

## **Report of Mobilisation, Advocacy and Training Modules and Pilot Study on education for Girls in the 15-18 years January 2018-June 2018**

### **Introduction**

The period January- June 2018 is marked by the girls' becoming more vocal and assertive with the strengthening of Girls Committees. The preparation for the District Convention at Suryapet in May 2018 through village level meetings and the Convention itself has created an energy for more action. As it is a period for Board examinations and follow up of children there has been a rigorous tracking of children and ensuring that they take their Board examinations. The tracking enabled rescue of girls from child labour, child marriage, violence at home and in schools, elopement. In all cases of sexual harassment and child marriage police responded to the complaints thus indicating a shift in the mood of the functionaries. At the same time in marital cases the kulam panchayat had also taken an active part in resolving the dispute. While giving confidence to school dropouts and victims of abuse has been a challenging task getting those admissions into hostels, KGBVs and schools has been a bigger challenge.

- 1. All girls must be in a full-time school or any fulltime education stream until completion of 18 years.**
  - i. Follow-up of all girl students in 74 high schools, 7 KGBVs, 3 model schools and 19 Junior colleges and work towards reduction of dropouts and their retention.**
  - ii. Address specific complaints of abuse in family, community and in schools/colleges.**

**(See Annexure 1 for specific cases)**

In the entire project area a total of 417 Girls committees (Kishori Balika Sanghas-KBS) with 8723 children were formed at the village level. At the same time the program extended to Gadchiroli district in the state of Maharashtra, the districts of Vaishali, Rohtas, East Champaran, Rohtas and Jamui in the state of Bihar, Gadwal district in Telangana, Vishakapatnam city in the state of Andhra Pradesh, and Hyderabad city reaching out to 3015 girls through 217 committees.

The girls' committees in the project area were used as a platform by girls to share their experiences and have become strong in taking up and resolving issues. The predominant issue that has enraged the girls has been that of stalking. Other issues that have come up in the Committees are about missing girls, absentees, migration, lack of toilets in schools, low quality of mid-day meals and lack of educational material. Friendship among girls has solidified.

S.No	Kishori Balika Sanhgha ( Girls' Committees)in Project Area				
	Districts	No. of Groups	B	G	T
1	Shankarpally	76	150	1310	1460
2	Vikarabad	41	100	960	990
3	Athmakur	57	285	1725	1725
4	Nuthankal	63	345	1484	1829
5	Halaharvi	89	73	1557	1630
6	Holagunda	91		1089	1089
TOTAL		<b>417</b>	<b>953</b>	<b>8125</b>	<b>8723</b>

S.No	Kishori Balika Sanhgha ( Girls' Committees) in Other Areas	No. of Groups	Girls
1	Gadchiroli	41	487
2	Bihar	32	384
3	Gadwal	100	1546
4	Hyderabad	38	478
5	Vishakapatnam	6	120
TOTAL		<b>217</b>	<b>3015</b>

There are several ways in which girl's committees have taken up the issues as follows:

- a. Once a decision is taken up in the girl's committee the issue is referred to the school principal or a friendly female teacher. It has been found that the school teachers were unprepared for responding to cases of stalking or correcting youth who took photographs of girls and shared it among other boys. The teachers have left it to the committee to decide on what the best course should be.
- b. Girls have spoken directly and confronted the stalker, took up the issue to the police station and insisted on registering a case. There have been instances of girls taking law into their hands in deciding to beat up the boy or insulting and humiliating them in public. Girls have also begun addressing the boys on equal terms. Girls also have gained courage to represent to the Sarpanch directly and ask for support. The Sarpanch then proceeds to book a case and get the stalker arrested. In some instances, girls spoke to the women in SHGs about gender discrimination at home, child marriage and gender equality. This was facilitated by MVF. MVF staff gave examples of success stories on how enabling girls has resulted in positive change even among boys. There has been a resistance to their voices being raised in the SHGs and at the same time one witnesses a slow change among the SHGs but there is a lot that has to be done.
- c. There is also a process wherein the issue is discussed in the girls' committee and brought to the notice of MVF volunteer. At times girls call the MVF volunteer seeking

her support. MVF volunteer consciously involves the sarpanch, school teacher, principal, members of CRPF, and members of SHG, youth groups to talk to the parents and convince them about encouraging girls to study.

The mood of the girls is one of new found strength, indignation and that of aggression. MVF staff stated that once they have been given courage to take on the issue directly, it is difficult to contain them. Often girls have faced consequences for taking direct action and reporting against abuse. They have been targeted and stigmatized. Rumors have been spread about the girl she has had an affair; is of loose morals; moves freely with boys. This has resulted in the parents restricting her mobility and her even dropping out of school. On one occasion the girl and her mother moved out of the village for some days after registering a complaint at the police station. Boys too felt so stigmatized that one committed suicide. At the same time in many villages the issue of stalking has been reduced.

At the school level Gender committees have been formed with boys and girls. There have been open discussions on gender discrimination and sensitization of boys on gender equality. Separate trainings have been held with boys and girls on this. School teachers were also involved in the program. Although boys showed some hesitance in participating in the debates, after repeated meetings on specific issues they are also participating together with girls in sports and games, elocution and essay writing competitions. There is also sharing of work in the school among boys and girls without gender roles being stereotyped.

MVF volunteers have convened joint meetings of boys and girls on gender discrimination, stalking and the consequences of their behavior for the future of girls and their education. Boys stated that if they were taken into confidence to become part of the discussions a new set of solutions would emerge. Thus talking to youth on the consequences of stalking; having meetings with them and initiating programs where boys and girls together participate has yielded positive results.

**iii. Follow up of girls and boys in the age group of 11-18 years and studying in classes' 6<sup>th</sup> to 12<sup>th</sup> grade at the village level.**

MVF has cross checked all households in the base line survey. The analysis of current situation and feeding of data of children (6-18 years) is in the process. In June 2018 tracking of 22883 children in 161 schools was done and 1220 children were followed up with.

There have been cases when children who attended schools/colleges regularly throughout the academic session but under some unusual circumstances were unable to take the exam. Such children have been tracked, an attempt was made to resolve their problems and they and then enabled to take the exam. The role of Girls' Committees to bring to the notice of instances of such girls to the MVF volunteer has been significant.

On most occasions girls have discontinued after completion of class 10 or their inability to pass in all subjects in the class 10 Board examinations. The tracking of such students who dropped out of school and motivating them to get back to school has been a laborious process especially if the girls have dropped out for more than 2 years and have got into a different daily routine, deeply entrenched in work and household chores.

The process of convincing parents involved repeated visits of MVF volunteers, meetings with them as well as those from the community including sarpanch, CRPF members, school teachers and youth. Many could be convinced at the prospect of a safe residential accommodation for girls in the hostel or KGBV; waiver of examination fees for supplementary exams; free text books and special coaching classes.

For each of these girls MVF volunteers took the trouble for preparation of documentation - caste certificate, income certificate, bonafide certificate, memorandum of marks and birth certificate and this meant dealing with different offices of revenue, gram panchayats, schools, education department and so on. After convincing the parents, earning their trust, getting the girl to come back to school, it was indeed a challenging task to procure an admission in a residential or even a non-residential institution. There was no guarantee that seats would be available in the hostels and KGBVs. **(See Annexure-2 for narratives on cases of tracking)**

#### **Cohort of Children-Follow Up in June 2018**

S.No	Mandal	No of Schools	No of children in School			No of children present			No of Children Missing			Children Followed up		
			B	G	T	B	G	T	B	G	T	B	G	T
			1	Shankarpalli	13	1410	1685	3095	1380	1648	3028	30	37	67
2	Vikarabad	48	1844	2253	4097	1695	2095	3790	149	158	307			
3	Nuthankal	14	1133	1327	2460	964	1158	2122	169	169	338			
4	Athmakur	14	1072	1102	2174	1007	1045	2052	65	57	122	65	57	122
5	Halaharvi	36	2325	2313	4638	2196	2228	4424	129	85	214	15	22	37
6	Holagunda	36	3248	3171	6419	3164	3083	6247	84	88	172	8	2	10
	<b>Total</b>	<b>161</b>	<b>11032</b>	<b>11851</b>	<b>22883</b>	<b>10406</b>	<b>11257</b>	<b>21663</b>	<b>626</b>	<b>594</b>	<b>1220</b>	<b>88</b>	<b>81</b>	<b>169</b>

#### **Follow up of students to take class 10**

**Track all girls who have failed in the 10<sup>th</sup> and 12th Board examination and prepare them to take advanced supplementary examinations and encourage them continue with their education.**

A total of 818 students who failed in the class 10 Board examinations were followed up with to enable them re-take their examination. A total of 2478 students were followed up with to take their intermediate Board examination.

### Children Followed up with For Class 10 Board Examination

S.NO	Mandal	No of Sc	YEAR 2017-18									Reappeared exams			Passed			
			Appeared			Passed			%	Failed			B	G	T	B	G	T
			B	G	T	B	G	T		B	G	T						
1	Shankarpalli	12	250	337	583	155	259	414	71.0	95	78	173	95	78	173	37	45	82
2	Vikarabad	21	294	399	693	186	286	472	68.1	108	113	221	108	113	221	36	54	87
3	Nuthankal	13	243	268	511	114	136	168	32.9	129	132	261	129	132	261	42	43	85
4	Athmakur	15	232	245	477	140	171	311	65.2	92	74	166	79	75	154	32	40	72
5	Halaharvi	8	184	194	378	178	191	369	97.6	6	3	9	6	3	9	3	1	4
6	Holagunda	5	233	180	413	232	178	410	99.3	1	2	3	0	0	0	0	0	0
	<b>TOTAL</b>	<b>74</b>	<b>1436</b>	<b>1623</b>	<b>3055</b>	<b>1005</b>	<b>1221</b>	<b>2144</b>	<b>70.2</b>	<b>431</b>	<b>402</b>	<b>833</b>	<b>417</b>	<b>401</b>	<b>818</b>	<b>150</b>	<b>183</b>	<b>330</b>

### Children followed up of for Intermediate admission

S. No	Mandal	B	G	T
1	Shankarpalli	192	304	496
2	Vikarabad	220	331	551
3	Nuthankal	156	179	335
4	Athmakur	172	211	383
5	Halaharvi	163	171	334
6	Holagunda	203	174	377
*	<b>TOTAL</b>	<b>1106</b>	<b>1370</b>	<b>2476</b>

- iv. **Encourage school dropouts to continue with their education through the Open School system and subsequently mainstream them.**  
During this period 25 boys and 35 girls' children appeared through the Open School examination.
- v. **Encourage school dropouts to continue with their education through re enrollment in regular schools and colleges.**
- vi. **Once the results are announced track all children who have passed the examination, counsel them and facilitate their admission into respective KGBV, model schools, and residential colleges.**
- vii. **Encourage girls to join Computer courses or link them to existing spoken English courses.**
- viii. **Withdraw children from work and work towards them utilizing all the above opportunities in the education stream.**

The following is the table of following up of children to pursue education as indicated in point's vi-x:

<b>Follow up of Children's Education</b>			
	B	G	T
Open School Xth	13	16	29
Open inter	12	19	31
Enrollment of children in schools	155	127	282
KGBV/Hostels Admission	68	137	205
Follow up of Xth class exams	60	63	123
Follow up of Inter Exams	46	64	110
Follow up Inter Admission	185	240	425
Admission into skill/computer training	7	16	13
Follow up of Drop out	37	33	70
Follow up for Higher Education	63	76	139
<b>Total</b>	<b>646</b>	<b>791</b>	<b>1427</b>

**2. The discourse on gender equality must be introduced into the school curriculum from Class 1 onwards.**

In order to prepare the teachers for introducing gender equality in their curriculum, a conscious attempt was made to involve the school teachers in the activities of the Gender Committees at schools. They were exposed to the questions raised in the Committees on stalking and sexual harassment, elopement of girls, gender discrimination in the family. At the same time they were getting sensitised to their own practices of gender discrimination in their schools and classrooms in the process of training of children on gender issues, resolving conflicts and so on.

During such interaction in the Gender Committees in schools teachers who are active in the campaign found that these are new issues and they need clarity to absorb the new debates. For example becoming aware of definition of gender and difference between gender and sex was a new learning for them. They have recognised the need to introduce issues relating to gender education in the curriculum at all levels. In 25 schools the teachers are now read to adopt the gender curriculum in the project area.

**3. No girl shall marry before attainment of 18 years of age. Child Marriage law must be amended to nullify marriage of all girls until 18 years of age.**

- i. **Include the issue of child marriage in the ensuing gram panchayat elections and seek all the candidates, across political parties to pledge to work for total abolition of child marriages.**

32 Grampanchayats across political affiliations were involved in releasing a poster on total abolition of child marriage. The issue of early marriage and its consequences was discussed with the local women's groups. They were also sensitised on the gaps in the Prohibition of

Child Marriage Act and have demanded for amendment of child marriage act to make child marriage totally void.

**ii. Strengthening of Child Marriage Prohibition Committees ( CMPC)**

As part of the strengthening of Village Child Marriage Protection Committees (CMPCs) 34 meetings with 425 members of CMPC were organised at village level committees in which information about the child marriages that have been identified by MVF volunteers and Kishora Balika forums were shared.

**iii. Intensive campaign at mandal level through pamphlets, posters, against child marriage.**

Intensive campaign against child marriages was held with the release of poster on child marriage in all gram panchayats.

**iv. Prevent child marriages by tracking girls who are at risk of child marriages with support from community and local officials.**

During this period the total number of child marriages identified was 64 of which the number of marriages stopped was 39. Some cases of proposed child marriages were brought up by the Girls' Committees who reported the matter to MVF volunteers. Given their participation in the Girls Committees and their new-found solidarity many girls resisted their marriage. They were subject to immense violence and isolation at home.

While tracking the issue of child marriage incidents of girls falling in love and eloping to get married came to the fore. There were episodes when girls regretted the decision to discontinue their education and elope as it led to severe tension, hardship, differences with their spouse, violence and abuse as well as early pregnancy.

In several instances the kulam (caste) panchayats intervened in the matter. In fact, the kulam panchayats have played an important role in arbitration of cases on marital issues, even as the case was registered at the police station. **(See Annexure 3 for Child Marriage, love and elopement – Role of Kulam (Caste) Panchayat).**

**No. of Child Marriages prevented from Jan-Jun18**

S.no	Mandal	Child Marriages identified			Child Marriages stopped		
		B	G	T	B	G	T
1	Shankarpally	0	8	8	-	7	7
2	Vikarabad	1	8	9	1	5	6
3	Athmakur	0	15	15	0	9	9
4	Nuthankal	0	9	9	0	5	5
5	Halaharvi	0	12	12	0	5	5
6	Holagunda	15	13	28	5	8	13
	<b>Total</b>	<b>16</b>	<b>65</b>	<b>81</b>	<b>6</b>	<b>39</b>	<b>45</b>

**v. Disseminate the findings of the child marriage study to MVF staff, local youth groups at the boys' and girls' meetings and with police, revenue and departments of woman and child development.**

The published report on Child Marriages was shared with all the concerned bureaucrats and public representatives. Special articles based on the study featured in newspapers. Both the soft copy and hard copy were sent to all partner NGO's for further dissemination.

Dissemination of the findings with the MVF volunteers at the gram panchayat level and the stakeholders is yet to be taken up.

**4. Arguments that control girls' bodily integrity and deny them autonomy such as domestic work, distance to schools, lack of safety for girls, eve teasing, and increase in dowry, sibling care, poverty, and pressure of marriage are unacceptable. Discussions in schools and colleges on NN points on adolescent children.**

- i. **Conduct essay writing and elocution competitions.**
- ii. **Celebrate girl child day involving all stake holders, boys and girls, men and women.**

**For points i and ii:**

On January 24<sup>th</sup> on the occasion of the National Girl Child Day essay writing and elocution competitions were held in 26 schools on MVF's non-negotiables and Gender Equality. The Girl Child Day was celebrated with rallies and meetings in which the youth and community participated. This was widely covered in the local press. In HolagundaMandal in the month of January 26-28<sup>th</sup> each year there are festivities (jatra) in the local Siddeswara temple in which thousands come together from neighboring districts and villages. Normally male youth organize and participate in sports and games competition each year. Since the previous year MVF has been trying to involve girls in the games event. This year also MVF approached the temple committee and youth asked them to organize games for girls as well. They accepted MVF's request to organize Kabaddi game for girls separately but they wondered if girls would actually come and participate the event. Each team had to pay Rs500 entry fee to participate in the competition. Significantly the youth gave a concession of Rs200 as entry fee per team. This was raised locally with contributions from the sarpanch, SI and also the girls. 9 teams with 80 children from different villages participated in the games event and this is the first time that girls are involved in the temple festival. All the Sarpanches and officers were excited and came forward to sponsoring prizes for the games. This is one example of the girls utilizing the public spaces.

**iii. MVF to participate in the training programs conducted for the functionaries of ASHA workers, and ICDS staff including anganwadi workers.**

MVF volunteers consciously involved the community, gram panchayats, self- help groups, youth, CRPF, SMCs, school teachers in the process of rescuing a girl from violence and abuse at home, child marriage, stalking and so on. They were included in counselling the parents, engaging with the police, resolving issues in an informal manner. It was in this process of



taking a stand on specific cases and confronting alternate ideas that abstract principles against gender discrimination and for gender equality was getting concretized. In this manner there was a conscientization on MVFs 'Non-Negotiable on Adolescent Children' and a consensus on mobility of girls and their well-being. Village level meetings were conducted with Asha and Anganwadi Workers and they were included in resolving the issues of child marriage and during the reporting period. At times it was difficult for them to take a stand as they were local and under pressure from the leaders. During such occasions help from the anganwadi worker in the neighboring village was sought. 9 training programs with 274 members participated at Mandal level trainings. On the occasion of March 8<sup>th</sup> International Women's Day in Nuthankal Athmakur and Holagunda Mandals games for women employees (ASHA, ICDS, Teachers, Health, NRGs, MRO) were organized. This was followed by a meeting in which issue of girls and women in which domestic violence, violence at work place and gender discrimination was discussed.

#### **5. Build an atmosphere in support of rights of adolescent children especially girls and their education.**

All activities taken up by MVF in this project contributed to building an atmosphere in support of girls' education and gender equality. (Overlap with earlier points)

#### **Conduct a campaign on the Child and Adolescent Labour Amendment Act 2016**

During all the meetings with the CRPF discussion on the Child and Adolescent Labour Amendment Act 2016 with an emphasis on how children in the 15-18 years age group have been included was part of the agenda. A critique of the Act that allowed children to work before and after school in household work and encouraging child labour was also presented in the meetings.

#### **6. Model Centers**

There are 13 Model Centers, 6 in Suryapet, 6 in Ranga Reddy and Vikarabad and 1 in Kurnool. The Model Centers of Girls Committees are held either in the village schools or in Anganwadi Centers. Significantly, girls of all castes meet at least fortnightly and in some instances at least once a week. Gradually, boys have also joined the Center.

The activities in the center include taking up of specific cases of child abuse; child marriage and gender discrimination. Girls are given orientation on gender discrimination and the need to assert their right for gender equality at home, in the community and in schools. There was also discussion on mobility of girls within the village – to the shops and other public spaces - without feeling threatened.

The Model Center also discussed education opportunities for those completing class 10 and the courses they take up for further studies after Intermediate. This has been useful to them. The activities in the Center include discussion on current politics and news based on reading of newspapers. There were animated discussions on the incidences of molestation, rape in the country.

The Model Centers set up Library and reading room to introduce the girls to reading. Each Center has been given 45 books and the community has also contributed to the Library. There is a systematic recording of books borrowed and returned in a register. This has inculcated a habit of reading. While sharing the content the girls were given skills to discuss.

In all the Centers there have been discussions on MVF's non-negotiables on adolescent children and gender equality. While all the issues that emerged could be accepted girls stated that they required clarity on how the curriculum on gender could be introduced from class 1 onwards. **(See Annexure 4 for details.)**

### 7. Trainings and Advocacy

The following groups will be given sensitization and training on the non-negotiable principles of MVF; laws relating to children's rights and gender equality.

**( See Annexure 5 for content of Training Module for MVF staff, youth and girls)**

- Gram panchayats
- Women's Groups
- CRPF
- SMCs
- Youth – boys and girls
- Trainings in high schools and colleges on gender equality and follow-up meetings with adolescents after training
- MVF staff

#### Total Community meetings at village and Mandal level

S.no	Stake Holders meetings	Village level				Mandal level			
		No of Mtgs	B	G	T	No of Trgs	B	G	T
1	Adolescents Mtgs	872	121	12336	12457	64	943	1897	2840
2	SMC	64	531	698	1229	2	41	34	75
3	CRPF	77	814	353	1164	5	163	39	202
4	VO,SHGMtgs	124	3	3242	3245	9	36	666	702
5	GPs meetings	40	294	199	493				
6	CPC/CMPC	34	220	205	425	1	22	30	52
7	Parents meetings	63	656	737	1393				
8	GramSabhamtg	16	224	128	352				
9	Youth meetings	99	1614	66	1680				
10	ICDS,Asha/ANMs meetings	10		263	263	9		274	274

### 8. District level convention of Adolescent Girls

In Suryapet district on 17<sup>th</sup> May 2018 a one day Children's Convention was organised with 300 children. Government officers -DEO, PD ICDS, and police- participated in the convention. They released the posters on gender violence, (IKACHALU) and against child

marriage. Children shared their experiences with the officers about the child marriage issues and the difficulties faced by them due to the attitudes of the teachers as well as their own family and community. There were also group discussion on MVF's Non Negotiables on Gender Equality and Education. In the discussion children listed out the challenges and issues they faced.

The issues that came up were on the following:

- a. Kinds of Abuse: This includes both sexual and verbal abuse by teachers, students, relatives etc.
- b. Pressures on Children: It is sub divided into peer pressure and neighbourhood pressure which also includes social norms.
- c. Support Persons: This includes support by parents, teachers and other persons with influence.
- d. Facilities: The discussion focussed mainly on demand for institutions of higher education closer to their villages, hostels and transport facilities.

As an outcome of the above meeting, the district education department and Collector in the Suryapet district reviewed the situation of girls issues. MVF volunteer has been included as one of the members in the Gender Committee established by the District Collector and instructions have been issued to all schools Head Masters to have a Gender committees in all school in the district to review the status of violence at schools .

#### 9. Campaign for free napkins to all the girls in the state:

Details of Petitions submitted to government				
S.NO	Mandal	No of petitions	Issues /Problems	Petition given to whom
1	Vikarabad	3	Sanitary napkins, teachers issue, children learning out comes	DEO, collector
2	Shankarpally	6	School cleaning ,girls High school sanitary issue ,security at bus stand,for hostel seats and for government collage	GP,MRO, Police ,SC welfare committee
3	Athmakur	8	Child Marriage,CPC strengthening, sanitary napkins ,degree college at Mandal,provide MDM for inter students, supply of school uniforms	Collector, PD ICDS,DEO,minister, collector, MEO

4	Nuthankal	7	Establish model school at Mandal, amendment of Child labour law, supply of sanitary napkins, Child marriages, RTE implementation	Local Minister ,MRO Collector ,MRO,SI,MEO
5	Halaharvi	5	Sanctioned Junior college ,MDM quality, school drinking water	Collector, 2MPDO,GP
6	Holagunda	9	Lack of teacher, MDM quality ,starting of intermediate classes in KGBV, 2Child marriage, school maintenance issue	Collector,DEO,MRO,MEO
	<b>Total</b>	<b>38</b>		

All the above issues are being followed up with. Action has been taken on some of them.

		No of Rallies and community participation			
	Mandal	No	M	F	T
1	Vikarabad	7	424	514	938
2	Shankarpally	8	325	100	425
3	Nuthankal	23	1922	1590	3512
4	Athmakur	26	789	637	1426
5	Halaharvi	2	100	238	338
6	Holagunda	7	957	700	1657
	<b>Total</b>	<b>73</b>	<b>4517</b>	<b>3779</b>	<b>8296</b>

### Some comments and Observations

1. It is important to nurture and support girls' committees' action and their newfound strength. At the same time, there is a need to do so in a balanced manner, ensuring that they are not isolated or punished for taking action. There is a need to reflect upon the processes of conflict-resolution that girls' committees adopt, ensuring that they receive adequate support in their action and in negotiating with the community's response to the same. Some key questions to consider are: How must the community support girl's aspiration for education as a real aspiration for justice and equality? Can we learn lessons from our practice of creating a social norm on child labour issues?

MVF's own work in the past on releasing bonded labor children witnessed episodes of intense violence and tension in the initial phase. There were instances of registering cases against the landlords under the Bonded Labor System Abolition Act. This infuriated the employers and the tensions were further escalated. Subsequently, ways and means of

resolving tensions through generating public debate and discourse, winning over the opposition and other interventions to resolve conflicts emerged. Going to police and taking recourse to law was only in the last resort. However, armed with the fact that there was a law against bonded labor gave strength to work on the issue. When the issue is brought before the MVF volunteer the method followed by them has been to take the community, CRPF, SHG group, youth, school teachers, anganwadi worker and parents along to resolve the issue. When issue is not resolved then they have approached the police station.

2. Girls' aspirations of going to college and pursuing higher education does not feature in parents' imagination for their daughters. It is so unfamiliar that they have no clue what it entails when their daughters express a strong desire to study. On the other hand getting them to work and settling them in a marriage is their vision for a girl. This was not so in case of boys.
3. As marriage of girls below 18 years of age was prohibited under law and a criminal offence there has been an insistence on registering a case against the parents , or the boy with the police. Since there is a law on child marriage that criminalizes the offence taking recourse to legal action is a necessary step. It is necessary to discuss the logical conclusion of such an action for the lives of the girls and their well-being.
4. The strength to stop child marriages comes from the fact that there is a law prohibiting marriage of girls below 18 years of age. Armed with this legal instrument that also makes it a criminal offence action against child marriages has been initiated. What if there was no law on child marriage/ what would be the argument to stop it? It is here that the moral argument becomes necessary. Is it fair for a child to be married off? Is it justice for the child?

The other strength to stop child marriage is derived from the goal of pursuing higher education at least until completion of 18 years. Thus education becomes an instrument for stopping child marriage. The moral argument makes education an end in itself thereby needs no justification just as child marriage prohibition is also an end in itself.

5. Each of the 18 organizers has at least 26 Girls Committees in schools and 1 or 2 Model Centers in the villages to follow up with. They have found that girls can be contacted and given time only on Sundays and holidays. They have worked out ways of resolving the issue by using the mobile phone but this is not enough. They feel that it is a critical moment when the girls are gaining confidence and the support groups are emerging and addressing them is a challenge.

They are also under constant pressure from girls, schoolteachers, police and other stakeholders to be present on all occasions. During times of getting them admitted in schools, colleges, KGBVs and hostels the pressure on them is unimaginable, as they feel that if they did not succeed they would never again be able to gain confidence of the girls and the community.

At this juncture, they also feel that they do not have sufficient time to consolidate the structures and processes as they are firefighting all the time on issues that have come up.

## **Annexure 1**

### **Instances of stalking and control over girls' mobility**

1. In Shankarpallimandal in every village girls of classes 9 & 10 as well as college students about 40 of them meet regularly every Sunday. The girls committee is strong as they come to meet regularly, discuss issues of gender discrimination, girls who are irregular to school, school dropouts and also stalking of girls at bus stops. They also take direct and independent action either collectively or even as an individual.

a. In Maharajpet village the girls decided to go the police station and complain about stalking at the bus stops while going to schools and colleges. The SI responded and appointed a Home Guard / constable to stand at the bus stop during college hours who warned the boys around and they stopped stalking girls. The neighboring villages came to know about this arrangement and started to make a demand at the police station for similar action which was not possible. However, stalking was reduced considerably at the bus stops.

2. Taking courage from this a girl studying in 2<sup>nd</sup> year intermediate complained to the Sarpanch and the MPTC about an auto driver belonging to the same village who was stalking her. They warned him but he continued to stalk and hauled her up. This harassment continued for six months and she went back to the Sarpanch. The Sarpanch and ward members registered a complaint against him at the police station and even called up 1098 to register a complaint. The boy was arrested and he is now in remand. Fearing repercussions, the girl and her mother shifted to Shankarpalli after the remand. MVF staff is talking to the community to give her support.

a. Earlier stalking was ignored. Now it has become a matter for concern in the village.

3. In the village MadugulaChittampalli the Girls Committee meets at the village school. In the meeting the issue of stalking of two sisters Priyanka and Shivaleela, who are in the first and second year intermediate came up. It was noticed unable to withstand the harassment and also a rumour spread that Priyanka was having an affair with the auto driver she dropped out and went to her grandmother's house. Soon after sometime. Some of the co-passengers also informed her parents that they have to take care of the girls and not allow them so much freedom. As a result, her sister Shivaleela also dropped out of school.
4. In the committee the issue of Navaneeta being stalked by another auto driver also came up. The girl dropped out and appeared for Open School examination and rejoined the college. All this happened in the dalit area.
5. On reviewing the state for stalking in the village and neighborhood the girls decided they should talk directly to the youth of the village on the matter along with MVF volunteer. Thus the youth a meeting with the youth was called and they were told about how stalking was sexual harassment under the POCSO Act and liable for punishment. They also spoke to the Auto Union President calling them to have a meeting on stalking of girls in which the Circle Inspector, Sarpanch and MandalParishad Territorial Committee (MPTC) member were also present. Parents too who resisted were also part of the meeting.
6. In the Girls Committee meeting at Madanapalli, VikarabadSirisha complained that she was being photographed while fetching water by boys and it was being shared. She wanted action to be taken against them. School Headmaster who was present in the meeting called the SMC and told them that the girl would drop out if this continued. All of them met the youth and warned them. Some of the youth realized it was wrong and repented for their deed. They participated along with the girls in the public meeting held on Girl Child Day.
7. There was a case of two girls being abducted by an auto driver. Since there was already an atmosphere in support of girls, the youth mediated to rescue the girls. The auto drivers are in jail and the girls have been motivated to get back to school. Sarpanch and SMC were also part of the motivation drive.
8. Girls Committee in Almati, Suryapet often discussed stalking on how boys have blocked their way with cycles while the girls were walking. They shared how helpless they were. They decided not to tell the parents because they would be stopped from going to school. The girls thought it was best to complain to school teachers. In the mean time one of the girls from class 8 said she was being harassed by boys who dropped out of intermediate. They took picture of her and shared it among friends. All the girls told the Headmaster about the stalking and sharing of pictures. The

Headmaster said that the Girls Committee should discuss the issue and come up with a solution. All 14 girls of class 8 went to the police station to register a complaint. The police called the three boys and questioned them. Boys agreed they took pictures but could not explain why. The SI asked the girls to beat up the boys in the police station, which they did. The girls also insisted that a case be registered against them.

9. The whole village got to know about the incident which included the Sarpanch, 400 women of SHGs, School Headmaster and parents of the boys and the girls. MVF staff was also asked to come for the public inquiry. The community was divided with half supporting girls and the other half supporting boys. The MVF staff was scolded for provoking girls and putting them on a wrong track. MVF staff pointed out that the boys were on the wrong track and girls were being harassed. Finally, it was decided by the parents that the case should not be pursued and an apology from the boys sufficed. This got the boys angry and for some time they were quiet.
10. As a result of this compromise the boys felt emboldened and stalked the Sarpanch's daughter. She promptly informed her father about and the Girls Committee. Another Public meeting was called for. In this instance there was unanimity among all that the boys were wrong and that a case has to be registered against them. Boys were very scared and totally withdrew themselves from harassing girls. The atmosphere in the village changed subsequently. Many boys came forward to say that they did not support stalking or eve teasing. This change empowered the girls of Class 8 and all other girls. They now feel braver to walk to school.
11. In yet another case of stalking where the school Headmaster decided that the girls discuss and come up with a solution, the girls encircled the boy and showed their slippers threateningly. The boy later so stigmatized that he dropped out of school. He was later counseled by MVF and he rejoined school.
12. On the other hand, in the case of a class 9 girl Aruna was stalked by a degree student. He was questioned and felt insulted. He committed suicide and Aruna was blamed for this by his parents and the neighborhood. Aruna and her friends were indignant that he took such an extreme step.

#### **Instances of domestic violence and control of girls, gender discrimination at home**

After participating in the girls' committees in schools' girls started to resist family violence and discrimination at home between them and their brothers. They asked why boys were given new clothes but girls were never bought new clothes during festivals. They said they too wanted to have freedom to talk to friends after school, go out in the neighborhood and play. They also insisted that they eat along with their brothers and not wait until all male members of the family had their dinner. They



asked for time off from domestic work to do their homework and prepare for their classes. This was not acceptable to the parents. MVF staff visited the houses of difficult parents and counselled them to be supportive of girls and their urge to study further.

1. In Prodattur a girls' (studying in class 9) father abused her mother and was an alcoholic. When she supported her mother, she was also beaten up. The girl was unable to concentrate on her studies, do her homework, traumatized by the violence she became thin and looked disturbed and so would not go to school regularly. When asked about her absence, she always gave excuses that she was unwell or had work to do. The Girls' Committee took her into confidence and asked her what the real issue was about regarding her absence from school. They then met her mother and counseled her. They said to her that while changing her life would be a difficult task, she must make sure that her daughter is not victimized. MVF staff met the father also and over a period of time the parents quarreled but not when the daughter was around. The girl now participates in sports, has friends, comes to school regularly.
2. X is an orphan and stays with her grandmother. She is 13-year-old and studies in class 8. During the tracking of children in hotels and shops in Shankarpalli she was found working in a hotel and not attending school. It was found that she looked terrified, her hands had scars and feet were cracked. The issue was reported to the police and they called for the grandmother. During the inquiry by MVF volunteers it was found that her aunts withdrew her from KGBV when she came home for vacations and was forced to work in a hotel for five days in a week and for two days on weekends in a brothel. The girl resisted sex work, but was tortured so badly that she could no more withstand the pressure. She wanted to continue in school and begged that she be admitted back into KGBV. She also did not want action to be taken against her aunts in fear of retaliation. All she wanted was to be safe. (INCOMPLETE)
3. Nagamani was from an orthodox family of priests. She was sent to school but would not be allowed to eat with everyone, share food or even touch anyone. When she came home from school she had to take bath in cold water as she had mingled with girls from lower caste. She did not like the tradition of untouchability practiced by her parents and often questioned them. Her parents restricted her mobility and even beat her up when they found that she continued to be close to her friends and broke all traditional values of caste distance and discrimination. The tensions in the family grew on this account and she was stopped from participating in the girls' committee. Nagamani secretly asked her friends to rescue her from the violence and persecution of her parents. She also called the MVF volunteer. When the volunteer met her at

her house, her parents hurled the worst of abusive words at her and scolded her for spoiling girls in the village, having loose morals, going out with male friends etc. 'This made me cry' said the volunteer.

After a couple of days, the MVF volunteer took the help of members of CRPF, sarpanch. They asked her parents not to ruin the life of their daughter who was smart, intelligent, playful and friendly and admired by all in her class. They were also told about how MVF volunteers work hard and selflessly for children. They spoke to them patiently till the parents relented about sending Nagamani to pursue higher education. She has completed class 12 and has now applied for a graduate course.

4. Chilpakuntla village, Nutankalmandal: Soujanya, studying in a government school and her brother studying in Narayana School, a private school both failed in class 10 Board exam. While the parents paid fees for the son to take the supplementary exam they sent the daughter to tend to the goats and livestock. They were also intentions of getting her married. The issue of discrimination was taken up by MVF volunteer with the community who questioned the parents. Finally, they agreed to pay her fees too. Both took the exam and the girl passed while the boy failed again. After persuasion by MVF volunteers the parents admitted her to the Junior College while staying in a hostel.
5. RegadiThanda, NutankalMandal: Sandhya has 2 sisters and a younger brother. The sisters faced severe neglect as they were girls. After the younger brother was born they were severely discriminated against. They were sent to school but were not given food to eat, made to work on farm and were not even given clothes to wear. They used to wear each other cast off clothes. They were also abused, beaten up and were totally traumatized. They were irregular t school and were not sent for the Girls Committees meetings. MVF volunteer approached the father and to start a process of trust spoke very well of the son and appreciated the efforts. She wanted the girls to attend the Girls committee meeting and went to their house but the father was not there. She took his permission over the phone and the girls attended the meeting. In the meeting the girls described their situation in their home and were weeping. It moved all the girls and the MVF volunteer. They resolved that something must be done to improve their situation. They were given stationery, pens pencils and so on. The MVF volunteer started to talk to the father about the other girls in the village, gender issues, freedom and other issues. The father is now slowly changing his attitude towards the daughters but a lot more has to be done.

## **Annexure 2**

### **Tracking School dropouts, children irregular to schools**

Children's committees had also decided to track children who have discontinued in class 10 and mobilise them to get back to schools.

1. In village Madanapalli, Shankarpalli mandal, Anita completed class 10 but stayed back at home to help in the family. The girls in the committee felt that if she did not go to school she will be under threat of marriage. They talked to her, her parents and even her brother. She had no confidence to get back to school after such a long gap. On insistence of the girls she agreed to join the residential school KGBV at Shankarpalli in class 11. She was not comfortable with her peers and told the MVF volunteer who was following up with her that she would like to get back home. After a lot of persuasion, the girl agreed to continue in school from her home. She is now studying in Vikarabad and travels everyday to school. Three other girls were similarly motivated and admitted into schools and residential school by this MVF staff.
2. In the Girls Committee it was found that 36 to 40 school going girls had migrated with their parents of whom 3 were from hostels. This was brought to the notice of Sarpanch and CRPF. Many of the girls were from class 11. When questioned, the parents asked if they could guarantee them of the girls' safety if they were left behind. The girls from KGBV were left behind in the hostel. The younger girls in classes 1 & 2 accompanied the parents who worked in coffee plantations, along with better wages and bonus the parents asked the employees to provide for schooling of the children.
3. In the village Boorgupalli, Vikarabad, MVF volunteer tracked Aruna who discontinued after class 10 because her elder sister married. Her parents felt that they could not afford Anita's education and also needed her to help at home and they also felt that 10<sup>th</sup> class was enough. Her elder sister who completed intermediate and is doing an ANM course and a younger sister were allowed to study. She approached MVF volunteer and said that she wanted to study further. MVF volunteer followed up about admitting her to school. She convinced the anganwadi worker, Village Revenue Officer to come along with her to speak to the girls' parents whose small hut was under a water tank. After a lot of cajoling the parents agreed only if it was free education and residential as they could not afford to pay for her fees or transport. They met the KGBV supervisor and the MEO and with great difficulty got her admitted into class 11.
4. Gundlapalli Village in Atmakurmandal: On tracking children, MVF volunteer found that 2 sisters, Bhargavi and Tejasri, stayed back at home after completion of class 10 to take care of their mother who was invalid. It was very difficult to get them to

study further. Mother was also helpless and would not let her children go to school. The MVF volunteer contacted the aunt, mother's sister, who was in the same village and asked her to help in looking after the mother while the girls were admitted to study in the Govt. Junior College while staying in the BC Social Welfare hostel. Along with these 2 girls 16 other girls were tracked and admitted to the hostel and college. Each one of them had a specific problem that kept them away from school. All of them were resolved individually. Further, documentation for each of them such as caste & income certificates, bonafide certificate had to be procured from the Sarpanch, class 1 and class 7 certificate from the Upper Primary School, along with the class 10 memorandum of marks from the High school had to be obtained by the MVF volunteer after making repeated visits to each one of the authorities.

5. Gugulothu village, Atmakurmandal: MVF volunteer found that Divya, studying in class 10 was very irregular to school and missed all the unit tests. Her father was very ill and the family depended on her earnings. MVF team along with CRPF, youth, Sarpanch, MTPC went several times to their house to bring her back to school. Parents did not relent and would not let the team talk to Divya. One day while Divya was going to the ration shop to buy rice, MVF volunteer took some women and spoke to her about her coming to school regularly. After a lot of counseling she agreed to sit for the exam. The fees for the class 10 exams had to be paid. The school headmaster refused to let her pay the fees and appear for the Board exam as she had not taken the unit tests even once. Volunteers persuaded him to give her a chance and in 3 months' time she completed all the unit tests successfully. However, she did not get through some subjects in the final Board exam in the first instance. She took the exam again and cleared some backlogs. She still has to complete all the backlogs with the MVF volunteers supporting her. Likewise, 18 children are being followed to complete their class 10 Board exam.
6. All the 477 girls studying in class 10 in 12 Zilla Parishad High Schools, 1 KGBV, 1 Model High School have been followed up regularly by MVF volunteers. Meetings were held with parents, SMC, women on the need to give these children time to study as class 10 Board examination was very critical. A special study hour after school was allocated and since the girls stayed back they were provided with snacks raised from donations. All the girls took the exam and 311 of them passed and 166 failed. Once again, the issue of girls who have failed was brought up before CRPF, women, youth, SMCs, school teachers and the headmasters. They were all asked to give support to the girls and encourage them to take the supplementary exam. Subject wise coaching classes were held during summer. For those girls who could not pay the exam fees parents were motivated and the schools were persuaded to pay the fees. Their hall tickets were handed over to the girls at their homes and they ensured that they all took the supplementary exam.

7. In Porumala village, Anusha participated in all the trainings of Girls Committees. With her leadership qualities she helped many girls to continue their education. She was the President of the Girls Committee for 2 years. Unfortunately, she could not clear the Math paper in the class 10 Board exam. Her family gave her support to pursue education no matter what. Therefore, she joined a computer training program in Suryapet. She is very sociable with boys and girls. This led the neighborhood to start gossiping about it. Her father warned the girl to behave or she would be married off. The situation became worse with more and more stories about her reaching parents. MVF staff counseled the parents to trust their daughter as she was a friendly girl. They sent her away to Chennai to stay with her elder sister. The elder gave her no food, tortured her for bringing the family disrepute. Anusha called up the MVF staff to inform them of the unhappy situation and her decision to marry. After repeated phone calls to the sister in Chennai she was convinced to send Anusha back to the parents. After much negotiation even by the sister and the boy coming forward to state that he had no interest in the girl and wanted only to complete B.Ed. he also told her parents not to be influenced by the rumors and let her get on with her education. Parents were finally convinced, she continued her computer training staying in a Girls hostel. The pervasive atmosphere against the girl being free and social caused her 2 months of agony.

### **Annexure 3**

#### **Child Marriage, love and elopement – Role of Kulam (Caste) Panchayat**

1. Gattikal village, Atmakurmandal: Manisha, Inter I year. When Manisha was in class 5 she was married to her maternal uncle. She stayed with her parents and completed class 10. Soon after that there was pressure on her to move to the marital home. She put up a big fight and refused to go. She shared her problem in the Girls committee who informed the MVF volunteer about Manisha. MVF volunteer contacted Women's group, Sarpanch, CRPF who met the parents but they were not convinced. In the meantime, the results were announced and she got a high grade. Yet the parents resisted as they felt their reputation was at stake. Manisha directly called her husband and told him that she would join him only after she completed her education in 5 years. If he was not agreeable, he could divorce her. She even threatened to commit suicide. She had the support of the community to give her the strength to take such a stand. But the violence at home did not stop. The husband's family took the issue to the KulamPanchayat. Manisha spoke strongly stating she was a minor when she got married and even now she was a minor. She told them that she would register a case against her husband and family. The family agreed for a divorce without any conditions.
2. Patarlapahad village, Atmakurmandal: Pushpalatha studying Intermediate II year got friendly with a boy in the final year degree college. She did not want to continue with the association and was under pressure from the boy. She got scared and told her parents about him. They stopped her from going to college as this could lead to complications. Her friends noticed her absence and brought it before the discussions in the Model center of the Girls Committee. MVF volunteer spoke to the parents and convinced them to send their daughter to college. The parents at the same time brought the issue before the kulam head asking him to warn the boy not to stalk the girl. The Caste Panchayat met and decided to send the boy away from the village.
3. A girl below 18 years and a 20 year old boy of the same caste fell in love and eloped. The girl's family brought up the issue before the KulamPanchayat. It was decided that the girl's family pays Rs. 20,000 as compensation to send the girl back. Since the amount was very high they could not pay and so the girl's family registered a police case. The police took MVF volunteer support, rescued the girl, counseled her and presented her before the Child Welfare Committee. The CWC referred her to a shelter home. Her parents have agreed to send her to school once the issue was sorted out. In the meantime, the girl's family was under great pressure from the boy's family to withdraw the case. They were threatened by goondas who came in 4 autos. There is also a social boycott of the family by the entire caste as they did not

fulfil the decision of the Kulam Panchayat and took the matter to the police. The Anganwadi worker being local and CDPO knew about the case but did not involve themselves. MVF volunteer took the support of the Anganwadi worker in the neighbouring village to counsel the girl.

4. Yedavalivillage, Nutankalmandal. A 20 year old Gond boy, pursuing BA and a 17 year old girl from chakali caste eloped. Both the families searched for the couple. The Anganwadi worker called MVF volunteer as the girl was an active member of the Girls Committee, together spoke to the parents, gave them courage and registered a missing case. The girl's parents agreed but the boy's parents didn't want to go to the police but continue the search through relatives. They were found in Yadagirigutta and decided to settle the case amicably.

However, the issue got politicized as the local Congress party insisting on the case to be registered and the boy being sent to jail. The latter had support of the Sarpanch, MPTC who were from TRS party, felt that since both were minors and both were at fault there was no need to pursue the case. It became a prestige issue and irreconcilable between the two political parties. The MVF volunteer convened a meeting with all of them together along with the police and focused the discussion on the future of the boy and the girl. At the end of it both boy and girl decided to wait and go back to their education. The issue was settled and no case was registered. The girl is now in the first year degree and the boy has joined a hostel to complete his graduation.

#### **Instances of gender discrimination in schools**

1. The Girls Committee in Nimmikal ZPHS discussed the issue of the Physical Education Training teacher harassing them. They decided to tell the schoolteacher about how he touched them and how uncomfortable they felt. Even after repeated warnings by the schoolteacher in the staff meeting he continued to misbehave, while he denied having done anything of this sort. On the day of final examination while a girl was writing the exam he came by and pinched her. The girl felt infuriated and brought the issue to the notice of the MVF volunteer. The MVF volunteer contacted the ANM, Asha worker, members of SHG and called for a staff meeting. In the meeting they raised the issue of safety of girls and said that if the sexual harassment continued they would withdraw all the girls from the school in the next academic year and take up the issue with the DEO. In the meeting PET teacher apologized and promised to never again harass the girls. He now maintains a distance from both boys and girls.

## Annexure 4

### Model Centers

1. In Thalasingaram village, Suryapetmandal there are 97 girls studying in classes 6 to 10 have been enrolled in 3 Anganwadi centers. Girls who are studying in hostels join the Model Center when they come home for vacation. All of them meet on Sundays between 9 and 11:30 am in the village school. About 35 girls are regular to these meetings. The Library is active and has been set up in the Gram Panchayat with the Sarpanch contributing to the Library. In fact, this has helped the girls familiarize themselves with the GP giving them confidence to refer a case to the Sarpanch. On 24<sup>th</sup> January International Girl child day the girls demanded quality of education in schools and the need for colleges at the Intermediate and Degree level. They also gave petition to the Collector on sanitary pads based on a press announcement that the govt was distributing free sanitary pads.
2. In Chandippa village, Shankarpaliimandal, it came to the notice of the Model Center that the Bayer Company was distributing sanitary pads to women workers. When the girls in the committee represented to the Company through the Sarpanch for sanitary pads they agreed to do so. The girls go once in a month and collect the pads for themselves and their mothers also. The girls also insisted that they must not employ girls who have failed in the class 10 but must encourage them to study further. 2 girls have been withdrawn and are being supported to appear for class 10 exam.
3. In Shanakrpalli village, Shankarpallimandal, the girls in the Model Center conducted a survey on the jobs taken up by men and women in their village. It was found that more boys had assured jobs and girls were working on a casual basis. This was presented to the SHG. The girls were also involved in drawing up the vilaage map to identify the localities, roads, temples, Anganwadi center, post office, GP and so on. They were surprised that they knew only their locality and because of caste issues they did not know the entire village. They also drew places that were safe for girls. The Center has gradually included the local boys on Sundays to join them in sports and games. Together they have given petitions to the GP for cleaning the school premises.



## Annexure 5

### Training module on Gender Sensitisation (For MVF Mobilisers and Children)

#### Module I- First Stage

#### 1. Child rights

1.1 Introduction on child rights

1.2 Laws on child labour, child marriage, Right to Education, Juvenile Justice Act, Protection of Children from Sexual Offences ( POCSO) Act

##### Pedagogy

- Group Discussion- Do's and don'ts on child rights.
- Discussion and information on leaflets on each of the Acts

#### 2. Gender Discrimination

1.1 Discrimination of girls in family and inequality in division of work and other facilities

1.2 Discrimination girls in neighborhoods

1.3 Discrimination of girls in schools and hostels

1.4 Gender stereotypes

1.5 Mobility and Control over Girls

1.6 Barriers to education for girls

1.7 Child Marriage

##### Pedagogy

- Role play of members of family; eve-teasing; on discussions in family on child marriage
- Group Discussion
- Preparation of charts on discrimination
- Discussion on case studies

#### 3. Formation of gender committees in schools

3.1 Gender sensitisation

3.2 Need to organise

3.3 Interaction with family, neighborhood and community

3.4 Participation in public functions

3.5 Peer support for continuing in education

3.6 Peer support for assertion of girls and their rights

3.7 Developing leadership capabilities to engage with the system

##### Pedagogy

- Group Discussion and enabling children open up on their personal experiences.
- Chart preparation on social gender stereotypes
- Interface with functionaries of police, education; welfare departments.
- Interface with gram Panchayats , women's groups

#### 4. Health, hygiene and issues in menarche (menstrual hygiene)

4.1 On bodily and behavioral changes- age related

4.2 Menarche and menstrual hygiene

4.3 Nutrition and family culture

Pedagogy

- Use of charts
- Interaction with ANM and ASHA workers
- Group discussion on family practices during menstruation, myths and facts on menstruation
- Book reading (Menstrupedia)

**Module II- Second Stage**1. Gender and Society

- 1.1 Introduction to Gender and Sex
- 1.2 Debate on biological given and social constructs

Pedagogy

- Pictorial charts
- Quiz on natural and social gender differences
- Group Discussion

2. On Social context

- 2.1 On social practices of discrimination
- 2.2 Patriarchy and masculinity

Pedagogy

- Sharing of experiences on discrimination practices on mobility, access to food, work division; control
- Lecture on patriarchy
- Lecture on masculinity

3. Gender violence

- 3.1 What is violence?
- 3.2 Practices of gender violence- physical and mental in family, schools and institutions, religious sanctions; denial of participation in decision making on education; marriage; clothes you wear etc.

Pedagogy

- Sharing of experiences
- Discussion on sites of gender discrimination
- Case studies

4. Gender Abuse

- 4.1 What is abuse and forms of abuse
- 4.2 Physical, psychological and sexual
- 4.3 Safe touch and unsafe touch

Pedagogy

- Material
- Sharing of experiences
- Discussion on sites of gender discrimination
- Komal video presentation

5. Methods of Protection

- 5.1 Reporting to persons one trusts
- 5.2 Saying a firm NO

5.3 Reporting to Childline, CWC , ICPU, Gram Panchayats, supportive school teachers

5.4 Sharing in gender committees and child friendly spaces

Pedagogy

- Information through material and distribution of leaflets

6. Non-Negotiables on gender equality

- Discussion on each point of MVF's non- negotiable principles.