



Evaluation of the “Call Me Priya” film-based curriculum in Tamil Nadu

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Executive summary

This evaluation examines the effects of the “Call Me Priya” **Film-Based Curriculum (FBC)** implemented in **Tamil Nadu, India** by local non-governmental organisations (NGOs) supported by the Freedom Fund. The FBC was a group-based intervention which brought together girls and young women, facilitated by a trained community facilitator, **to discuss problems and develop common solutions** to issues that girls face at home and at the workplace. Developed by Lindsay Branham of Novo Film in close consultation with the Freedom Fund and local NGOs, the FBC focused on the experiences of **young women and adolescent girls** employed in the garment industry, specifically in spinning mills.

Spinning mills can be sites of harassment and abuse for their young female workforce, with some employees working in conditions of **bonded labour**. Addressing this, the FBC focused on topics of **employment and exploitation**, including knowledge of basic worker rights; avoiding risky recruitment; addressing unsafe conditions in the mills; and accessing further education and training. The program also focused on topics of **self-worth and resilience**, such as self-awareness and self-esteem; ways to reduce and cope with psychological distress; making choices on the basis of personal beliefs; communication skills; and basic reproductive health awareness and health risks.

PRAXIS India conducted an evaluation of the FBC to assess its impact on the **knowledge, attitudes and propensity to take action** among the female participants, with measures taken before and 12 months after the rollout of the intervention. For the evaluation, a random sample of 35 adolescent girls groups (out of a total of 133) and 18 members from each group were randomly surveyed, for a **total of 630 completed responses at baseline and 639 at the endline**. PRAXIS additionally collected feedback from parents of attendees and members of adult community support groups who were also presented the FBC.

Main findings

- The FBC had **high retention of participants**, with 80.0% of respondents attending all 17 sessions. The median age of participants was 16 years old, with the majority between 15 to 18 years old.
- On average, 22.6% of the participants were not attending school and a further 15.6% were attending school as well as working. This shows that the FBC is reaching the target group: girls and young women who are already, or likely to end up, working in the nearby spinning mills.
- The evaluation found **positive attitudinal changes towards gender and social norms** among girls and young women who participated in the FBC, with a shift in attitudes towards seeking **gender equitable employment** (36.8% increase) and **safer working conditions** (34.2% increase) between baseline and endline.

- Participants had a **greater knowledge of wage entitlements** (from 19.2% of participants to 48.4%) between baseline and endline. However less improvement was observed in knowledge of maximum overtime.
- After attending the FBC programme, a greater number of participants reported they would **speak up about sexual harassment at work** (36.8%) to both peers and management, and **take action in the face of employer bullying** (59.9%).
- Participants reported **improvements in mental health**, with 39.1% of girls in the program showing a 10% or higher gain in mental health scores between baseline and endline. 42.2% of girls also showed **improved resilience**.
- Parents and community group members also reported increased awareness of hazardous and exploitative conditions within the mills.
- The FBC was strengthened by being specifically targeted to the context in Tamil Nadu. The film was made locally and depicts situations that both participants and their communities can relate easily and effectively to their own experiences, strengthening the uptake of its messaging.

Recommendations

- This evaluation of the FBC demonstrates the **importance of serving the intervention not just to young women and girls but also parents and community support groups**. Future expansions of the program could include the experiences of those groups into their curriculum as well.
- Future versions of the FBC should explore the experiences of other marginalised and seldom-heard groups like **migrants and disabled adolescents**.
- The adolescent girls who have attended the FBC could become future peer trainers/leaders for other groups. This would **integrate an adolescent leadership development model into the FBC**, ensuring sustainability of the project.
- Future research should also examine whether **observed effects of the FBC translate into meaningful, long-term benefits for the adolescent girls**. Research could follow up with NGOs and utilise longitudinal measures of the change.
- Future evaluation could examine whether observed changes in mental health and resilience are linked to changes in other life areas, such as **school performance or avoidance of early marriages**, work and helping others in distress.
- Further exploration is needed of how to provide psychosocial support to young women and girls in target communities. **Investment is needed into counsellors, and in training field workers** in counselling and supportive listening.

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I. Background

Context

In Tamil Nadu, in the south of India, spinning mills are a central source of local employment, producing for domestic and international markets, with a large proportion of their workforce comprised of **young women and girls aged 14 to 20**. Many of these women and girls work in conditions of **bonded labour** and can be subject to **harassment, abuse and infringement of labour rights**. Women and girls from Dalit or other scheduled caste communities often have compounded risks of exploitation in the industry. To address these issues of **trafficking and bonded labour**, the Freedom Fund commissioned the development of a Film Based Curriculum (FBC). Titled **“Call Me Priya”**, the FBC was created with community-based groups in Tamil Nadu and was centred on context-driven narratives designed to promote discussions on labour exploitation, gender rights, social norms and challenges facing local communities. The FBC was served to local adolescent girl community groups over 17 sessions, with the goal of **promoting action to secure better working conditions** for local communities.

The “Call Me Priya” film-based curriculum

The development of the “Call Me Priya” FBC was led by Lindsay Branham of Novo Film. Previous analysis by Institute of Development Studies & PRAXIS¹ of 308 life stories of current/former mill workers in Tamil Nadu was used to develop themes for the FBC and associated toolkit. Next, scoping visits and interviews were carried out with over 60 current/former mill workers in three districts in Tamil Nadu to refine the film narrative, making it true to life for local audiences. The toolkit used alongside the film was developed by Lindsay Branham with human rights and development outreach experts based in Tamil Nadu, and piloted through partner NGOs. The toolkit was first developed for adolescent girls and later tailored to adult groups and adolescent boys’ groups in the communities.

The FBC focussed on the following topics:

- Self-awareness and self-esteem
- Communication skills
- Ways to reduce and cope with psychological distress
- Avoiding risky recruitment
- Addressing working conditions in the mills

¹ Institute of Development Studies, 2016. *Patterns and Dynamics of Bonded Labour and Child Labour in the Spinning Mills of Tamil Nadu: Findings From Life Story Analysis*. Available at: <https://www.ids.ac.uk/publications/patterns-and-dynamics-of-bonded-labour-and-child-labour-in-the-spinning-mills-of-tamil-nadu-findings-from-life-story-analysis/>

- Knowledge of basic worker rights
- Basic reproductive health awareness and health risks
- Making choices on the basis of personal beliefs
- Accessing further education and training

At the time of the endline data collection in September 2018, 9,799 young women and girls had completed the FBC, through 575 community adolescent girls groups across 4 districts in Tamil Nadu². The toolkit consisted of 17 sessions with group activities and discussions that draw on topics raised in the film, where groups were encouraged to identify actions related to the topics, set their own priorities and discuss emerging concerns. Sessions took place over one year and varied in length, with some sessions requiring more than one meeting to complete.

The FBC's intended outcomes were as follows:

1. High level of **attendance** and participation at adolescent group meetings.
2. Improvements in **affective measures**, including:
 - a. reduced psychological distress;
 - b. increased self-awareness, especially with regard to factors affecting choices; and
 - c. improved self-expression, negotiation and communication skills.
3. Increased **knowledge** of key issues and how to collectively address them; increased capacity for social analysis, problem-solving as a group.
4. Increased **resilience**³ among adolescent girls.
5. Increased **practical actions** to address root causes – e.g. commitment to further education and training, willingness to protect other community members from exploitation, and to intervene directly with friends and neighbours for protection.

This evaluation was carried out PRAXIS India to assess the impact of the FBC in delivering these outcomes in girl groups belonging to three NGO's operating in the Dindigul district of Tamil Nadu.

² At the time of writing this report in September 2019, the Freedom Fund has reportedly reached 11,000 girls and young women through the FBC, plus a further 14,000 adults and adolescent boys also participated in adapted versions of the FBC.

³ Operationalised in the recommended scale as self-regulation, autonomy, self-esteem, empathy, altruism, internal locus of control, flexibility and optimism

II. Methodology

Study design

This study assessed the impact of the FBC on adolescent girls' groups belonging to three NGOs in Dindigul: Peace Trust, Child Voice and SSSSS. Together these NGOs delivered the FBC to 133 adolescent girl groups, from which 35 groups were selected at random. Members of selected groups responded to survey and interview questions before commencement, and after completion, of the FBC. Baseline and endline data were collected within the span of a year, and the evaluation timeline is as follows:

| Baseline activities | | | Endline activities | | | |
|---|--|----------------------------------|---|--|----------------------------------|--|
| May – Jul 2017 | Aug – Sep 2019 | Nov 2017 | Aug 2018 | Sep 2018 | Nov 2018 | Feb - Sep 2019 |
| Finalization of research protocols and field instruments, translation into Tamil. | Two days of training followed by two weeks of data collection. | Data coding, entry and cleaning. | Revision of research protocols and field instruments, translation into Tamil. | Two days of training followed by two weeks of data collection. | Data coding, entry and cleaning. | Data analysis, report writing and review by the Freedom Fund and NGO partners. |

Evaluation team

| Baseline team | | Endline team | |
|---|---|---|---|
| 1. Stanley Joseph (Coordination, quality review and lead author) | 11. Chandra Devi | 1. Stanley Joseph (Coordination, quality review and lead author) | 11. Chandra Devi |
| 2. Hari Pratap | 12. Kyle Vincent (Statistician) | 2. Hari Pratap | 12. Rajesh Khanna (Data entry) |
| 3. Rajesh Khanna | 13. Pradeep Narayanan | 3. Karuppiyah | 13. Kyle Vincent (Statistician) |
| 4. Diana Pandiyan | 14. Sowmyaa Bharadwaj | 4. Diana Pandiyan | 14. Pradeep Narayanan |
| 5. Manothini | 15. Euan Mackay (Freedom Fund reviewer) | 5. Manothini | 15. Sowmyaa Bharadwaj |
| 6. Thenmozhi | 16. Yuki Lo (Freedom Fund reviewer) | 6. Thenmozhi | 16. Euan Mackay (Freedom Fund reviewer) |
| 7. Mohan | | 7. Mohan | 17. Yuki Lo (Freedom Fund reviewer) |
| 8. Anita Mary | | 8. Anita Mary | |
| 9. Pazhani | | 9. Suganya | |
| 10. Mukilan | | 10. Thangapandi | |

Sampling of survey respondents

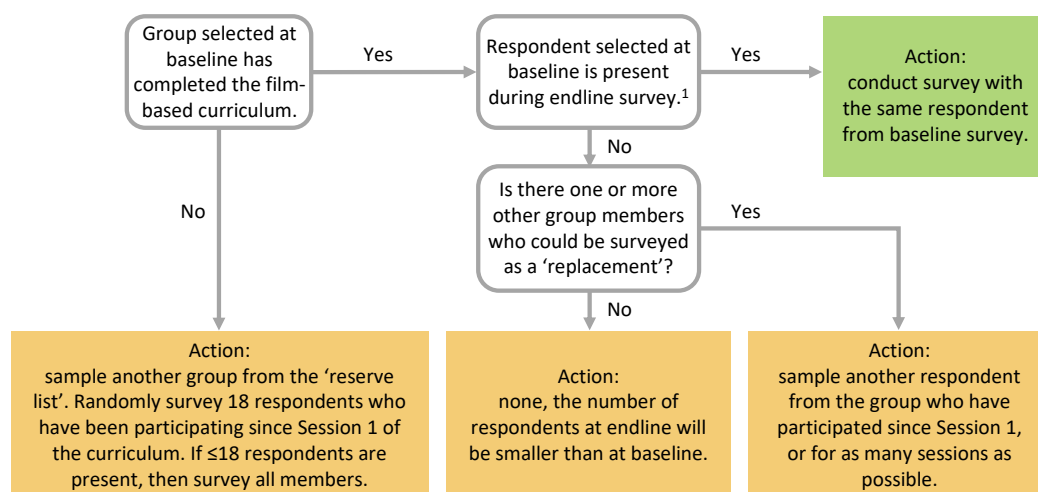
Baseline Sample

With consultation of a statistician (Dr. Kyle Vincent), Indian census data was used to select a stratified random sample of 35 groups, representative of the socio-economic context of the 133 groups in Dindigul supported by Freedom Fund. Partner NGOs provided lists of their adolescent girl groups and what villages they're located in to allow mapping of each group to village-level data from the 2011 Census.

From the randomly selected 35 adolescent groups, interviews were conducted with 18 randomly selected members, and a total of 630 completed responses at baseline were collected. To reduce the impact of potential absences of participants during the survey, random selection using the sign-in sheet maintained by the group leader/facilitator, where every Nth member was excluded from the study and put on a 'reserved list'. Participants were anonymised through applying a code number to each for use with interview forms and stored separate to personal information. Group facilitators and NGOs were kept unaware which participants follow up interviews would be carried out with to reduce selection effect.

Endline Sample

At the end line, the total number of completed adolescent girls were 639 out of which 128 new respondents were interviewed who were not part of the baseline survey, but were demographically similar to baseline sample. Using the sampling framework below (**Figure 1**) the adolescent girls were chosen for the intervention study.



¹ If the selected respondent is not present than Praxis is expected to make one further attempt at scheduling an interview with them before marking them as 'absent'.

Figure 1 Sampling protocol

Data collection tools (questionnaire & attendance tracking sheet)

This evaluation includes the survey tool used for baseline (Appendix A) and endline (Appendix B) administered 10 – 12 months after completion of the toolkit. The endline survey tool has an additional section E which covers recall of topics covered in the FBC as well as feedback on its content. All surveys and discussions in the field were conducted in the Tamil language. The English version of the questionnaire is included for reference only.

For the endline survey a sign in sheet maintained by the group facilitator was used to measure attendance of the girls for the FBC sessions. If an attendance sheet was unavailable or was deemed unreliable, the data collector asked the respondent to estimate how many sessions she had attended.

Data analysis

All estimates provided below were calculated using approximated final sampling weights. The final dataset included all respondents present at baseline and/or endline. This dataset was chosen to better represent the spectrum of participants, largely consisting of girls and young women who completed the entire curriculum as well as a minority who dropped out or joined midway through. As mentioned above, those who did not complete the curriculum were demographically similar to those who completed, and so did not bias the sample. In the case of missing survey information, or in the case of individuals not present at baseline or endline, data was imputed (with the assumption that information was missing at random). Prediction scores were generated to confirm suitability of using imputation. Results based on all respondents were checked against a subsample of those present at *both* the baseline and endline, and were found to be largely similar. Where possible, estimates are presented with 95% Confidence Intervals (CI).

Informed consent

Informed consent was obtained for all participants at baseline and endline. Participants were informed about confidentiality and were assured that no personal identifiers were recorded on any data instrument, and only research personnel had access to the data.

III. Results

Profile of participants

| | Median age | 50% of participants are aged between |
|-------------|------------|--------------------------------------|
| All | 16 | 15 to 18 |
| Child Voice | 16 | 14 to 17 |
| PeaceTrust | 16 | 15 to 18 |
| SSSSS | 17 | 16 to 19 |

Table 1

The median age (Table 1) of participants was 16 years across the 3 NGOs, with slight variation, and 44.0% of respondents were from scheduled caste/scheduled tribe (SC/ST) backgrounds (Figure 2).

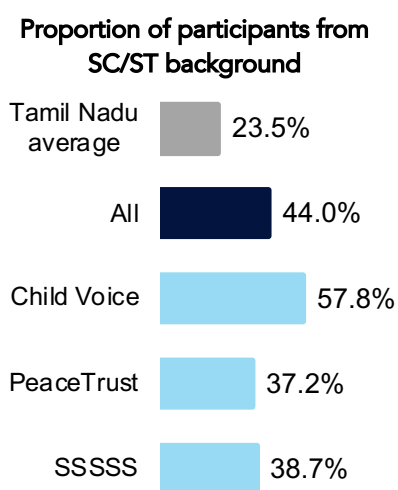


Figure 2

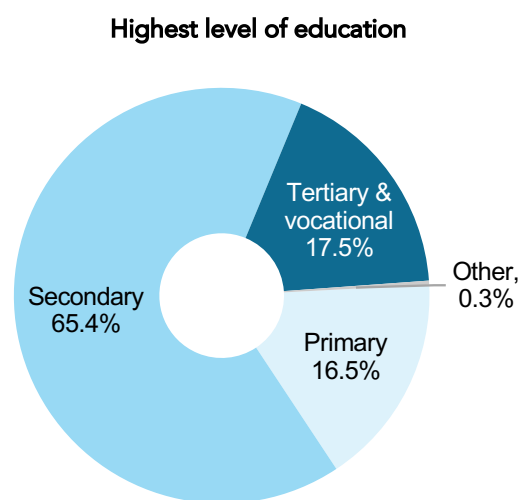


Figure 3

As shown in Figure 3, 65.4% of girls and young women in the program had completed their secondary school education (Grades 9 -12) and 17.5% had received vocational training (e.g. tailoring, beautician course and computer skills) or completed tertiary education. 16.5% of girls in the program had completed primary education (up to Grade 8).

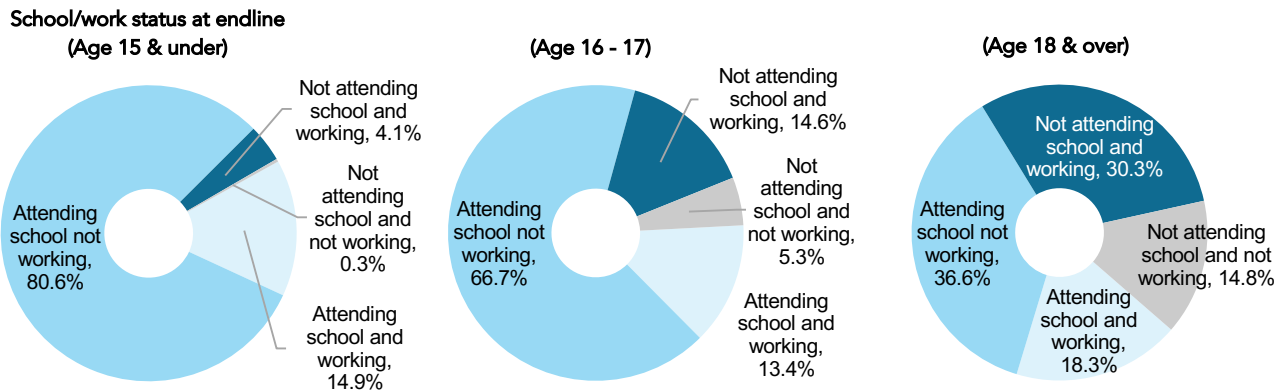


Figure 4

Figure 4 shows the school and work status at endline of participants, broken down by age group. 80.6% of girls age 15 and under were exclusively attending school, compared to 66.7% of 16 – 17 year olds and 36.6% of girls 18 and above. Only 4.1% of girls 15 and under were exclusively working, compared to 30.3% of those 18 and over.

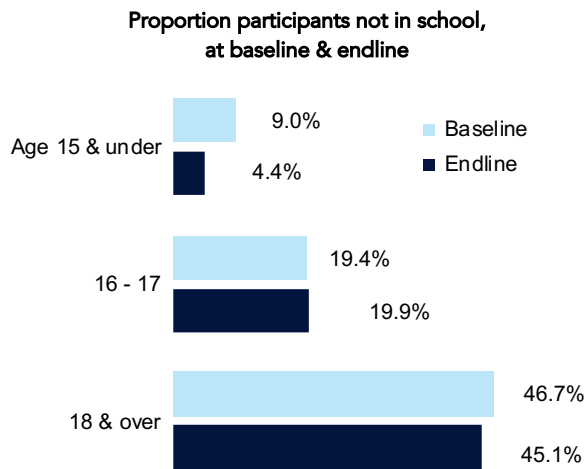


Figure 5

Between baseline and endline, the proportion girls 15 & under not currently attending school decreased from 9.0% to 4.4% (Figure 5). At endline 80.0% of participants had attended all 17 sessions of the FBC (Figure 6).

Number of sessions attended

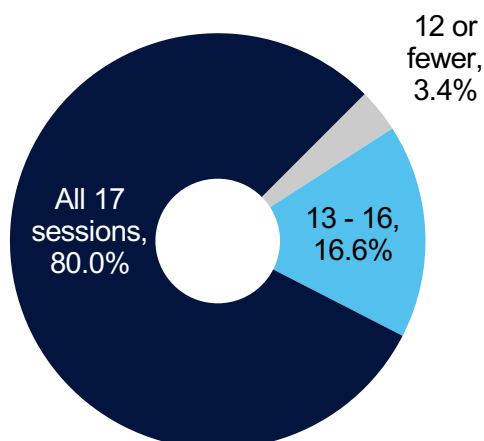


Figure 6

Knowledge change

The FBC attempted to provide knowledge to participants on workers' rights. The curriculum contained information on minimum wages. Almost half of girls (48.4%, CI: 47.8 – 49.0%) at the endline could recall the approximate amount of daily minimum wage for an apprentice including dearness allowance, with 29.2% [CI: 28.9 – 29.5%] adolescent girls showing improvement from baseline (Figure 7).

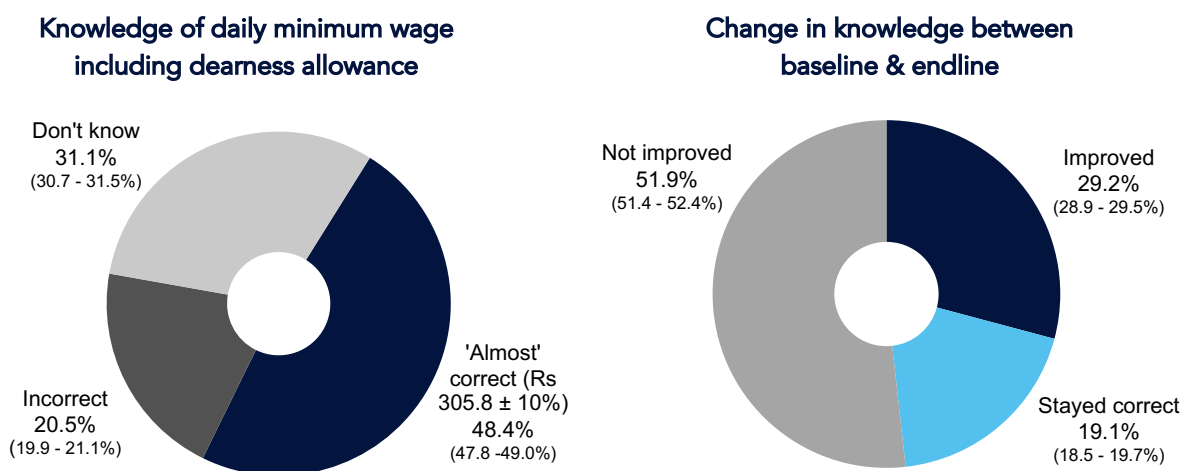


Figure 7

The curriculum also covered legal limits to overtime work. At endline and baseline participants were asked to specify the legal maximum overtime allowable for workers age 15 – 18 years old, which is 0 hours. As shown in Figure 8, 12.0% of participants could recall the correct (or nearly correct) number of hours, with 10.5% [CI: 9.8 – 11.2%] of the adolescents showing improved knowledge about overtime working hours, though 88.0% [CI: 87.2 – 88.8%] showed no improvement.

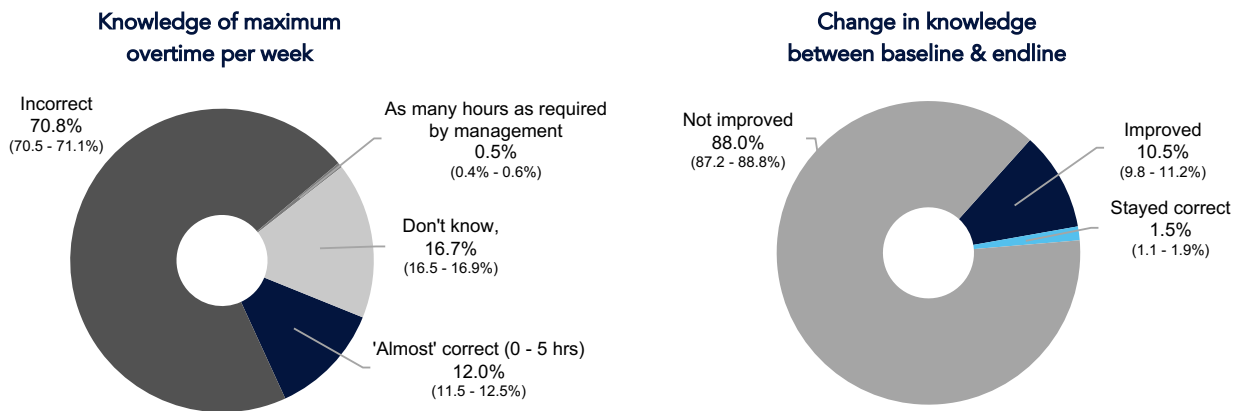


Figure 8

Attitudinal change

The curriculum promoted discussions within groups on societal norms on issues such as gender roles and working conditions. To assess the impact of these discussions, participants were served attitudinal statements at baseline and endline and asked to score how much they agreed or disagreed with them. Overall participants of the FBC have shown a 51.4% [CI: 45.3 – 57.5%] improvement in their attitudes to gender and social norms in line with the curriculum (Figure 9).

Improvements on attitudinal statements

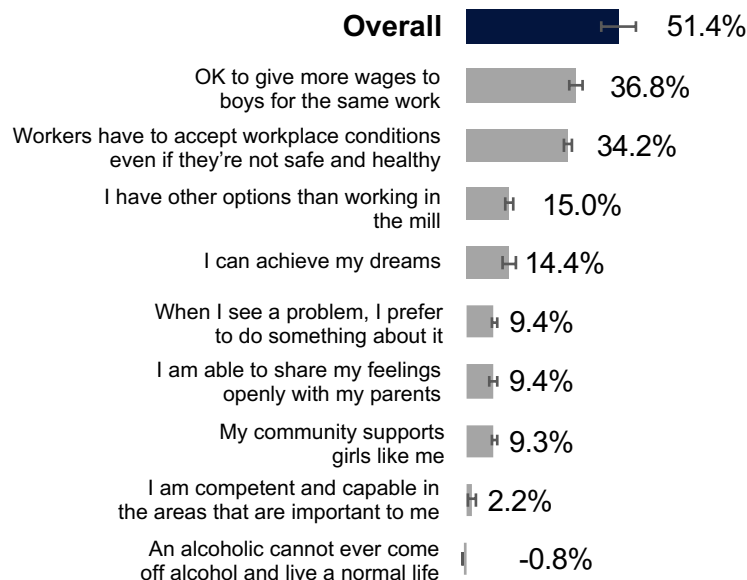


Figure 9

Table 2 shows the percentage of the adolescent girls at endline who strongly disagreed for boys getting more work wages (62.0%), strongly disagreed with working in unsafe and unhealthy work conditions (45.7%), and strongly agreed they could share their feelings with their parents (36.5%).

| Question Code | Statements related to gender and social attitudes | | Rating | | | | |
|---------------|--|----------|-------------------|----------|---------|-------|----------------|
| | | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| C2 | OK to give more wages to boys for the same work | Baseline | 43.4% | 38.1% | 5.0% | 9.9% | 3.6% |
| | | Endine | 62.0% | 29.7% | 1.7% | 4.5% | 2.0% |
| C1 | Workers have to accept conditions in the workplace even if they're not safe and healthy | Baseline | 23.0% | 24.4% | 13.9% | 21.6% | 17.2% |
| | | Endine | 45.7% | 27.5% | 8.2% | 11.6% | 7.1% |
| C8 | I have other options than working in the mill | Baseline | 7.6% | 13.8% | 13.5% | 38.7% | 26.3% |
| | | Endine | 3.8% | 6.4% | 6.9% | 31.1% | 51.8% |
| C9 | I can achieve my dreams | Baseline | 2.5% | 6.0% | 7.9% | 24.3% | 59.2% |
| | | Endine | 2.2% | 2.2% | 3.5% | 21.2% | 70.8% |
| C6 | When I see a problem, I prefer to do something about it rather than sit by and let it continue | Baseline | 3.1% | 7.1% | 10.4% | 39.2% | 40.2% |
| | | Endine | 1.1% | 2.8% | 6.9% | 43.3% | 45.8% |
| C4 | I am able to share my feelings openly with my parents | Baseline | 2.8% | 9.0% | 12.9% | 33.2% | 42.1% |
| | | Endine | 4.4% | 5.8% | 22.4% | 30.9% | 36.5% |
| C5 | My community supports girls like me | Baseline | 3.5% | 10.1% | 13.7% | 37.8% | 34.9% |
| | | Endine | 1.7% | 7.2% | 12.7% | 36.4% | 41.9% |
| C7 | I am competent and capable in the areas that are important to me | Baseline | 1.5% | 2.4% | 7.3% | 33.7% | 55.2% |
| | | Endine | 1.3% | 1.4% | 4.4% | 35.4% | 57.5% |
| C3 | An alcoholic cannot ever come off alcohol and live a normal life | Baseline | 19.5% | 27.5% | 14.5% | 23.3% | 15.3% |
| | | Endine | 25.0% | 33.2% | 13.6% | 14.2% | 13.9% |

Table 2: Attitudinal statements, baseline vs. endline responses

Propensity to take action

The curriculum also sought to inspire participants to take action against harassment and bullying in work. There was a 59.9% [CI: 52.8 – 67.0%] increase in the proportion of adolescent girls who would take a stronger form of action to help a friend who was being bullied by a mill supervisor at endline (Figure 10). 36.8% [CI: 31.6 – 42.0%] of participants also identified a stronger form of action that they would take to if they experienced sexual harassment by a supervisor. Figures 11 and 12 list the different forms of action participants said they would take on incidents of bullying and harassment.

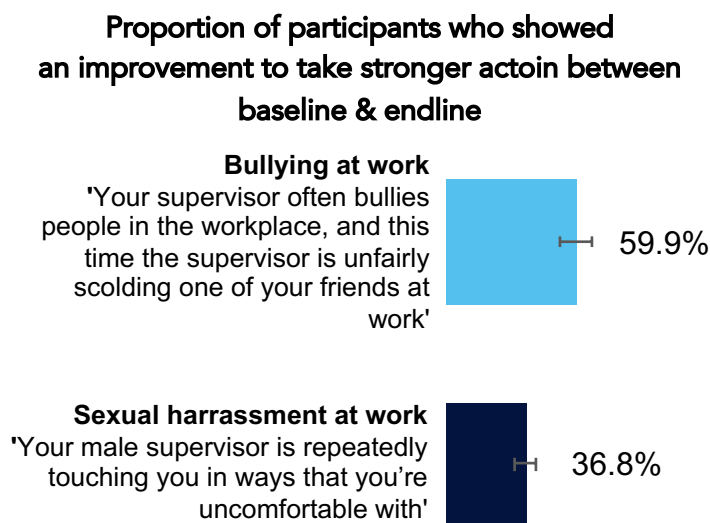
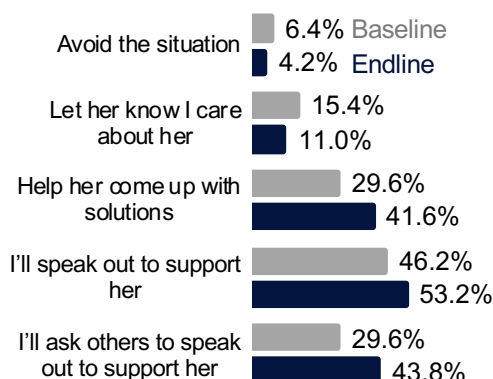


Figure 10

What would you do? Supervisor is unfairly scolding one of your friends at work



What would you do? Supervisor is touching you in ways that you're uncomfortable with

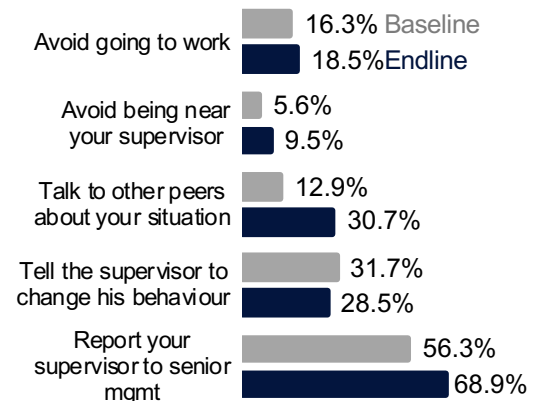


Figure 11 & 12

Mental health & resilience

The FBC was developed to be served to poor and marginalised communities, in which exposure to social conditions like poverty, various forms of abuse and physical illness are all risk factors for developing mental illness. The evaluation attempted to measure the effect that the FBC might have on mitigating poor mental health and building resilience, using two tools: The HSCL-10 questionnaire was used to provide a measure of mental health at baseline and endline, and the CD-RISC 10 questionnaire was used to measure resilience to hardship at baseline and endline.

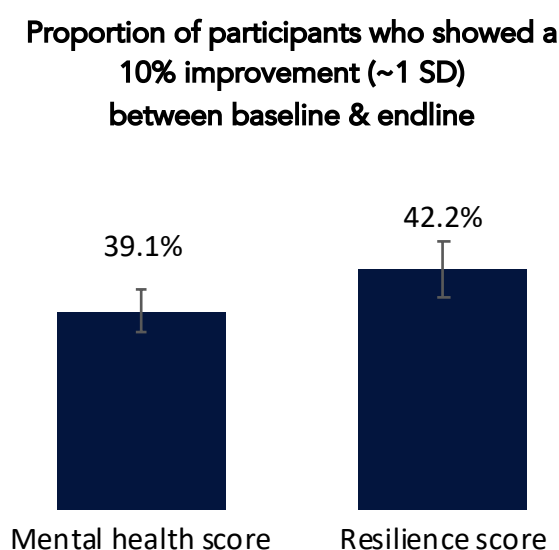


Figure 13

In the HSCL-10, 39.1% [CI: 37.6 – 40.6%] of girls in the program showed an improvement in mental health scores (defined as a 10% or greater decrease in the average HSCL-10 score) between baseline and endline (**Figure13**). **Table 3** shows the components of the HSCL-10 scores: participants self-reported the extent to which they have difficulties falling asleep (D6), feel hopeless (D10), feel sad (D7), or blaming themselves for things (D5). The response at the individuals level is compared between baseline and endline to track improvements, and shown in **Figure 13**.

| Question Code | Statements related to mental health, from the HSCL-10 tool | | Rating | | | |
|---------------|--|----------|------------|----------|------------|----------|
| | | | Not at all | A little | Not at all | A little |
| D9 | Feel everything is an effort | Baseline | 3.0% | 11.2% | 10.8% | 75.0% |
| | | Endine | 16.4% | 6.5% | 11.3% | 65.8% |
| D6 | Have difficulty falling asleep or staying asleep | Baseline | 80.1% | 8.8% | 6.3% | 4.9% |
| | | Endine | 84.2% | 10.8% | 2.7% | 2.4% |
| D10 | Feel hopeless about the future | Baseline | 76.6% | 6.8% | 8.2% | 8.4% |
| | | Endine | 85.4% | 2.8% | 3.0% | 8.8% |
| D2 | Feel fearful | Baseline | 60.7% | 22.6% | 7.4% | 9.3% |
| | | Endine | 62.7% | 25.2% | 5.0% | 7.1% |
| D8 | Feel worthless | Baseline | 84.5% | 7.7% | 4.6% | 3.2% |
| | | Endine | 90.4% | 6.3% | 2.0% | 1.3% |
| D3 | Feel faint or weak | Baseline | 69.5% | 16.6% | 8.5% | 5.3% |
| | | Endine | 71.6% | 18.7% | 6.4% | 3.3% |
| D5 | Blame yourself for things | Baseline | 53.1% | 21.4% | 11.3% | 14.2% |
| | | Endine | 45.4% | 32.5% | 11.0% | 11.0% |
| D4 | Feel tense | Baseline | 56.0% | 25.5% | 11.0% | 7.5% |
| | | Endine | 57.4% | 26.6% | 9.7% | 6.3% |
| D7 | Feel sad | Baseline | 59.6% | 23.4% | 5.8% | 11.2% |
| | | Endine | 64.1% | 21.3% | 8.0% | 6.6% |
| D1 | Feel suddenly scared for no reason | Baseline | 64.9% | 18.1% | 8.3% | 8.7% |
| | | Endine | 60.3% | 24.6% | 9.1% | 6.0% |

Table 3: Mental health self-rating, baseline vs. endline

Resilience is the ability of a person to recover from a tough or difficult situation. In the CD-RISC 10, 42.2% [CI: 39.9 – 44.5%] of girls in the program displayed an improvement in resilience scores (defined as a 10% or greater increase in the average CD-RISC 10 score). **Table 4** shows the subdomains of the CD-RISC 10, where participants reported the extent to which they feel able to handle unpleasant feelings (D20), to focus under pressure (D17), and not be discouraged by failure (D18). The response at the individuals level is compared between baseline and endline to track improvements, and detailed in Figure 13.

| Question Code | Statements related to resilience, from the CD-RISC 10 tool | | Rating | | | | |
|---------------|---|----------|-----------------|-------------|----------------|------------|--------------------------|
| | | | Not true at all | Rarely true | Sometimes true | Often true | Nearly true all the time |
| D20 | I am able to handle unpleasant or painful feelings like sadness, fear, and anger | Baseline | 6.5% | 12.1% | 20.8% | 21.3% | 39.4% |
| | | Endline | 3.1% | 4.5% | 17.8% | 30.7% | 43.8% |
| D19 | I think of myself as a strong person when dealing with life's challenges and difficulties | Baseline | 3.9% | 8.7% | 16.0% | 22.4% | 49.0% |
| | | Endline | 1.7% | 1.9% | 12.1% | 36.9% | 47.4% |
| D17 | Under pressure, I stay focused and think clearly | Baseline | 4.6% | 10.0% | 20.4% | 23.1% | 41.9% |
| | | Endline | 1.9% | 4.4% | 15.9% | 34.9% | 42.9% |
| D15 | I tend to bounce back after illness, injury or other hardships | Baseline | 6.8% | 11.5% | 15.5% | 24.1% | 42.1% |
| | | Endline | 2.4% | 6.0% | 13.3% | 30.9% | 47.4% |
| D14 | Having to cope with stress can make me stronger | Baseline | 7.9% | 12.3% | 20.6% | 22.4% | 36.9% |
| | | Endline | 3.5% | 7.9% | 19.2% | 34.4% | 35.1% |
| D11 | I am able to adapt when changes occur | Baseline | 9.1% | 17.5% | 26.7% | 18.9% | 27.8% |
| | | Endline | 5.2% | 9.4% | 30.3% | 27.5% | 27.6% |
| D18 | I am not easily discouraged by failure | Baseline | 5.7% | 9.5% | 14.4% | 19.9% | 50.6% |
| | | Endline | 1.9% | 6.1% | 14.9% | 27.8% | 49.2% |
| D12 | I can deal with whatever comes my way | Baseline | 2.2% | 6.9% | 14.5% | 20.1% | 56.3% |
| | | Endline | 1.6% | 5.2% | 12.7% | 34.2% | 46.4% |
| D16 | I believe I can achieve my goals even if there are obstacles | Baseline | 1.9% | 4.4% | 9.8% | 20.6% | 63.3% |
| | | Endline | 1.3% | 3.1% | 8.0% | 29.1% | 58.4% |
| D13 | I try to see the humorous side of things when I am faced with problems | Baseline | 4.1% | 8.9% | 21.8% | 23.7% | 41.4% |
| | | Endline | 2.7% | 8.0% | 24.1% | 35.2% | 30.0% |

Table 4: Resilience self-rating, baseline vs. endline

Feedback on curriculum

Figure 14 shows the topics rated most memorable by participants. The topics of most interest were those dealing with harassment (61.8 %), personal finance (58.9%) and relationship with family (56.4%). The topic rated least memorable was physical health, which may be important to improve upon in future adaptations of the curriculum.

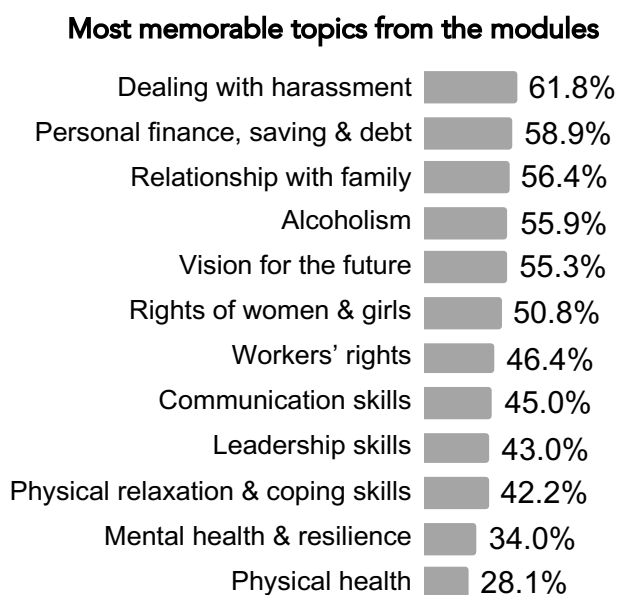


Figure 14

Table 5 shows the self-reported impact and relevance of the FBC by participants at endline. Following the FBC, 75.7% of participants reported the curriculum led to positive thinking about the future, while 74.9% of participants reported the FBC was extremely relevant to their life in the community. 70.3% of the adolescent also reported the FBC had inspired them to take proactive measures for working towards the issues faced by young women in their community.

| Impact and relevance of the Call Me Priya curriculum: | Not at all | A little | Quite a bit | Extremely |
|---|------------|----------|-------------|-----------|
| Lead you to think more positively about your future | 0.2% | 17.3% | 6.8% | 75.7% |
| Relevance of the film and group activities to girls and young women in your community | 0.1% | 17.3% | 7.7% | 74.9% |
| Inspire you to take action on issues affecting young women in the community | 1.5% | 18.3% | 10.0% | 70.3% |
| Inspire you to speak to others about issues affecting young women in the community | 4.9% | 17.8% | 10.0% | 67.3% |
| Would you recommend this curriculum to other young women that you know | 16.2% | 6.4% | 13.7% | 63.6% |

Table 5

The evaluation team also collected unstructured feedback from the adolescent girls group members as well as feedback from parents and other community members in local community support groups. Both participants and community members highlighted that the curriculum helped families to recognise the exploitative conditions within the spinning mills, as well as the hazards of entering into debt bondage in mill work. Participants and their communities also reported a greater appreciation of finance and savings, and the importance of education and alternative working options to mill work. With regards to the format of the FBC, participants reported the use of local community members as trainers helped make the content of the curriculum more easily understood. Finally, the positive arc of the main character in the film's narrative was reported by the participants as being inspiring and a cause for hope.

Limitations of the study

This study had several limitations. During baseline and endline data collection, the evaluation team had difficulty in finding locations for confidential interviews. As well as this, due to resource constraints in some villages, data collection conducted during evening hours sometimes occurred without adequate electricity or lighting. Both these issues may have coloured participants' responses.

At the endline some of the baseline respondents were not present either because they had migrated or dropped out of the adolescent groups. However, new respondents were randomly selected to replace those lost at endline and were largely demographically similar.

Finally, this evaluation is designed as a pre and post measure, and did not include comparison groups who did not undertake the FBC. As such, readers should be careful in drawing direct causal inferences between the FBC and the results reported, as there may have been other social, economic and political factors that may have caused the changes observed over the 12-month evaluation period.

IV. Conclusion & recommendations

After participating in the Call Me Priya Film Based Curriculum, young women and girls demonstrated an increased propensity to act in the face of abusive situations at work. Participants also showed positive shifts in attitudes towards gender equity and worker rights, and belief in their ability to improve poor working conditions. However, despite some improvements in knowledge of wage and working hour entitlements, many women and girls were unsure of their rights. Knowledge of entitlements is essential to safeguard against vulnerability to exploitative practices.

In Tamil Nadu, the mills are often the only viable livelihood option for women and adolescent girls, who may bear the burden of economically supporting their families. The FBC has enabled the parents to be aware of the risks associated with mill work, and the need to promote the rights of young workers. The film has aided girls by empowering them to be proactive agents in transforming the mills into places of equitable, safe employment.

The FBC was strengthened by being specifically targeted to the context in Tamil Nadu. The film was made locally and depicts situations that both girls and parents can relate easily and effectively to their own experiences. The combination of the film with participatory activities and exercises likely helped reinforce the key messaging. The FBC as a tool of empowerment is a powerful method of highlighting subtle and lesser known vulnerabilities of communities.

Recommendations

- This evaluation of the FBC demonstrates the importance of serving the intervention not just to young women and girls but also parents and community support groups. Future expansions of the program could look at the experiences of those groups as well.
- Similarly, future versions of the FBC could explore the experiences of other marginalised and seldom-heard groups like migrants and disabled adolescents.
- The adolescent girls who have attended the FBC could become future peer trainers/leaders for other groups. This would integrate an adolescent leadership development model into the FBC, ensuring sustainability of the project.
- Future research should also examine whether observed effects of the FBC translate into meaningful, long-term benefits for the adolescent girls. Research could follow up with NGOs and utilise longitudinal measures of the change.

- Future evaluation could examine whether observed changes in mental health and resilience are linked to changes in other life areas, such as school performance or avoidance of early marriages, work and helping others in distress.
- Further exploration is needed of how to provide psychosocial support to young women and girls in target communities. Investment is needed into counsellors, and in training field workers in in counselling and supportive listening.

The Call Me Priya film based curriculum highlights the value of investing in high quality, engaging and context specific campaigns, and is a promising base for future programs.

Appendix A: Baseline survey

| For use during data entry | |
|--|---|
| Survey ID: | Date entered (dd/mm/yyyy): |
| Entered by (name): | |
| A. SURVEY ADMINISTRATIVE RECORDS | |
| A1. Name of interviewer: | A2. Date of interview (dd/mm/yyyy): |
| Location of interview: (must match with census spelling) | A4. Village name: A3. Hamlet name: |
| A5. Group name: A6. Group member code number (<i>check attendance sheet if needed</i>): | |
| INFORMED CONSENT | |
| Hello, my name is _____ and I'm working for Praxis to do a survey of adolescent girls' group members. | |
| The organisation supporting your group is about to start using a film-based toolkit to bring people together to discuss problems and develop common solutions to issues that girls face at home and at the workplace. We would like to find out more about what you think about some of the topics to be covered in the toolkit so that we can make it more relevant for other young women like you. | |
| There is no right or wrong answers and all your answers are confidential. Your response will not be linked back to you, we are interviewing hundreds of people in this district and will only report findings in aggregates. | |
| The interview will take about 20 minutes. You can stop the interview at any time, and you don't have to answer questions that you're not comfortable with. | |
| A7. Are you willing to participate in this research? | [1] Yes >> Go to A9; [2] No |
| (If A7 = No) A8. Why (write down refuse reason)? | |
| A9. Start time of survey (24-hour format hh:mm): | |
| B. DEMOGRAPHIC PROFILE | |
| <i>(Interviewer read) Please try to answer these questions as accurately and fully as you can, so we have good information about your family and current work situation. Any information you share with me is confidential, and will not be linked back to you.</i> | |
| B1. What is your current age? | |
| B2. What is your caste? | [1] SC [2] ST [3] OBC [4] Other |
| B3. How many people are in your household? | |
| B4. Does your household own the following? (select all that applies) | [1] Radio [2] TV [3] Mobile phone [4] Computer or laptop [5] Bicycle [6] Scooter or motorcycle [7] Car, jeep or van |

| | | | | | |
|--|--------------------------------|--|---------------------------------|-----------------------------|-----------------------------|
| B5. What is the highest grade that you have completed in school? | [0] No education | [1–12] 1st to 12th standard (specify): _____ | [13] Bachelor's degree | [14] Postgraduate degree | [88] Other (specify): _____ |
| B6. Are you currently attending school: | [1] Yes; [2] No | | | | |
| B7. Are you currently working outside the home: | [1] Yes; [2] No >> Go to B9 | | | | |
| (If B7 = Yes) B7a. When do you typically work? | [1] Full time [2] Part time | [3] Weekends(Saturday, Sunday) [4] Examination holidays | [77] Refused or [99] Don't know | | |
| (If B7 = Yes) B8. What is the main type of work that you do? (Select all that applies) | [1] Work in spinning mill | [2] Work in garment factory | [3] Work in agriculture | [88] Other (specify): _____ | |
| B9. In the past 12 months, how many months were you working outside the home: (round to nearest month, [0] none) | | | | | |
| B10. How long have you been involved in this adolescent group? (round to nearest month): | | | | | |

C. KNOWLEDGE AND ATTITUDE

(Interviewer read) Now I'll read you some statements and please tell me how strongly you feel about the statement. You can answer ranging from strongly disagree to strongly agree and anything in between, whichever you feel is most aligned with your views.

| | [1] Strongly disagree | [2] Disagree | [3] Neutral | [4] Agree | [5] Strongly agree |
|--|-----------------------|--------------|-------------|-----------|--------------------|
| C1. Workers have to accept conditions in the workplace even if they're not safe and healthy | | | | | |
| C2. It is OK to give more wages to boys for the same work | | | | | |
| C3. An alcoholic cannot ever come off alcohol and live a normal life | | | | | |
| C4. I am able to share my feelings openly with my parents | | | | | |
| C5. My community supports girls like me | | | | | |
| C6. When I see a problem, I prefer to do something about it rather than sit by and let it continue | | | | | |
| C7. I am competent and capable in the areas that are important to me | | | | | |
| C8. I have other options than working in the mill | | | | | |
| C9. I can achieve my dreams | | | | | |

| | |
|--|--|
| <p>C10. Can you please explain to me what is "sexual harassment"? (please write down exact response, word-for-word)</p> | |
| <p>C11. Based on your understanding, what is the current total daily legal minimum wage for apprentices in spinning mills in Tamil Nadu, including dearness allowance?</p> | <p>Amount in new Rs: [99] Don't know (if respondent is unsure, then prompt: Do you think it's closer to Rs.100, Rs.200, Rs.300, or Rs. 500?)</p> |
| <p>C12. Based on your understanding, when a worker is 15 - 18 years old, what is the maximum weekly overtime she is legally permitted to work?</p> | <p>Maximum number of hours per week: [0] None, [9999] As many hours as required by management (if respondent is unsure, then prompt: Do you think it's closer to: 0 hour, 8 hours or 12 hours per week?)</p> |

(Interviewer read) I will now describe a situation in a place where you work. This is just an example and is not based on a real-life scenario. There are no right or wrong answers, I would like to hear what you would do in that situation?

Circle all options mentioned in the response (note: do not prompt with the options)

| | | | | | |
|--|--------------------------------|---|---|--|--|
| <p>C13. Your supervisor often bullies people in the workplace, and this time the supervisor is unfairly scolding one of your friends at work</p> | <p>[1] Avoid the situation</p> | <p>[2] Let her know I care about her</p> | <p>[3] Help her come up with solutions</p> | <p>[4] I'll speak out to support her</p> | <p>[5] I'll ask others to speak out to support her</p> |
| <p>C14. Your male supervisor is repeatedly touching you in ways that you're uncomfortable with</p> | <p>[1] Avoid going to work</p> | <p>[2] Avoid being near your supervisor</p> | <p>[3] Talk to other peers about your situation</p> | <p>[4] Tell the supervisor to change his behaviour</p> | <p>[5] Report your supervisor to senior management/ relevant authorities</p> |

| |
|---|
| <p>D. MENTAL CONDITION</p> |
| <p><i>(Interviewer read) Now I'd like to ask a few questions about how you've been feeling. I'm going to mention some conditions or problems that people sometimes have. Please listen carefully and describe how much the conditions bothered you or distressed you in the last week, including today.</i></p> |

| | [1] Not at all | [2] A little | [3] Quite a bit | [4] Extremely |
|---|----------------|--------------|-----------------|---------------|
| D1. Do you feel suddenly scared for no reason? | | | | |
| D2. ... feel fearful? | | | | |
| D3. ... feel faint or weak? | | | | |
| D4. ... feel tense? | | | | |
| D5. ... blame yourself for things? | | | | |
| D6. ... have difficulty falling asleep or staying asleep? | | | | |
| D7. ... feel sad? | | | | |
| D8. ... feel worthless? | | | | |
| D9. ... feel everything is an effort? | | | | |
| D10. ... feel hopeless about the future? | | | | |

(Interviewer read) I have one last set of questions about your feelings.

Please tell me how much you agree with the following statements as they apply to you over the last month. If a particular situation has not happened recently, answer according to how you think you would have felt.

| | [1] Not true at all | [2] Rarely true | [3] Sometimes true | [4] Often true | [5] True nearly all the time |
|--|---------------------|-----------------|--------------------|----------------|------------------------------|
| D11. I am able to adapt when changes occur | | | | | |
| D12. I can deal with whatever comes my way | | | | | |
| D13. I try to see the humorous side of things when I am faced with problems | | | | | |
| D14. Having to cope with stress can make me stronger | | | | | |
| D15. I tend to bounce back after illness, injury or other hardships | | | | | |
| D16. I believe I can achieve my goals even if there are obstacles | | | | | |
| D17. Under pressure, I stay focused and think clearly | | | | | |
| D18. I am not easily discouraged by failure | | | | | |
| D19. I think of myself as a strong person when dealing with life's challenges and difficulties | | | | | |
| D20. I am able to handle unpleasant or painful feelings like sadness, fear, and anger | | | | | |

Appendix B: Endline survey

| For use during data entry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---|----|----|----|----|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|----|----|----|----|----|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Survey ID: | Date entered (dd/mm/yyyy): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Entered by (name): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. SURVEY ADMINISTRATIVE RECORDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1. Name of interviewer: | [A7] Attendance record (<i>refer to attendance sheet</i>) Mark <input checked="" type="checkbox"/> if respondent has attended that session | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A2. Date of interview (dd/mm/yyyy): | <table border="1"> <tr> <td>Session 1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | Session 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8 | 9 | 10 | 11 | 12 | 13 | 14 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 16 | 17 | 18 | 19 | 20 | 21 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Session 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Location of interview: A3. Hamlet name: (<i>must match with census spelling</i>) | A4. Village name: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A5. Group name: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A6. Group member code number (<i>check attendance sheet if needed</i>): (Enter [88] if respondent was not surveyed during baseline) | [A8] Is the attendance record for this group mostly accurate? [1] Yes > Go to A10 [2] No [A9] Approximately, how many sessions have you attended? (<i>Enter number</i>) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| INFORMED CONSENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hello, my name is _____ and I'm working for Praxis to do a survey of adolescent girls' group members. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The organisation supporting your group has been using a film-based toolkit to bring people together to discuss problems and develop common solutions to issues that girls face at home and at the workplace. We would like to find out more about what you think about some of the topics covered in the toolkit so that we can make it more relevant for other young women like you. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| There is no right or wrong answers and all your answers are confidential. Your response will not be linked back to you, we are interviewing hundreds of people in this district and will only report findings in aggregates. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The interview will take about 20 minutes. You can stop the interview at any time, and you don't have to answer questions that you're not comfortable with. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A10. Are you willing to participate in this research? | [1] Yes >> Go to A12; [2] No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (If A10 = No) A11. Why (write down refuse reason)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A12. Start time of survey (24-hour format hh:mm): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. DEMOGRAPHIC PROFILE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(Interviewer read) Please try to answer these questions as accurately and fully as you can, so we have good information about your family and current work situation. Any information you share with me is confidential, and will not be linked back to you.

| | |
|---|---|
| B1. What is your current age? | |
| B2. What is your caste? | [1] SC [2] ST [3] OBC [4] Other |
| B3. How many people are in your household? | |
| B4. Does your household own the following? (select all that applies) | [1] Radio [2] TV [3] Mobile phone [4] Computer or laptop [5] Bicycle [6] Scooter or motorcycle [7] Car, jeep or van |
| B5. What is the highest grade that you have completed in school? | [0] No education [1–12] 1st to 12th standard (specify): _____ [13] Bachelor's degree [14] Postgraduate degree [88] Other (specify): _____ |
| B6. Are you currently attending school: | [1] Yes; [2] No |
| B7. Are you currently working outside the home: | [1] Yes; [2] No >> Go to B10 |
| (If B7 = Yes) B8. When do you typically work? | [1] Full time [2] Part time [3] Weekends (Saturday, Sunday) [4] Examination holidays [77] Refused [99] Don't know |
| (If B7 = Yes) B9. What is the main type of work that you do? (Select all that applies) | [1] Work in spinning mill [2] Work in garment factory [3] Work in agriculture [88] Other (specify): _____ |
| B10. In the past 12 months, how many months were you working outside the home: (round to nearest month, [0] none) | |
| B11. How long have you been involved in this adolescent group? (round to nearest month): | |

C. KNOWLEDGE AND ATTITUDE

(Interviewer read) Now I'll read you some statements and please tell me how strongly you feel about the statement. You can answer ranging from strongly disagree to strongly agree and anything in between, whichever you feel is most aligned with your views.

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| C1. Workers have to accept conditions in the workplace even if they're not safe and healthy | [1] | [2] | [3] | [4] | [5] |
| C2. It is OK to give more wages to boys for the same work | [1] | [2] | [3] | [4] | [5] |
| C3. An alcoholic cannot ever come off alcohol and live a normal life | [1] | [2] | [3] | [4] | [5] |
| C4. I am able to share my feelings openly with my parents | [1] | [2] | [3] | [4] | [5] |
| C5. My community supports girls like me | [1] | [2] | [3] | [4] | [5] |
| C6. When I see a problem, I prefer to do something about it rather than sit by and let it continue | [1] | [2] | [3] | [4] | [5] |
| C7. I am competent and capable in the areas that are important to me | [1] | [2] | [3] | [4] | [5] |

| | | | | | |
|--|--|--------------------------------------|--|---|---|
| C8. I have other options than working in the mill | [1] | [2] | [3] | [4] | [5] |
| C9. I can achieve my dreams | [1] | [2] | [3] | [4] | [5] |
| C10. Can you please explain to me what is "sexual harassment"? (please write down exact response, word-for-word) | | | | | |
| C11. Based on your understanding, what is the current total daily legal minimum wage for apprentices in spinning mills in Tamil Nadu, including dearness allowance? | Amount in new Rs: [99] Don't know (if respondent is unsure, then prompt: Do you think it's closer to Rs.100, Rs.200, Rs.300, or Rs. 500?) | | | | |
| C12. Based on your understanding, when a worker is 15 - 18 years old, what is the maximum weekly overtime she is legally permitted to work? | Maximum number of hours per week: [0] None, [9999] As many hours as required by management (if respondent is unsure, then prompt: Do you think it's closer to: 0 hour, 8 hours or 12 hours per week?) | | | | |
| <i>(Interviewer read) I will now describe a situation in a place where you work. This is just an example and is not based on a real-life scenario. There are no right or wrong answers, I would like to hear what you would do in that situation?</i> | | | | | |
| Circle all options mentioned in the response (note: do not prompt with the options) | | | | | |
| C13. Your supervisor often bullies people in the workplace, and this time the supervisor is unfairly scolding one of your friends at work | [1] Avoid the situation | [2] Let her know I care about her | [3] Help her come up with solutions | [4] I'll speak out to support her | [5] I'll ask others to support her |
| C14. Your male supervisor is repeatedly touching you in ways that you're uncomfortable with | [1] Avoid going to work | [2] Avoid being near your supervisor | [3] Talk to other peers about your situation | [4] Tell the supervisor to change his behaviour | [5] Report your supervisor to senior management/ relevant authorities |
| D. MENTAL CONDITION | | | | | |
| <i>(Interviewer read) Now I'd like to ask a few questions about how you've been feeling. I'm going to mention some conditions or problems that people sometimes have. Please listen carefully and describe how much the conditions bothered you or distressed you in the last week, including today.</i> | | | | | |
| | Not at all | A little | Quite a bit | Extremely | |

| | | | | |
|---|-----|-----|-----|-----|
| D1. Do you feel suddenly scared for no reason? | [1] | [2] | [3] | [4] |
| D2. ... feel fearful? | [1] | [2] | [3] | [4] |
| D3. ... feel faint or weak? | [1] | [2] | [3] | [4] |
| D4. ... feel tense? | [1] | [2] | [3] | [4] |
| D5. ... blame yourself for things? | [1] | [2] | [3] | [4] |
| D6. ... have difficulty falling asleep or staying asleep? | [1] | [2] | [3] | [4] |
| D7. ... feel sad? | [1] | [2] | [3] | [4] |
| D8. ... feel worthless? | [1] | [2] | [3] | [4] |
| D9. ... feel everything is an effort? | [1] | [2] | [3] | [4] |
| D10. ... feel hopeless about the future? | [1] | [2] | [3] | [4] |

(Interviewer read) I have one last set of questions about your feelings. Please tell me how much you agree with the following statements as they apply to you over the last month. If a particular situation has not happened recently, answer according to how you think you would have felt.

| | Not true at all | Rarely true | Sometimes true | Often true | True nearly all the time |
|--|-----------------|-------------|----------------|------------|--------------------------|
| D11. I am able to adapt when changes occur | [1] | [2] | [3] | [4] | [5] |
| D12. I can deal with whatever comes my way | [1] | [2] | [3] | [4] | [5] |
| D13. I try to see the humorous side of things when I am faced with problems | [1] | [2] | [3] | [4] | [5] |
| D14. Having to cope with stress can make me stronger | [1] | [2] | [3] | [4] | [5] |
| D15. I tend to bounce back after illness, injury or other hardships | [1] | [2] | [3] | [4] | [5] |
| D16. I believe I can achieve my goals even if there are obstacles | [1] | [2] | [3] | [4] | [5] |
| D17. Under pressure, I stay focused and think clearly | [1] | [2] | [3] | [4] | [5] |
| D18. I am not easily discouraged by failure | [1] | [2] | [3] | [4] | [5] |
| D19. I think of myself as a strong person when dealing with life's challenges and difficulties | [1] | [2] | [3] | [4] | [5] |
| D20. I am able to handle unpleasant or painful feelings like sadness, fear, and anger | [1] | [2] | [3] | [4] | [5] |

E. FEEDBACK ON FILM-BASED CURRICULUM

(Interviewer read) Now I'd like to ask a few questions the film-based curriculum so that we can improve it. Try and think back to the various topics raised in the Call Me Priya film and the group discussions.

E1. From the curriculum, what topics did you found most useful for your own situation? *(do not prompt, mark if the participant has mentioned the topic)*

| | | | | |
|--|---------------------------------------|---|-----------------------|-----------|
| [1] Mental health & resilience | [5] Personal finance, saving and debt | [9] Dealing with harassment (eg, sexual, emotional) | [88] Other (specify): | |
| [2] Physical relaxation and coping skills | [6] Rights of women and girls' | [10] Communication skills | | |
| [3] Physical health | [7] Relationship with family | [11] Leadership skills | | |
| [4] Alcoholism | [8] Workers' rights | [12] Vision for the future | | |
| Please rate the quality of the Call Me Priya curriculum in the following areas: | | | | |
| | Not at all | A little | Quite a bit | Extremely |
| E2. Did the curriculum inspire you to speak to others about issues affecting young women in the community? | [1] | [2] | [3] | [4] |
| E3. Did the curriculum inspire you to take action on issues affecting young women in the community? | [1] | [2] | [3] | [4] |
| E4. Did the curriculum lead you to think more positively about your future? | [1] | [2] | [3] | [4] |
| E5. How relevant were the film and group activities to girls and young women in your community? | [1] | [2] | [3] | [4] |
| E6. How likely are you to recommend this curriculum to other young women that you know? | [1] | [2] | [3] | [4] |

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