attribute a particular identity? Decision making power, agency should be with the person.**

Understanding Violence

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to recognise how power pervades all spheres and relationships of life and can lead to violence. b) Participants will be able to learn the definition of violence and its various forms.	Participants will be able to identify different forms of violence Increased understanding of violence.	**Knowledge level of change** where participants learn different forms of violence and how to identify them **Perception level of change** that violence is beyond the physical form and	Quantitative: Survey	Survey: Identify the different kinds of violence taking place in the below mentioned scenarios? - Sibling slapping another sibling - Rani's partner and in-laws not allowing them to work - Rashmi's schoolmates write explicit messages about her in the toilet - Raj's teacher called them 'stupid' in front of the class.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
		understandi-ng why violence, why discriminati-on occurs. Will understand why intersectional feminism is important. **Emotional level of change** where participants identify different kinds of violence.	Qualitative: Facilitators observation and/or activity based group discussions.	- Riya's colleague clicks her pictures without consent and attempts to touch her without her consent. Qualitative: - Who are the people who are more susceptible to violence? - Who perpetrates violence? Is the less powerful usually violent or the one with more power? - Does someone's identity leave them more powerless than others and make them more susceptible to power?

Gender-based Violence (GBV)

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to understand the relationship between power, violence and gender. b)Participants will recognise how people from certains gender, sexualities and	Participants will be able to identify different forms of violence Increased understanding of violence.	that they see around themselves daily but did not consider them as violence for so long. Participants will understand how violence and power are connected and leads to marginalisation of communities and		*Bringing together different identities such as gender, sexuality, caste etc and ask participnts to identify why there is violence and discrimination based on intersections of these identities. Connect it to mental health and bullying as well.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
marginalised identities are more susceptible to violence.		identities. Participants will note how the new information is impacting their world view.		

Child Sexual Abuse (CSA)

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
a) Participants will be able to learn about safe and unsafe touch and recognise sexual violence in terms of contact and non contact. b) Participants will be able to recognise CSA, grooming and	Increased no. of participants will be able to identify a) safe and unsafe touch, b) contact based and non contact based violence , c)child sexual abuse, d) how to seek/provide help.		Case study- note: tweak it for stakeholders.	1. Identify the following as safe touch or unsafe touch: Divide the space into 3 sections- Safe touch, Unsafe Touch and Not Sure. With each statement (feel free to add more to the list) ask participants to go occupy any one of the spaces depending on their answer. - Someone touching you without your consent - Someone blackmailing you to touch them in their genitalia.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
the existing shame and silence around it. c) Participants will be able to recognise the importance of seeking help.				- A doctor checking up with your parent's around - Someone showing you sexually explicit content without your consent - A friend hugs you after you consented Initiate a conversation on why people chose each response and discuss. Participants can choose to change sides during the discussion too, notice that and ask them their reasons. 2. Identify the people in your life who you can reach out to if you ever

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				feel threatened or unsafe? *For adolescents: Are they able to identify which stakeholders can help them and how? Ask them to elaborate their approach. You can also put them in smaller groups to map their stakeholders if comfortable and their desired way of seeking their help. Older siblings among the participants can be their younger sibling's trusted person as well, so participants should be made aware of that too.

Sexualities and Sexual Identities

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will be able to recognise that sexuality is diverse, personal and encompasses sexual feelings, thoughts, attractions, behaviour, and scaling beyond binaries (LGBTQIA identities).	Increased no. of participants show a positive change towards sexuality.	**Behavioural/Perception level of change** where the participants will be able to respect and talk about sexuality with others.	Quantitative Qualitative: Facilitator observation	- What is sexual orientation? - What is the difference between gender identity and sexual orientation - Rate your understanding about sexuality from before and after the sessions? What has changed? ***May also include mapping attitude change case studies with different kinds of sexual expressions, relationships, identities.**

Gender, Sexuality and Mental Health.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will recall gender dysphoria, bullying, violence etc and recognise how sexuality and gender impacts mental health and accessibility to mental health services.		**Emotional level of change** where the participants will be delving into their own thoughts and feelings about sexuality and respect themselves.		For example: If two girls want to live together in a romantic relationship and there is resistance from families, what do you think should be done? ***May also include case studies highlighting that sexual activities are not just for procreation. Different people engage in different sexual activities for different reasons. For example: Money. Are the participants able to**

What is SRHR?

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will recognise SRHR as a human right.	Increased no. of participants would be able to recall components of SRHR.	**Knowledge level of change** where participants will be able to recall and remember what SRHR comprises of, what safe sex is etc **Perception level of change** where participants will be able to make	Quantitative	**identify that the decision is the person's?** Select the components which are included in SRHR- Try to understand the increased level of understanding, modify the indicator, information, break down the following questions. - Comprehensive Sexuality Education - Contraception - Masturbation, Pleasure, Safe Sex Practice.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
		informed choices about their sexual and reproductive health.		- Consent - Safe Abortion Rights and services - Prevention from STI/STDs - Prevention from illnesses like Ovarian, cervical cancer, breast cancer, prostrate cancer, and other sexual reproductive organ based cancer.

Pleasure and Well Being

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will learn to view pleasure in a positive manner instead of the shame associated with it. Participants will also recognise the need to remain safe while pursuing pleasure.	Increased number of participants will have a pleasure understanding of sex.		Quantitative	1. What according to you are the qualities of Safe Sex? (You may choose more than one) a) Pleasure b) exploring different kinds of Sex beyond penetrative sex with consent c) respectful communication d) Consent e) Accessibility to contraceptives in terms of information and services.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will learn about various options of contraceptio-n and its usage.			Qualitative: Facilitator observation	Ragini has been meaning to explore new ways of foreplay and enjoys that over the standard modes of sexual intercourse. Her partner however is focussed on the "main act of penetration" without protection and feels that the" main act" is what matters. Ragini chooses to comply. How do you see pleasure pan out here? Are both Ragini and her partner equally experiencing pleasure? What could be different here?

Contraception, Pregnancy, and Safe Abortion

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
Participants will understand different stages of pregnancy, different methods of conception and pregnancy care. Participants will learn about safe abortion and the MTP act in India.	Increased no. of participants would be able to recall components of SRHR.	**Knowledge level of change** where participants will be able to recall and remember what SRHR comprises of, what safe sex is etc **Perception level of change** where participants will be able to make		How many qualities of safe sex do you see play out here? 2. Name some of the methods of contraceptives that you have learnt from this space? This could be turned into a game where you can have flash cards of each contraceptive and you have ask participants to explain the contraceptive, it's usage etc 3. Answer True and False: (Please add relevant questions.

Objectives	Indicators	Change Expected	Tools and Methodology	Suggested Questions
				Below mentioned options are just a few examples) Abortion is illegal in India The sperm decides to choose the egg Contraceptives is only to prevent pregnancy ***May also include a case study on Abortion: For example: A family/husband takes the decision on their wife's body.** **Who has the right to decide? The person going through an abortion or their partner or family?**

CONTACT US

Rangeen Khidki
Email: reachus@rangeenkhidki.in
Instagram: @rangeenkhidki

The YP Foundation
Email: info@theypfoundation.org
Instagram: @theypfoundation