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MODULE 10

CAPACITY BUILDING MODULE FOR ADOLESCENT GIRLS AND BOYS

On Adolescent Empowerment to Address Child Marriage and Violence

“The Adolescent Empowerment Toolkit”

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Module 10

CAPACITY BUILDING MODULE FOR ADOLESCENT GIRLS AND BOYS

Capacity building module for adolescent girls and boys,
addressing child marriage and violence.



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United Nations Children's Fund (UNICEF)

works in more than 190 countries and territories to help children survive and thrive, from early childhood through adolescence. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and AIDS. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

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Breakthrough is a human rights organization

seeking to make violence and discrimination against women and girls unacceptable. We use the power of arts, media, pop culture, and community mobilization to inspire people to take bold action to build a world in which all people live with dignity, equality, and justice.



We create groundbreaking multimedia campaigns that bring human rights issues into the mainstream and make them relevant and urgent to individuals and communities worldwide. These, along with our in-depth training sessions with young people, government officials, and community members, have inspired a new Breakthrough Generation of leaders to initiate change in the world around them.


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Working with Adolescents on Eliminating Child Marriage and Gender-based Violence

Using the Capacity Building Module for Adolescent Girls and Boys

Inter-Gender Dialogue: Why work with adolescent boys and girls together?

Experiential evidence from across the world suggests that mixed-sex approaches can be effective in changing gender norms and behaviours, particularly when this is done deliberately from the initial stages of intervention.¹

The availability of integrated spaces—such as those used in the Stepping Stones, Breakthrough’s Rights Advocate, and Choices programmes—that provide the opportunity for boys and girls to challenge and discuss gender norms through face-to-face conversations, role-playing, or other

shared activities, are important. Adopting this approach does not mean, however, that all programme activities should take place in a space shared by boys and girls. Programme evidence also suggests that it is more effective to bring boys and girls together at key points. Many programmes have found that initiating conversations about gender norms was easier in single-sex groups that provide a “safe space” within which adolescents could comfortably share and openly address various key topics; they could also question rigid gender and masculinity norms within these spaces without being ridiculed by their male (and female) peers.^{2,3}

Also, in order for mixed-sex programming to be successful, care must be taken to ensure that the environment is non-confrontational, protective, and supportive of gender

1 “The Girl Effect: What Do Boys Have to Do with It?” ICRW Meeting Report 2012.

2 A. Guedes, “Addressing Gender-Based Violence from the Reproductive Health/HIV Sector: A Literature Review and Analysis”, The Population Technical Assistance Project; LTG Associates, Inc., Social & Scientific Systems, Inc, 2004.

3 J. Pulerwitz, G Barker G, M Segundo & M Nascimento, “Promoting more Gender Equitable Norms and Behaviors among Young Men as an HIV/AIDS Prevention Strategy”, Horizons Final Report, 2006



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transformative behaviour. This may be especially important for girls and women, for whom challenging existing norms carries potentially greater costs, especially when doing so in the presence of boys or men. In some contexts, or for some especially difficult topics, allowing the discussion to begin in single-sex groups is likely to be more effective, particularly if this is followed up at a later stage with a mixed-sex discussion. Programmers should be strategic about when they work with boys and girls separately and when they work with them jointly, acknowledging that there is a need for both kinds of approaches, depending on the content of the intervention and the context.

Why has this training module been created for adolescent girls/boys?

This training module has been created to empower adolescent boys and girls after having worked with groups of boys and girls separately over a period of time. Special efforts need to be taken to ensure their ownership while working together. For this you may need to take permission from guardians and orient them to the purpose and objectives of your work.

Being a part of society, young adolescent girls and boys are habituated to follow certain norms and behaviours that impact their life.

Adolescent girls face many social challenges such as gender discrimination, child marriage, teenage pregnancy, sexual abuse, and domestic violence in their young lives. As young daughters, early married young women, and often as young mothers, they are expected to conform to certain “norms” and behaviours. This training module has been created for such adolescent girls who are at risk, in the age group of 13 to 18 years, to build their capacities in three ways.

- Firstly, by helping them understand and acknowledge the enormity of the issues they face, such as the lack

of basic rights including access to educational facilities and livelihood opportunities, as well as dangers such as being forced into child marriage, teenage pregnancy, and domestic violence.

- Secondly, by attempting to improve their decision-making and negotiation abilities with regard to education and livelihood, choosing a life partner, tackling dowry, managing expectations faced as a bride, fighting domestic violence, and handling the pressure to produce babies.
- Thirdly, by encouraging value, respect, and trust within themselves through discussions, impartial sessions, and creating spaces for exploration. The improved capacities of adolescent girls can help them support each other which can lead to the creation of safe and supportive spaces.

Adolescent boys are conditioned to follow certain social “norms” which affect their own lives and that of many adolescent girls. These ‘norms’ often result in gender discriminatory behaviours including sexual harassment, child marriage, teenage pregnancy, and domestic violence. Indirectly, adolescent boys also suffer hand in hand with the girls although their perspective is largely ignored or hidden under the garb of masculinity and “norms” propagated by society. As young sons forced to migrate for work, early married husbands, and often, as young fathers, they find themselves inadequately prepared to deal with life situations, and therefore, conform to certain “norms” and behaviours.

The training module has been created for adolescent boys, in the age group of 14–20 years, to build their capacities in five areas:

- Understanding the difference between gender and sex
- Building healthy perspectives on gender and sex to fight gender discrimination
- Identify different forms of violence against women, its impact, and rights violated

- Raising awareness about child marriages, the violation of rights caused by it, and its consequences
- Redefining their roles and responsibilities as equal married partners
- Making violence in any form—sexual, emotional, and physical—unacceptable, either as a bystander or a perpetrator
- Valuing girls as crucial members of the society and fight gender-biased sex selection

This training module is a part of a larger adolescent empowerment toolkit containing life skills training, training modules for adolescent girls/boys, train the trainer modules for NGO partners/frontline workers, and risk mitigation modules for stakeholders such as religious leaders, panchayat members, CMPOs, and police and parents.

What factors were considered to create the training module for adolescent girls and boys?

To establish the issues and capacity building needs of adolescent girls and boys, formative research studies commissioned by Breakthrough and UNICEF were actively referred to. The synthesis of these reports was substantiated through extensive discussions with UNICEF and Breakthrough subject matter experts.

The following key issues and capacity building needs related to adolescent girls/boys were closely considered while creating the modules.

Girls:

- Adolescent girls aged 13–18 years in rural and semi-urban areas face the highest risk of early marriage, domestic violence, emotional and sexual abuse, health-related problems, and tough economic conditions.
- They reside in areas with limited educational facilities and livelihood opportunities.
- They have limited decision-making abilities and powers while opting for education and livelihood, selecting a life partner, having children, managing household expenses, etc.
- They are subjected to age-old customs such as child marriage, dowry, and gender discrimination.
- They are expected to conform to societal expectations as daughters, brides, wives, and mothers.
- Mostly, they have little self-value, self-respect, and self-confidence.
- Largely, their negotiation skills are insufficient.

Boys:

- Adolescent boys aged between 14–20 years feel pressurised to prove themselves as men. This pressure often results in young adolescent boys indulging in high risk and violent behaviour, often targeting women and girls as well as people and communities considered as “weaker” in the social hierarchy.
- Our intervention is focussed on boys who are often raised in an environment where domestic violence coupled with sexual abuse and harassment is not uncommon. This causes immunity in their attitude to such issues.
- They largely belong to, but are not limited to, rural and semi-urban communities.
- They reside in areas with limited educational facilities and livelihood opportunities, especially for girls.
- Their perspectives on gender and sex are often

conditioned to carry many biases, which leads to subtle or overt forms of gender discrimination against girls/women.

- They are subjected to age-old customs such as child marriage, dowry, and gender-biased sex selection in children.
- They are expected to conform to societal expectations as sons, grooms, husbands, and fathers.

What are the key capacity building needs of adolescent girls/boys identified for the training module?

The capacity building needs of adolescent girls and boys have been identified through formative research and experiential learning through programme implementation at the field level. The key capacity building needs of adolescent girls/boys to fight gender-based discrimination and violence can be classified under the following categories:

Girls:

- Understanding gender and gender discrimination and violence
- Tackling sexual abuse
- Understanding the meaning of marriage
- Valuing the girl child
- Exploring decision-making and negotiation skills

Boys:

- Analysing gender and gender discrimination
- Identifying different forms of violence against women,

its impact, and rights violated

- Identifying child marriage as a violation of human rights
- Redefining the roles and responsibilities of partners in a healthy marriage
- Eliminating gender-based violence
- Valuing the girl child

The capacity building needs have been scoped and sequenced as follows:

SESSIONS	TRAINING CONTENT BASED ON CAPACITY BUILDING NEEDS	DURATION
Module 1	Understanding gender and gender discrimination	3 hours
Session 1	Gender stereotyping	20 min
Session 2	Identifying the impact of gender and sex on our lives	30 min
Session 3	Violence and rights	90 min
Session 4	Link between gender and power in relationship	45 min
Module 2	Understanding the meaning of marriage and relationship	2.15 hours
Session 5	Child marriage: A violation of human rights	90 min
Session 6	Redefining roles and responsibilities of partners in a healthy marriage	45 min
Module 3	Eliminating gender-based violence	1.30 Hours

SESSIONS	TRAINING CONTENT BASED ON CAPACITY BUILDING NEEDS	DURATION
Session 7	Ending sexual harassment in public against girls and women	45 min
Session 8	Safe and Unsafe Places	45 min
Module 4	Valuing the girl child	2 hours
Session 9	Contribution of women as community members	60 min
Session 10	Reducing number of women and its impact on Child Marriages	60 min
	Total duration	8.45 hours

The above modules attempt to map the lives of adolescent girls/boys and foresee some of the challenges they are likely to face in the future. Further, it explores the ways by which these challenges can be faced with confidence and through the collective efforts of adolescent girls.

What is the duration and delivery mode of the training module for adolescent girls?

The capacity building module has been prepared for a total duration of about 9 hours spread across nine sessions. The delivery mode is facilitator-led sessions in an informal classroom setup catering to small groups of learners, preferably 20–25 girls and boys. Participatory training methods have been incorporated into the sessions. This includes the use of case studies, group discussions and brainstorming, group presentations, role-playing, etc.

The facilitators for these sessions have been envisaged as a group of trainers from local NGO partners who are familiar with adolescent issues in different regions and have been actively engaged in implementing interventions against child marriage and gender violence.

How can the sessions be conducted under this training module for adolescent girls/boys?

These simple steps can be followed to conduct the sessions under this training module.

- Refer to the session plans and pick the session to be conducted.
- Read the session plan carefully and note the materials required and the preparation needed for conducting the session. This will typically include making photocopies of learner hand-outs (given in the Annexure), understanding facilitator notes, or updating it with local information and collecting any other materials for group activities.
- Next, read the objectives, methodology/steps, key discussion points, and facilitator notes and make sure they are understood well. Remember, the modules are just guidelines and can be improvised upon depending on the available time, learner profile, and changing training contexts.
- It is highly recommended that a small note containing training steps is prepared which can provide discussion pointers/hints while conducting the session.
- Carry the learner hand-outs, group activity materials, and the small training note while conducting the session with adolescent girl groups.



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SESSION PLANS UNDER THE CAPACITY BUILDING MODULE FOR ADOLESCENT GIRLS AND BOYS





MODULE I: UNDERSTANDING GENDER AND GENDER DISCRIMINATION



Session

1

20 Minutes

Materials Required:

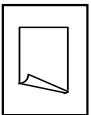
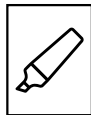


Chart Paper



Marker Pens

Gender Stereotyping

OBJECTIVES:

- To welcome and introduce adolescent girls and boys to the capacity building programme.
- To explore the roles and responsibilities that society generally expects from boys as men and girls as women.
- To help the participants recognise how societal “norms” and expectations lead to gender stereotypes.
- To set the context for the following sessions in this module.

Empowerment Focus: Socio-cultural; familial/interpersonal

1 METHODOLOGY:

- Greet the participants and introduce yourself.
- Ask each of them to call out a random number loudly (2, 14, 20, 500, etc.) and be seated accordingly in ascending order (lowest to highest).
- Now, make pairs and ask them to introduce themselves to each other on the basis of the following information:
 - » Your name, education, place of residence
 - » What are the two qualities that you like about the boys or men in your family?
 - » What are the two qualities that you like about the girls or women in your family?



- Give them 3–4 minutes to discuss this with one another.
- Invite the participants one-by-one to come forward and introduce their partners.
- Keep recording the qualities on the chart paper in the following format:

QUALITIES LIKED IN BOYS AND MEN (EXAMPLE)	QUALITIES LIKED IN GIRLS AND WOMEN (EXAMPLE)
Hard-working	Caring
Brave, etc.	Cooks well, etc.

- Thank all the participants for the introductions and discuss the following points.

2 DISCUSSION QUESTIONS:

- Do you see any pattern here?
- Why do you feel we think of girls and boys as having these particular qualities?
- Do you think all of us could have all of the above qualities?
- What are the pressures a boy or a man faces due to this stereotyping?
- What are the pressures a girl or a woman faces due to this stereotyping?
- What could be the impact of this stereotyping on boys/ men and girls/women?

3 FACILITATOR'S NOTES:

Society expects us to behave in a certain way as women or men. We set boundaries for ourselves while interacting

with the opposite sex or our own sex. Our upbringing and socialisation teaches us to conform to societal “norms” which leads to gender stereotypes and promotes a number of issues that adolescent girls face in their lives. This training module attempts to address some of these relevant issues like child marriage, domestic violence, and sexual abuse.

However, as human beings, we have to be aware that we are capable of having all these qualities and can display them as needed.

Session

2

30 Minutes

Materials Required:

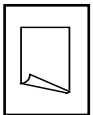
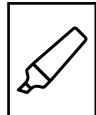


Chart Paper



Marker Pens

Identifying the Impact of Gender and Sex on Our Lives

OBJECTIVES:

- To help adolescents differentiate between sex and gender.
- To encourage the participants to analyse and challenge the roles of men and women prescribed by societal conditioning.
- To help the participants identify gender-defined roles and responsibilities which lead to reduced decision-making powers and limited resources for growth.

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural

1 METHODOLOGY:

- Recall the gender stereotyping exercise from Session 1 where the groups had identified some commonly accepted qualities in men and women. It was also discussed that we are all capable of having all the mentioned qualities depending on the situations life offers us.
- Announce the session topic as understanding gender and sex with regard to gender stereotyping where we shall try to challenge certain “norms” and roles and responsibilities assigned to men and women. This will also help in understanding why women/girls have limited rights and privileges in society.

- Draw and explain the following table to the participants:

SEX	GENDER
Is biological	Is socially constructed
You are born with it	It is learned
Cannot be changed (without surgical intervention)	Gender roles vary in different societies, countries, cultures, and historical periods

- Now, read out the following statements and ask the participants to identify whether each statement is based on “sex” or “gender”. The participants can answer randomly but they also need to support their answers with appropriate reasons from the sex and gender chart. Also, please provide the correct answers in the end as mentioned below within brackets.

- » Women give birth to babies; men do not. (sex)
- » Little girls are gentle, boys are tough. (gender)
- » Among Indian agricultural workers, women are paid 40–60 percent of the men’s wage for the same work output. (gender)
- » Women can breast-feed babies, men can bottle-feed babies. (sex; gender)
- » Even when a woman is working, she must take care of the house. (gender)
- » Most business people in India are men. (gender)
- » In Meghalaya, women inherit, but men do not. (gender)
- » Men’s voices break at puberty; women’s do not. (sex)
- » In one study of 224 cultures, there were five in which men did all the cooking, and 36 in which women did all the house building. (gender)
- » Women are forbidden from working in dangerous jobs such as underground mining. (gender)

- » According to UN statistics, women do 67 percent of the world’s work, yet their earnings amount to only 10 percent of the world’s income. (gender)

will leave the family after marriage, and therefore, will not contribute to the family income. A boy’s education is looked upon as an investment for the family’s future needs.

2 DISCUSSION QUESTIONS:

- If non-biological qualities can be common to all genders, then why does the differentiation happen?
- In what ways do our genders affect our enjoyment of rights? Can it make one more vulnerable to violation of rights? (The facilitator can take up differences in roles between men and women and restrictions on mobility, educational opportunities, political rights, and differences in responsibilities in caring for and nurturing family members).

3 FACILITATOR’S NOTES:

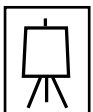
- “Nature and our biology” does not determine one’s feminine and masculine traits. It only dictates whether you are born male or female. The difference between sex and gender must always be kept in mind. It is useful to be aware of the subtle forms of discrimination as well as the power play that exist in our homes, communities, and society. Enacting certain roles or having certain expectations placed on you because of your gender can affect your enjoyment of rights. For example, in a culture where women are expected not to question the decisions of the men in the family, they may be forced to keep silent even if violence occurs, thus jeopardising their right to live a life free of violence.
- Roles and responsibilities are socially structured over a period of time by social norms, religious sanctions, family culture, and legally sanctioned rights. In fact, all work can be done by all people—both men and women, provided both are given equal resources, decision-making powers, and full mobility. However, society creates artificial barriers around us. A girl is always seen as someone who

Session

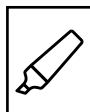
3

90 Minutes

Materials Required:



Whiteboard



Markers Pens

Violence and Rights

OBJECTIVES:

- Identify and list forms of violence and who is affected by it.
- Analyse the impact violence has on the women.
- Identify and list the rights violated because of violence.

Empowerment Focus: Psychological, familial/interpersonal; socio-cultural dimension

1 METHODOLOGY:

- Elicit responses from participants about the various kinds of harassment, abuse, and violence women face at

home and outside, e.g., on the streets, in marketplaces, workplaces, etc.

- Divide participants into groups of four or five members each.
- Ask participants to discuss in their groups and identify one form of violence against women or girls.
- They have to represent this violence as a still image using all the group members who can be different characters and using whatever properties are available around them. No dialogues are allowed.
- Have the groups present their still image to the larger group. Do not discuss them at this point. Only ask the viewers to identify what is happening in the scene. Check

with the presenters if the viewers understood their image correctly and ask the next group to present.

- On the white board draw a table as shown below, and label each column as shown in the first row. Then, elicit responses from participants for each image theatre they saw and fill-in the columns. Discuss as exhaustively as possible and then move on to the next image theatre and add what may be missing.
- Conclude the session by summarising the table's contents and mentioning how women are the most affected in most cases and that the violence is usually committed by people who are known to her. Emphasise the extent of impact it has on her.

2 DISCUSSION QUESTIONS:

- What does this table tell us?
- Who is the affected person in all these cases?
- Who are the violators in most of the cases? Are they someone known to the affected person?
- How does it impact the affected person?
- What are the common factors in all the incidences?

3 FACILITATOR'S NOTES:

In most cases of violence, the affected person is the woman/girl, her family members, and her children.

These people are all vulnerable because they are seen as "weak" due to their secondary social position. Further, in most of such incidents, the violator/perpetrator is someone who is known to the woman or is related to her. Her own home or residence becomes unsafe for her, reducing her chances of finding safety and security elsewhere. This adds to her vulnerability and further reduces her access to services and care required to ensure that she can live a life of dignity, safety, and freedom from violence.

WHAT WAS THE INCIDENT OF VIOLENCE	WHAT WAS THE FORM OF VIOLENCE	WHO WAS FACING THE VIOLENCE	WHO WAS THE VIOLATOR	WHAT IS THE IMPACT ON THE PERSON EXPERIENCING THE VIOLENCE	WHAT RIGHTS ARE VIOLATED OF THIS PERSON
This will be the incidents that the groups have presented: e.g., sexual harassment in the bus, marketplace, domestic violence at home, gender-biased sex selection at the hospital, gender discrimination in access to education etc.	This will be physical, emotional, psychological, economic, sexual, etc.	This will be the woman, children, her parents, etc.	Here the responses could be varied. For example, the in-laws, husband, neighbours, parents, strangers, etc.	This will have responses like her mobility, safety and security, low self-esteem, etc.	This column will have several rights. For e.g., right to freedom, equality, etc. If required, the facilitator needs to probe for rights that may have been left out.

Session

4

45 Minutes

Materials Required:

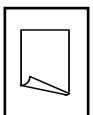


Chart Paper



Marker Pens

Link between Gender and Power in Relationships

OBJECTIVES:

- To help adolescent girls define the role of power in relationships and decision-making.
- To encourage the participants to overcome feelings of powerlessness and use their power positively.
- To help the participants analyse how misuse of power leads to abuse.

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural

1 METHODOLOGY:

- Announce the session title as well as the teaching objectives.
- Mention that becoming aware of gender-based problems as girls is good, but may not be enough. It is equally important to be able to make an effort to change the situation, starting with oneself first. This session talks about one such important step—using power to improve decision-making abilities and to uplift the roles and responsibilities of girls in the family and in the community at large.
- Write the word “power” on the chart and ask participants to explain in one word what they understand by this term.

Record all the participant responses and summarise the information.

- Next, write down the following relationships on a chart paper. Ask the participants to recall and narrate situations pertaining to each relationship where the more powerful person may have helped or harmed the other. Also, ask them to analyse where the powerful person in each relationship derived his/her power from?

RELATIONSHIP	WHO IS POWERFUL?	WHY?
Father and daughter	Father	Elder in age. Earns money. Physically stronger.
Father and mother		
Teacher and student		
Class monitor and student		
Brother and sister		
Father's mother and own mother		

- Next, explain that power is not negative or positive in itself. It helps or harms depending upon the way it is used or misused. If power is used negatively, it violates the rights of the person against whom it is used and can affect their relationship negatively. Abuse and harassment occur in relationships when there is a misbalance in the power of members.
- Then, broadly explain these four types of power as detailed in the facilitator notes:
 - Power over people
 - Power under people or a system

- Equal power
- Inner power

2 DISCUSSION QUESTIONS:

- Is power a negative trait or aspect in relationships?
- Why does abuse occur in relationships?
- Why do we consider boys/men as more powerful than girls/women?
- Can the less powerful person being abused in a relationship be blamed equally compared to the powerful person?
- What efforts can be made by girls/women to improve their power in relationships and while making decisions?

3 FACILITATOR'S NOTES:

Power is not negative or positive in itself. It helps or harms depending upon the way it is used or misused. If power is used negatively, it violates the rights of the person against whom it is used and can have a negative effect on the relationship.

Generally, there are three kinds of power that define relationships and decision-making that hold most relevance in the case of adolescent girls:

- **Power over People:** We all have power over others around us, because we have resources or control resources that they may not have access to. For example, one's father is powerful because he provides resources through his earnings.
- **Power under People or a System:** When we represent someone as all-powerful, someone else can exercise

power on their behalf. For example, a mother's favourite son can bully his sisters wrongfully. We may also derive power from norms and systems established in society; for example, in-laws, elders, and religious heads command respect.

- **Equal Power:** This power is held by all members without any discrimination based on mutual understanding; for example, cooperatives, NGOs, colleagues, and in some cases, progressive families.
- **Inner Power:** This power is self-driven and is often observed in change agents, such as boys and girls who break norms and traditions, and in parents who support their daughters in higher education, etc.

We all have the power to define relationships and make choices based on these power equations.

Our gender identity defines how much power we have within society and, in turn, affects our access to resources and rights like education, healthcare, technology, etc. Generally, men have access to more resources due to the gender equations established by society, and therefore they have access to more power. By promoting equal opportunities for education and employment, girls' access to power can increase too.



MODULE II: UNDERSTANDING THE MEANING OF MARRIAGE AND RELATIONSHIP



Session

5

90 Minutes

Child marriage: A Violation of Human Rights

Materials Required:

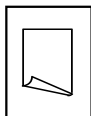
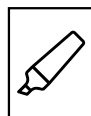


Chart Paper



Marker Pens



Annexure
Annexure 3:
Violation of
Human Rights
in Child
Marriage



Annexure
Annexure 1:
Universal
Declaration
of Human
Rights



Copies of the
information
booklet
(Module 12)

OBJECTIVES:

- Recognise the importance of human rights and child rights.
- Identify the importance of women's rights against discrimination.
- Recognise how human rights get violated through child marriage.
- List the provisions under the Prohibition of Child Marriage Act, 2006 (PCMA).

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural; economic

1 METHODOLOGY:

- Announce the session title as well as the teaching objectives.
- Distribute copies of "Annexure: Annexure 1: Universal Declaration of Human Rights" and ask the participants to read it carefully. With the help of the information, discuss the meanings of these human rights in particular:
 - » The right to life, liberty, personal security
 - » Freedom from torture
 - » A fair trial
 - » Freedom of speech

- » Freedom of religion
- » Health, education, and an adequate standard of living
- Next, discuss the importance of child rights and women rights with regard to discrimination and as an extension of human rights with the help of facilitator notes. Highlight that if adolescent children knew and understood all forms of rights, it can lead to their empowerment and ensure a dignified and meaningful life for them.
- Then, clarify the objectives of the current session, which is an effort to look at child marriage and how it leads to the violation of human rights.
- Now, draw an outline of the following table and seek responses from boys under each row and column. Rows represent the different human rights whereas the column represents the implications of child marriage for these rights.

Please highlight that although boys may be active or passive perpetrators (being forced into marriage or agreeing unwillingly) in child marriage and its associated malpractices such as sexual abuse, domestic violence, dowry, gender-biased sex selection in babies etc., they suffer the consequences too. These consequences are usually in the form of legal vulnerability due to ignorance of laws and wrong social conditioning, discontinued education, early plunge into livelihoods to support a family, poor quality of life, etc.

Some expected responses have been given below:

HUMAN RIGHTS	VIOLATION OF RIGHTS OF BOYS THROUGH CHILD MARRIAGE
Right to life, liberty, personal security	Reduced play and leisure due to increased familial responsibilities, committing to a lifelong relationship too early
A fair trial	Lack of knowledge and wrong social conditioning leading to vulnerability, making one liable to punishment under various women protection laws:
The Prohibition of Child Marriage Act, 2006 (PCMA)	
Protection of Women against Domestic Violence Act, 2005 (PWDVA)	
Article 376 of IPC (Indian Penal Code) details punishment for rape	
The Juvenile Justice Act (JJ Act) 2000, amended in 2006	
The Protection of Children from Sexual Offences Act (POCSO), 2012	
Section 498A of IPC (Indian Penal Code) provides for criminal complaint in cases of domestic violence	

HUMAN RIGHTS	VIOLATION OF RIGHTS OF BOYS THROUGH CHILD MARRIAGE
The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994	
Freedom of speech	One's voice and decisions are not considered with regard to early marriage or parenthood due to social conditioning
Freedom of religion	Forced to participate in religious practices such as getting married on certain auspicious days of the year, spending money on priests
Health, education and an adequate standard of living	Partaking in gender-biased sex selection unwillingly, contracting HIV due to unhealthy sex practices while working as migrant labour away from home, lack of proper nutrition/ medical facilities for self and family in the case of teenage pregnancies, infant mortality, malnutrition in children etc. due to the poverty cycle induced by child marriage

- Now, divide the participants into four groups. Assign a case study to each group with the help of the neatly torn chits from "Annexure: Annexure 3: Violation of Human Rights in Child Marriage".
- Ask them to discuss answers to the two questions mentioned below each story in their groups. Give them 20 minutes. They can make written notes, if necessary.

- Visit each group to make sure that they have understood the task at hand. Also, encourage the silent participants to contribute to the discussions.
- Next, ask each group to come up and present their

ideas and views on both the questions under each case study.

- Keep recording their ideas in four different categories as presented below. Some expected common points

have also been mentioned here. You can add more to the list, as needed.

EDUCATION AND CHILD MARRIAGE	HEALTH AND CHILD MARRIAGE	VIOLENCE AND CHILD MARRIAGE	RIGHT TO CHOICE AND CHILD MARRIAGE
RIGHTS VIOLATED			
Right to education	Right to education	Right to education	Right to education
Right to gainful employment	Right to choose a partner	Parents' right to provide protection/security for their daughters	Right to values that teach children how to utilise their education
Right to reproductive and sexual health choices	Right to reproductive choices Right to nutrition and care Right to health and access to treatment and care Right to financial security Right to work outside home and/or earn money	Right to reproductive and sexual health choices Right to oppose dowry demands	Right to decision-making, as the girl is being forced to marry a stranger
IMPACT			
Discontinued education	Gets blamed for HIV despite having been infected by husband	Physical, spiritual, and psychological trauma	Discontinued education
Poor economic conditions	Poor health condition	Sexual exploitation/harassment. If there is coercion, force, and no consent between married couples for a sexual relationship, it is called marital rape	No skill acquired
Difficulties in taking care of children and family	No resource in the hands of the girl		Limited access to resources
Malnutrition of both the girl and her children	Loss of shelter on being thrown out of in-law's home and not getting shelter in parental home		Vulnerability to violence
Violence faced by the girl			No control over own body and reproductive health
Effect of the violence faced by a mother on her children			Trapped in gendered poverty cycle
Fewer career opportunities due to incomplete education			
Increased helplessness			

- After all the four presentations are complete, thank the groups for their participation and summarise their responses under the four categories of rights violation caused due to child marriage.
- Highlight the issue of “Elopement” in the second case, “RIGHT TO CHOICE/DECISION-MAKING AND CHILD MARRIAGE: Pratim and Rama”. Often, parents and community members do not approve of inter-caste/-religion marriages and many willing major/minor partners elope to marry against their wishes. In an attempt to avoid such incidents in their families, uninformed parents marry their children young. Technology and the mobility of girls are blamed for “spoiling” adolescents, but the issue is not about phones or technology, but rather about what makes young people use these to make uninformed decisions that adversely impact their lives.
- Distribute copies of the information booklet (Module 12 E in the Adolescent Empowerment Toolkit) on “Law and Policy Support for Adolescent Empowerment and Addressing Adolescent Empowerment” and discuss questions related to it.
- Describe The Prohibition of Child Marriage Act, 2006 (PCMA) that prohibits child marriage and lays down strict penalties for violations. Under the Act, any marriage where the boy is less than 21 years and the girl less than 18 years of age is to be considered a child marriage. Other significant features of the Act include:
 - » Any violation of the law is non-bailable.
 - » Rigorous imprisonment of up to two years or with a fine up to Rs. 1, 00,000 assigned to violators (including the groom and bridegroom’s family) or anyone who helps in arranging the marriage.
 - » Child Marriage Prohibition Officers have the

right to prevent any such marriage and take necessary legal steps.

2 DISCUSSION QUESTIONS:

- » Who can be punished under the legal provisions offered by PCMA?
- » How can forced/early/child marriages be nullified under the PCMA?
- » Who all can help or be contacted to report or stop a case of child marriage?
- » What are the different government schemes that help in discouraging child marriages?

3 FACILITATOR’S NOTES:

The case study presentations and following discussions may bring out various issues and debates. We may hear stories of how parents do not act as support systems and would rather let their girls suffer as opposed to offering safety and support. You may also hear the blame game on mobile phones and technology, which are seen as factors that “spoil” adolescents and encourage them to run away or elope with partners who may be unacceptable to the community. The issue is not about phones or technology but rather about what makes young people use these to make uninformed decisions that adversely impact their lives.

The fact that there is a tacit sort of acceptance of child marriage is what needs to be addressed. While there is no clear law on marital rape, it does exist in the case of child marriage. However, by itself, it has not provided safety or protection to young girls. The role of society and the perceived value of women is the issue here.

Do remember to discuss some or all of the following issues:

- Child marriage is an act that curbs one’s human rights.
- Child marriage restricts girls’ right to education. Right to education is an essential human right mentioned in Clause 26 of the UDHR.
- Child marriage curtails girls’ right to health, which is also a basic right and has been mentioned in Article 25 of the UDHR.
- Article 23, i.e., the right to employment, and article 22, i.e., the right to social security of the UDHR, are also hampered by child marriage.
- Article 16 of the UDHR, the right to marry in “free and full consent” is also curbed through the child marriage, as an underage girl/boy lacks the maturity to recognise the implications and responsibilities that come with marriage.
- As human rights are connected with each other, it is inevitable that child marriage violates not only the above-mentioned rights, but also all the other rights of a human being.
- India has voted in favour of the UDHR in the General Assembly on 10 December, 1948. Therefore, as Indians, we are all entitled to the human rights declared in the UDHR.

Apart from the human rights perspective, it is also important to note that the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) incorporates:

- The principle of equality for men and women in the legal system
- Abolishes all discriminatory laws and adopts appropriate ones prohibiting discrimination against

women

- Establishes tribunals and other public institutions to ensure the effective protection of women against discrimination
- Ensures the elimination of all acts of discrimination against women by persons, organisations, or enterprises

CEDAW has 30 articles to explain the rights of girls and women and what governments should do to end discrimination against them. Although all the articles are indispensable, some salient ones are given below for quick understanding:

- Article 1: Definition of discrimination against girls and women
- Article 3: Guarantee of basic human rights and freedoms
- Article 5: Roles based on stereotypes
- Article 6: Trafficking and prostitution
- Article 10: Education
- Article 11: Employment
- Article 12: Health
- Article 16: Marriage and family life

Similarly, the Convention on the Rights of the Child (CRC) also ensures the civil, political, economic, social, health, and cultural rights of children. The rights set out in the Convention can be broadly grouped in three sections:

- Provision: The right to possess, receive or have access to certain things or services (e.g., a name and a nationality, health care, education, rest and play and care for disabled and orphans)
- Protection: The right to be shielded from harmful

acts and practices (e.g., separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse)

- Participation: The child's right to be heard on decisions affecting his or her life. As the child's abilities develop, the child should have increasing opportunities to take part in the activities of society as a preparation for adult life (e.g., freedom of speech and opinion, culture, religion, and language).

CRC has 54 articles which set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day. The most important consideration is the best interest of the child. Although all the articles are indispensable, some salient articles have been given below for ease of understanding:

- Article 1: Definition of child: Every human being below 18 years unless majority is attained earlier according to the law applicable to the child
- Article 2: Non-discrimination
- Article 5: Parents, family, community rights, and responsibilities
- Article 6: Life, survival, and development
- Article 19: Abuse and neglect (while in family or care)
- Article 24: Health care
- Article 26: Social security
- Article 28: Education
- Article 32: Economic exploitation
- Article 34: Sexual exploitation
- Article 35: Abduction, sale, and traffic
- Article 40: Juvenile justice

Knowledge and understanding of different forms of rights

by adolescent children can lead to their empowerment and ensure a dignified and meaningful life for them. We all, as girls and boys or as women and men, need resources in our life to lead a fulfilling life. In today's society, we observe that resources are generally more easily available to men and boys rather than to women and girls. This needs to be changed so that girls and women have equal opportunities and have the resources to lead a better life.

Session

6

45 Minutes

Redefining the Roles and Responsibilities of Partners in a Healthy Marriage

Materials Required:

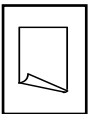


Chart Paper



Coloured
Markers

OBJECTIVES:

- Identify the unbiased meaning of marriage in fair terms.
- Recognise the rights and responsibilities of married partners in a healthy marriage.

Empowerment Focus: Socio-cultural; familial/interpersonal; psychological; economic

1 METHODOLOGY:

- Announce the session title and the teaching objectives.

- Write down the word 'marriage' on a flip chart and read it aloud. Ask the adolescent boys to speak about what comes to their mind instantly upon reading and hearing the word 'marriage'. It could be related to any emotion—happiness, worry, or even fear.
- Now, ask them to answer the same question on behalf of their sisters, younger aunts, or close friends. Record their responses on the flip chart in two parts as shown below and connect the ideas together in the end by summarising them. A few expected responses have been provided below:

	MEANING OF MARRIAGE FOR BOYS AND MEN IN OUR SOCIETY	MEANING OF MARRIAGE FOR GIRLS AND WOMEN IN OUR SOCIETY
Positive	A family Wedding rituals, feasts, clothes	A family Wedding rituals, feasts, clothes
Negative	Dowry Added familial responsibilities and difficulty coping with all additional responsibilities Discontinued education	Moving away from loved ones and childhood friends to an unknown place Discontinued education Possibility of poor economic conditions and no livelihood Difficulties in taking care of children and the family Malnutrition of both the girl and her children Violence faced by the girl, including dowry demands Possibility of getting HIV from husband and getting blamed for it Poor health conditions—early or frequent pregnancy Loss of shelter on being thrown out in-law's home and not getting shelter in parental home Sexual exploitation/harassment and vulnerability to violence No control over own body and reproductive health

- Now, ask the participants to evaluate who faces more difficulties in marriage— girls/women or boys/men? Encourage the participants to recall how they felt when some lady family member close to them— mother, sister, neighbour, or friend—had to face huge difficulties in marriage?
- Clarify to the participants that the objective is not to scare them regarding marriage, but to prepare them for it. They must be well aware of possible implications of marriage so that they make well informed decisions. This exercise will also equip them with better reasoning skills when they have to negotiate with their

parents and other family members why they are forced into marrying early in their life.

- Share the definition of marriage as, “The formal union of a man and a woman, typically as recognised by law, by which they become equal partners as husband and wife.” Stress on the term ‘equal’ and ask the participants what they understand by it.
- Share the most relevant aspects pertaining to the equal status of both married partners. Support them with suitable examples such as married women attending college, eating the same meal, using contraception, etc.

- » Equal education and livelihood opportunities
- » Equal access to healthcare and nutrition
- » Mutual decision-making in domestic matters such as bearing children, household expenses etc.
- » Equal protection from all forms of violence including domestic and sexual abuse
- » Equal share of household work and responsibilities
- In order to expand on the last point mentioned above, draw the following table on a chart paper and invite responses from the participants for each row. They must mention the key activities performed by both men and women during different times of the day.
- A few expected responses have been given below:

	ACTIVITIES BY MEN	ACTIVITIES BY WOMEN
Early morning	Sleeping, reading newspaper, drinking tea, getting ready for work	Cooking, getting husband and children ready for work and school
Morning	Going for work or livelihood	Taking care of babies/ infants, elder members of the family, cleaning the house, going for work
Afternoon	Sleeping or being at work	Being at work, teaching children, washing and cleaning
Evening/ late night	Chit-chatting with friends and neighbours, drinking tea or alcohol, watching TV	Cooking, laying beds, preparing for next day

2 DISCUSSION QUESTIONS:

- Is there a difference in the daily activities performed by women and men? If yes, what are the key differences?
- Can all the daily activities be performed by both husband and wife?
- What are the benefits of equal partnership in marriage?
- Do you think that you will break the norms and help your life partner perform daily household tasks? Do you think you are ready to take on all these tasks and responsibilities?
- Do you think there should be a change in the roles women and men play in a marriage? Why? How?

3 FACILITATOR'S NOTES:

Society expects a woman and a man to play particular roles and take on particular responsibilities after marriage, and, we continue to do it! On careful reflection, it becomes clear that all the household and domestic tasks (except giving birth to babies—which only women can do) can be done by both men and women.

Generally, women perform three kinds of work:

- Reproductive (taking care of household, children, health care within household)
- Productive (earning outside home or working in the household business/trade)
- Leisure and Community (taking care of guests, celebrations, and now even PRI)

However, men do only two types of work—productive (earning) and community (interacting with society outside home). Thus women have triple the amount of work. Even though women take on more economic responsibility now,

men are yet to start taking up their share of household work. Men also need to contribute to bringing up children (looking after infants, changing nappies, changing uniforms, attending to school homework, looking after sick children, being their emotional anchor, talking to them about their hobbies, activities, aspirations etc.)

Sharing of activities brings husband and wife closer to each other. It can be termed as real partnership. Children from families where both parents shoulder equal responsibilities in raising them appear more confident, social, and capable while handling different challenges.



MODULE III: ELIMINATING GENDER-BASED VIOLENCE



Session

7

45 Minutes

Ending Sexual Harassment in Public against Girls and Women

Materials Required:

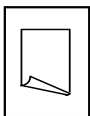
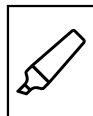


Chart Paper



Marker Pens



Annexure: Annexure 2: Ending Sexual Harassment in Public against Girls and Women



Copies of Sexual Harassment – Bookmark and Card

OBJECTIVES:

- To help adolescent girls/boys recognise sexual harassment of girls/women in public as a serious violation of human rights.
- To help the participants analyse the reasons behind such acts by adolescent boys.
- To inform the participants about legal redress mechanisms in India against sexual harassment in public.

Empowerment Focus: Socio-cultural; familial/interpersonal; psychological

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Distribute copies of “Annexure: Annexure 2: Ending Sexual Harassment in Public against Girls and Women” to all the participants.
- Next, divide the participants into groups of 5-6 members each and ask them to read the story together and discuss answers to the questions mentioned below. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage silent participants to contribute to the discussion.

- Next, ask each group to come forward and present their ideas and views on both the questions under each case study.
- After all the presentations are complete, thank the groups for their participation and discuss some important aspects related to the issue.
- Before closing the session, ask the participants to pass on the comic strips (hand-outs) to their friends and family in order to raise awareness on this issue.

2 DISCUSSION QUESTIONS:

- What is sexual harassment of girls and women in public? Can you give examples?
- How does it impact girls and women?
- Why do boys/men commit acts of sexual harassment against girls/women?
- Does it have a negative impact on the boys/men who are committing the crime?
- If there are enough spaces and platforms for healthy interaction between boys and girls, will it help in curbing the menace?
- What are the legal redress mechanisms available in our country against sexual harassment?
- What steps will you take to stop sexual harassment against girls/women in public?

3 FACILITATORS NOTES:

Sexual harassment is the making of unwanted sexual remarks or advances by a man to a woman in a public place. It is a very serious issue which leads to immense

mental torture and humiliation when women and girls are harassed on roads and public transport. It could be done by an individual or collectively, and it may be directed towards one woman or a group. It could also be a verbal pronouncement of a socially disapproved comment or a sexually explicit statement. It may even extend to touching or brushing against a woman, following her, or making her feel uncomfortable by making undesired comments.

Sexual harassment in public includes:

- Sexually coloured remarks
- Physical contact and advances
- Showing pornography
- A demand or request for sexual favours
- Any other unwelcome physical, verbal/non-verbal conduct that is sexual in nature.

Sexual harassment is a direct infringement of a woman's right to life with dignity and violates a woman's basic right to live. It specifically violates

- A woman's right to life, liberty, personal security
- Freedom from torture
- Freedom of speech
- Health, education, and an adequate standard of living, as her mobility gets restricted or she is forced to get married early

In India, the primary cause for these inhuman acts and the violation of women's right to life with dignity is patriarchy and the belief that males are superior to females. The role of men and women in society is seen in terms of domination and subordination. It is believed that women

should be submissive and should be kept under the control and supervision of men. Apart from this, some men overpower women and exploit them in order to prove their strength over the opposite gender. Other common motives for these offences include revenge, hatred and anger at rejection, or mere pleasure fuelled by power.

Moreover, a large part of our society does not permit the healthy socialising of boys and girls. Consequently, boys develop misconceptions about the opposite sex as projected by media and movies. They are led to believe that girls appreciate unwanted attention especially if it is physical/sexual in nature, and that boys are allowed to have some 'fun' in groups at the expense of a girl's/woman's dignity. If healthy talking and activity sharing is promoted right from childhood among boys and girls, these misconceptions can be eliminated as both boys and girls will better understand real issues and the behaviour of their peers.

Boys/men in the society can stand up against sexual harassment of girls/women:

- Do not be silent, speak up against the abuse.
- Reflect on your own behaviour; understand how your own attitudes and actions perpetuate sexism and harassment and work towards changing them.
- Lead by example and stop abuse by treating women with respect.
- Challenge images of harassment in media and pornography.
- Talk with other men about preventing harassment.
- Show support for women in public who try to fight sexual harassment.

- Listen to women friends, their fears and concerns for their safety, and support them.
- Support laws that encourage men to take responsibility for ending sexual harassment.

Sexual harassment offences have been dealt under the IPC, Section 509, 294, and 354. Victims can seek recourse through:

- **Section 294 of the IPC**, which sentences a man found guilty of making a girl or woman the target of obscene gestures, remarks, songs, or recitation to a maximum jail sentence of three months.
- **Section 292 of the IPC** clearly spells out that showing pornographic or obscene pictures, books, or papers to a woman or girl results in a fine of Rs. 2000 with two years' imprisonment for first offenders. In the case of a repeated offence, the offender may face a fine of Rs. 5,000 with five years' imprisonment.
- **Under Section 509 of the IPC**, obscene gestures, indecent body language, and negative comments directed at any woman or girl, or exhibiting any object which intrudes upon the privacy of a woman, carries a penalty of imprisonment for one year or a fine or both.
- The Criminal Law (Amendment) Act, 2013 introduced changes to the IPC, making sexual harassment an expressed offence under Section 354A, which is punishable with up to three years of imprisonment and/or with fine. The amendment also introduced new sections, making acts such as disrobing a woman without consent, stalking, and sexual acts by a person in authority an offence.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, adds protection for female workers in most workplaces.



Session

8

45 Minutes

Materials Required:

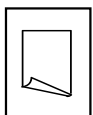
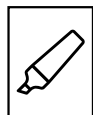


Chart Paper



Marker Pens



A4 Sheets

Safe Places and Unsafe Places

OBJECTIVES:

- To help adolescent girls and boys recognise safe and unsafe places.
- To encourage participants to work collectively towards making unsafe places safer.

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural; economic

1 METHODOLOGY:

- **Announce the session title and the teaching objectives. In the last session, ways of tackling sexual harassment**

and abuse were discussed. This session talks about preventing those opportunities offered to abusers and offenders in the form of unsafe places where they continue to commit their abusive crimes.

- **Draw the below table on a flip chart. Elicit responses from the participants only for the second column: "Are these places safe or unsafe?" You may want to add more spaces depending on the responses of participants.**
- **Next, divide the participants into groups of 5-6 each and assign one space to each group. Ask them to brainstorm in their groups and come up with ways to make the assigned areas safer for all girls to live or travel/visit. Make rounds to make sure they have understood the task at hand and guide only if necessary.**

- After 10-15 minutes, invite the groups to present their ideas and record their responses under the third and last column against each space. A few suggestions have already been provided below.

SPACES	ARE THEY SAFE OR UNSAFE FOR YOU?	WAYS TO MAKE THEM SAFE
Home	Safe/could be safer	Build toilets within each house with latched doors.
Travel to school and back	Unsafe	Travel together, talk to parents about pooling transport to school, and availing govt. schemes which offer free bicycles to girls.
School	Unsafe	Inform Principal Ma'am about sports instructor staring at us. Request our class teacher to allow girls to exit the classroom before boys.
Market/shops	Unsafe	Inform sarpanch uncle about boys standing at the paan shop and staring and passing comments on us.

SPACES	ARE THEY SAFE OR UNSAFE FOR YOU?	WAYS TO MAKE THEM SAFE
Neighbourhood	Unsafe	Discuss the idea of solar street lighting with sarpanch uncle.
Play areas		
Festivals/celebrations		
Visit to the doctor		

2 DISCUSSION QUESTIONS:

- How do unsafe spaces limit girls/women in availing equal rights and opportunities compared to men? Is creating safe spaces for women a law and order issue? What else can be done to create safe spaces for girls?
- How can boys actively contribute in making public and private spaces safe for women and girls in the community?

3 FACILITATOR'S NOTES:

Sexual harassment and other forms of sexual violence in public spaces are an everyday occurrence for women and girls around the world—both in urban and rural areas. Women and girls experience and fear various types of sexual violence in public spaces—from sexual harassment to sexual assault including rape and murder. It happens on streets, public transport and parks, in and around schools and workplaces, in public sanitation facilities and water and food distribution sites, or in their own neighbourhoods.

This reality reduces women's and girls' freedom of movement. It reduces their ability to participate in activities in school, work, and in public life. It limits their access to essential services and their enjoyment of cultural and recreational opportunities. It also negatively impacts their health and well-being.

Violence against women and girls, especially sexual harassment in public spaces, remains a largely preventable but yet neglected issue, with few laws or policies in place to prevent and address it.

Women safety is not only a law and order issue. Police need to be sensitised to be more alert and prudent in handling harassment and need to be sensitive to the vulnerability faced by women. The attitude of people also needs to change. People do not stand up against women harassment in public spaces on a daily basis. If we want girls to be empowered, we would need to build girl's agency and access to secondary education.



MODULE IV: VALUING THE GIRL CHILD

Session

9

60 Minutes

Materials Required:

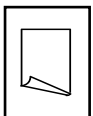
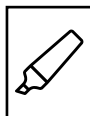
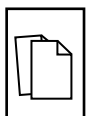


Chart Paper



Maker Pens



Three pieces of paper chits torn neatly from a copy of "Annexure: Contribution of Women to Society"

Contribution of Women and girls as Community Members

OBJECTIVES:

- Examine why society values sons and daughters differently.
- Identify ways of building more value for girls in society.

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural; economic

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Put up chart papers in two different corners of the room

and title them as "Value of a Son" and "Value of a Daughter" respectively.

- Ask all the participants to go and write down at least one reason why families value sons and daughters on the respective chart papers.
- Give all participants 10–12 minutes to do this task and then read out the reasons written by the participants.
- Follow this up with the following discussion questions:
 - » What is the general reason for wanting boys and girls?
 - » Which one was easier to write down, son or daughter?

- » What can men do to change the situation and increase value for girls in the society? How will it benefit everybody including boys/men?
 - » Has the situation always been the same for all communities? When has it been different and why?
 - » What is the impact of this discrimination on both boys and girls?
 - » How do you think we can change the situation and ensure that both boys and girls get equal treatment?
- Next, divide the participants into three groups. Assign a case study to each group with the help of neatly torn chits from “Annexure: Annexure 4: Contribution of Women to the Society”.
 - Ask them to discuss answers to the two questions mentioned below each story. Give them 15 minutes. They can make written notes, if necessary.
 - Visit each group to make sure that they have understood the task at hand. Also, encourage silent participants to contribute to the discussion.
 - Next, ask each group to come forward and present their ideas and views on both the questions under each case study.
 - Record their ideas on a flip chart and thank the participants for their active participation. The responses can be recorded in two separate sections—challenges faced by women and qualities needed to overcome the challenges.
 - Summarise the key points before closing the session.

2 FACILITATOR'S NOTES:

Society values sons (men) and women (daughters) based on the work that they do. Although the value attached to a woman/girl's life is lesser compared to men, efforts have to be made to change the situation. These efforts can begin with girls and women themselves who act with courage and determinism and try to leave their comfort zones and add value to the community around them. Men and boys can also change the situation by supporting them unconditionally. Value can be in the form of monetary earnings, working on social reforms in action and thought, and forming support groups. In a few cases, it also means having the courage to fight malpractices such as dowry demands and lost inheritance of parental property with the help of existing legal and social support system.

These initiatives may later gather the support of other family members or society at large. This will help create a positive impact on women's needs for health, nutrition, education, opinions, etc.

Session

10

60 Minutes

Reducing Number of Women and its Impact on Child Marriages

Materials Required:

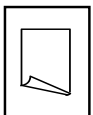
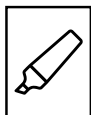


Chart Paper



Maker Pens



Annexure:
Annexure
5: Reducing
Number of
Women and
its Impact



Annexure:
Annexure
6: Oath-
Taking by
Participants

OBJECTIVES:

- Identify the social damage caused by gender-biased sex-selection practices.
- Inform the participants about The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994.
- Identify the impact of reducing number of women on marriages, especially in the context of child marriage.
- Administer oath to the participants in eliminating child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls.

Empowerment Focus: Psychological; familial/interpersonal; socio-cultural; economic

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Divide the participants into three groups and distribute copies of “Annexure: Annexure 5: Reducing Number of Women and its Impact”.
- Ask them to read and understand only the first part, “CASE STUDY 1: Story of Sujata”, and discuss the questions mentioned under the story in their groups. Give them 15 minutes for the discussion and encourage them to make written notes, if necessary.
- Visit each group to make sure that they have understood the task. Also, encourage silent participants to contribute to the discussion.

- Now, ask each group to come forward and present their ideas and views on all the questions under the case study.
- Next, ask the participants to read the second part, "CASE STUDY 2: Story of Piyaso".
- Follow this up with the following discussion questions:
 - » Are you aware of similar cases in your neighbourhood or your own family?
 - » Do you know of any law relating to gender-biased sex selection?
 - » Do you know of any organisation which helps women who face such situations? What kind of help do you think they provide?
 - » Do you think everyone should know about the law relating to the protection of girl children?
 - » What will happen if the number of women continues to reduce with time? How will it impact society?
 - » What can be done to challenge the incidence of child marriage due to the scarcity of brides in selected areas?
- Summarise the session by drawing connections between sex-selection malpractices and the rising number of child marriages using points from the group presentations and the discussions on the two case studies. Highlight the success story provided in the second case study where the entire community along with its leaders came together to prevent an incident of child marriage due to scarcity of brides.
- Towards the end, thank the participants for their active involvement throughout the module and distribute copies of "Annexure Annexure 6: Oath-Taking by Participants".

- Finally, administer an oath to the participants in 'eliminating sexual harassment, child marriage, gender-biased sex selection, dowry and abuse/ violence against women and girls' by asking the participants to read the oath script after you.

2 FACILITATOR'S NOTES:

The popularity of sex determination tests in India has its roots in the strong preference for sons which, to a large extent, has the sanction of religion, tradition, and culture. India has a legacy of biases against the girl child, as illustrated by continuing discrimination in receiving health and nutrition as well as education. Today, advanced technology provides sophisticated methods of sex selection, which has led to a drastic fall in the child sex ratio through sex-selective elimination of the girl child before birth. Clinics and medical professionals offering these tests blatantly used to advertise them just two decades ago with captions such as "Spend only Rs. 500 now, save Rs. 500,000 (on dowry) later."

The Census of India (2011) reports the child sex ratio as 914 females per 1000 males. This is down from 927 in 2001. This has resulted in worrisome situations, some of which have been highlighted by the media. For example, in the Dang district, in the Gujarat-Rajasthan border, eight brothers of the same family married a single bride since it is extremely difficult to find a wife in the region (India Today, September 2001). The Devra village of Jaisalmer district had the distinction of receiving a baraat after 110 years in 1997 (The Pioneer, October 28, 2001).

The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 regulates sex selection, before or after conception. Its purpose is to prevent the misuse of technology such as ultrasound, which enables the identification of the foetal sex.

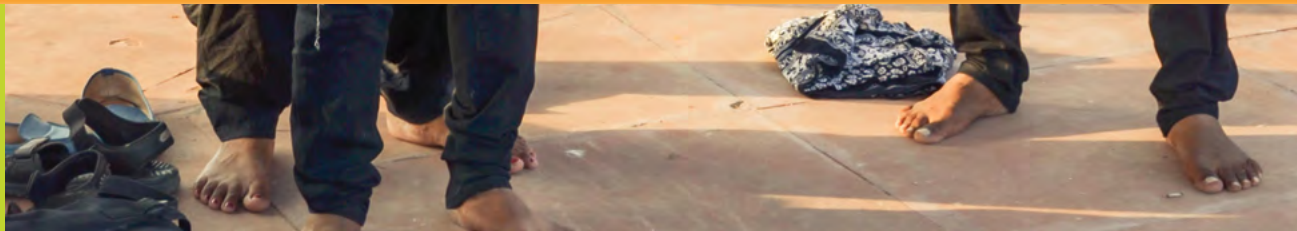
What does the PC & PNDT Act say?

- Sex selection and sex determination are prohibited.
- No person conducting pre-natal diagnostic procedures shall communicate to the pregnant woman concerned or her relatives the sex of the foetus by words, signs, or in any other manner.
- All clinics that offer ultrasound tests must be registered and only doctors qualified under the Act can use diagnostic techniques such as ultrasound.
- All clinics should display the following notice prominently: "Disclosure of sex of the foetus is prohibited under the law" in English as well as the local language.
- Doctors or clinics advertising sex determination tests in any form are liable for punishment.



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ANNEXURE



Annexure 1

What Are Human Rights?

Human rights are those basic rights without which people cannot live with dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. Gender discrimination happens when either boys or girls are not allowed to access and enjoy their human rights to the fullest. For example, when girls are asked to drop out of school at an early age to take care of their home or for marriage, it is a violation of their rights. However, the same family may work towards educating a boy since he is seen as the future breadwinner of the family. The socialisation process influences the way both men and women access their rights.

In learning about human rights, we learn about ideas such as respect, fairness, justice, and equality. We learn about standing up for our own rights and about our responsibility to respect the rights of others.

There are close to 30 articles on human rights that people from around the world have agreed on by signing the Universal Declaration of Human Rights at the United Nations. The most relevant and important rights applicable in the case of adolescent girls include:

- The right to life, liberty, personal security
- Freedom from torture
- A fair trial
- Freedom of speech
- Freedom of religion
- Health, education, and an adequate standard of living.

Governments have a particular responsibility to ensure that people are able to enjoy their rights. They are required to establish and maintain laws and services that enable their

citizens to enjoy a life in which their rights are observed.

We also have responsibilities and duties towards other people and the community. Individuals are expected to exercise their rights with due regard to the rights of others. For example, when a person exercises their right to freedom of speech, they should not infringe on someone else's right to security by delivering a hate speech or by using abusive language to put someone down.

Human rights are an important part of how people interact with others at all levels in society—in the family, community, in educational institutions, workplaces, politics, and in international relations. It is vital therefore, that people everywhere should strive to understand what human rights are in order to ensure justice, equality, and the well-being of society.

Annexure 2

Ending Sexual Harassment in Public against Girls and Women

Read the story given here and answer the questions below after discussing in your group:

Preeti is 16 years old and lives with her parents and three sisters in a nearby village. Off late, it has become difficult for her to step out of the house due to some neighbourhood boys who harass her. The boys keep calling her 'Pretty- Pretty' and whistle at her. They also make obscene gestures such as flying kisses and call on her phone at odd hours. Moreover, they follow her while boarding the bus to reach her school and stalk her on the way back. They also flash pornographic magazine covers to her from a distance.

One day, Preeti's father also caught those boys gesturing obscenely to her. Instantly, he decided to get Preeti married away to a safer place. Soon, Preeti was married in haste to a much older man and had to drop out of school. Within two years, she became a mother, albeit after several miscarriages. She became physically quite weak and was beaten up and abused by her husband for not being able to earn money and falling sick often.

Questions to be discussed in your group:

1. Who are responsible for Preeti's condition today? Why?
2. Why did the neighbourhood boys harass Preeti? Was it her fault?
3. Which of Preeti's human rights got violated in the story?
4. Have any of your close family members such as sisters or aunts faced public harassment by men/ boys?

What is sexual harassment in public?

It is the making of unwanted sexual remarks or advances by a man to a woman in a public place. It is a very serious issue which leads to immense mental torture and humiliation for women and girls when they get harassed on roads and public transport. It is a direct infringement of a woman's right to life with dignity and violates a woman's basic right to live. It could be done by an individual or collectively, and it may be directed towards one woman or a group of them. It could also be the verbal pronouncement of a socially unacceptable comment or a sexually explicit statement. It may even extend to touching or brushing against a woman, following her, or making her feel uncomfortable by making undesired comments.

Sexual harassment in public includes:

- Sexually coloured remarks
- Physical contact and advances
- Showing pornography
- A demand or request for sexual favours
- Any other unwelcome physical, verbal/non-verbal conduct being sexual in nature.

What are the Indian laws that protect women from sexual harassment in public?

Offences of sexual harassment have been dealt under the IPC, Section 509, 294, and 354. Victims can seek recourse through:

- **Section 294** of the IPC, which sentences a man found

guilty of making a girl or woman the target of obscene gestures, remarks, songs, or recitation to a maximum jail sentence of three months.

- **Section 292** of the IPC clearly spells out that showing pornographic or obscene pictures, books, or papers to a woman or girl, results in a fine of Rs.2000 with two years' imprisonment for first offenders. In the case of a repeated offence, the offender may face a fine of Rs.5,000 and five year's imprisonment.
- Under **Section 509** of the IPC, obscene gestures, indecent body language and negative comments directed at any woman or girl or exhibiting any object which intrudes upon the privacy of a woman, carry a penalty of imprisonment for one year or a fine or both.
- The Criminal Law (Amendment) Act, 2013 introduced changes to the IPC, making sexual harassment an expressed offence under **Section 354A**, which is punishable up to three years of imprisonment and/or with fine. The amendment also introduced new sections making acts like disrobing a woman without consent, stalking, and sexual acts by person in authority an offence.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, adds protection for female workers in most workplaces.

Annexure 3

Violation of Human Rights in Child Marriage

GROUP 1: HEALTH AND CHILD MARRIAGE

Meena is 15 years old and lives in a village. She studies in class IX. One day, a neighbour approached her father with a marriage proposal. He wanted her to marry his nephew. His nephew lived in Chhattisgarh and worked as a seasonal brick kiln worker, often migrating to other states. Meena was very reluctant about the marriage, but her father considered it to be a good opportunity to fulfil his parental responsibility. Eventually, he got Meena married within a month.

After a year, when she was 16 years old, Meena gave birth to a baby girl. During her pregnancy, she did not get proper food or health care. Most of the time, her husband would be away for work. Though he visited home off and on, he did not send her money regularly. She had a very difficult pregnancy and was often very weak and ill. Anyway, the baby was born underweight and malnourished.

Within the next few months, Meena had frequent fevers, rashes, felt tired very often, and developed a swelling around her neck. She went to a doctor who prescribed a blood test; the result showed that she was HIV positive.

When her parents-in-law found out, they drove her away along with her baby and blamed her character for the illness. By this time, her baby was also falling sick frequently. She went to her own parents, but they turned her away as well.

Discuss the following in your group:

1. What are the rights being violated here and how?
2. What is the impact of these violations on the girl?

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GROUP 2: RIGHT TO CHOICE/DECISION-MAKING AND CHILD MARRIAGE

Rama stayed in a village close to the city. Each year, she did fairly well at school. When she got promoted to class IX, her father gifted her with a mobile phone, much against the wishes of her mother. Rama began chatting with her friends from her English coaching class using the mobile phone. Slowly, her father started disliking her being “free” with her friends.

One day, she noticed that her parents had begun looking for a groom for her. She told them that she would like to continue her studies instead of getting married. But, her father disagreed as he felt that she was in a relationship with a boy who did not belong to their caste. So, he insisted that Rama must marry the person whom he had chosen as a well-wishing father.

The next day, on her way to school, she met her friend Pratim and told him what was happening back at home. Both Rama and Pratim missed school that day and went to a park together and discuss possible solutions to her problem. On the way back, they met Rama’s father who was furious to see his daughter with Pratim.

Rama did not return home that day! Rama’s father filed a complaint at the local police station that his daughter had been kidnapped even though he knew it was a false allegation. Later, he learned that Rama had married her friend Pratim and was residing at Pratim’s house with his accepting parents. In a fit of anger, Rama’s father went to meet her with some influential people from his locality and physically beat up the boy. Her father also tried hard to convince Rama to return home but she did not. Instead, she reported to the police that she had not been kidnapped and in fact had chosen to marry Pratim.

Discuss the following in your group:

1. What are the rights being violated and how?
2. What is the impact of these violations on the girl?

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Group 3: EDUCATION, EMPLOYMENT AND CHILD MARRIAGE:

Shreya came from a poor family but was extremely intelligent as she got good marks at school. She had two brothers who both went to school and also attended tuition classes.

When she reached class IX, at the age of 15 years, her parents arranged her marriage with a person who worked as a tailor.

After her marriage, Shreya wanted to continue with her studies, but was not allowed to do so. Within the next three years, she gave birth to two babies. Gradually, her husband's business deteriorated. She started getting tortured continuously by her husband who repeatedly ordered her to start earning by any means to feed their children.

In an attempt to solve her problems, she applied for a vacant post of an Anganwadi worker nearby. Alas! She could not get the job because the minimum educational qualification required was Class X pass.

Discuss the following in your group:

1. What are the rights being violated and how?
2. What is the impact of these violations on the girl?
3. Had Shreya completed her secondary education, what difference would it have made to their life?

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Group 4: VIOLENCE AND CHILD MARRIAGE:

Radha, a 15-year-old girl from a nearby village was sad to hear that Mini, her best friend, had been raped while coming back home from her tuition class. In order to avoid the same fate for his daughter, Radha's father got her promptly married to a groom who was 14 years older than Radha. Although Radha wanted to study further and take up a job as a computer operator, she unwillingly agreed to the marriage. This was after her parents threatened to kill themselves if she met the same fate as her best friend 'Mini' because it would be too humiliating for them to face society.

After getting married, her parents-in-law asked her to bring Rs. 30,000 with her on the first day itself as a compensation for her dark complexion. In addition, she did all the household chores from dawn to late night. She was allowed to sleep only after everyone had slept. She was also starved of food as she could not bring enough dowry each time her husband's family asked for it. She was unable to talk to her husband since he was much older than her. She was refused money by her husband despite repeated requests. She also felt very uncomfortable having sex with her uncaring husband whenever he wanted to.

Radha kept quiet and did not inform her parents about her struggle till she learned that her husband was in another relationship with a colleague at work.

Discuss the following in your group:

1. What are the rights being violated and how?
2. What is the impact of these violations on the girl?

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Annexure 4

Contribution of Women to Society

Tabbu, a 16-year-old girl, lives in a large rural family consisting of three brothers and sisters. She decided to join a local NGO that worked against child marriages as a street theatre artist. She performed as the main character who spoke out against child marriage. Tabbu was very convincing as her character and engaged the audience effectively to find possible solutions to prevent child marriages.

She also shared these experiences with her own family and was able to convey to them the message of the play. She told her family how marrying early adversely affects the physical and mental abilities of a young girl. She was then able to convince her parents to delay the marriages of her two older sisters that were pre-fixed, and they were allowed to continue their education apart from undertaking a vocational course so that they can be financially independent.

Tabbu's inner confidence and conviction had helped her in talking to her family about the problem and finding possible solutions for a better life for everyone around her. It is even more remarkable that a young girl was able to talk about a deep-rooted custom and bring about a change in the patriarchal mind-set of her family. It also showcases the fact that though child marriage is attributed to poverty, it is really a lack of awareness that leads to girls being married early.

Discuss the following in your group:

1. What were the challenges faced by the woman in the story? Did the society value her before her success?
2. What are the qualities in woman which helped her overcome challenges and focus on bettering her position in the society?

Mary Kom was born to a poor tribal family in Manipur's Kangatheh village. Between attending school, caring for her younger siblings, and playing all kinds of sports including hockey, football, and athletics (but not boxing), Mary Kom worked in the fields and helped her farmer parents. Inspired by Manipuri boxer Dingko Singh's gold at the 1998 Asian Games, Mary Kom moved to Imphal, the capital of Manipur, to train in athletics. Dressed in torn, shabby clothes, the teenager approached coach K. Kosana Meitei at the Sports Authority of India and asked to be given a chance. The coach remembers her practising punches late into the night, long after the others had gone to bed. Mary Kom's goal was simple: to uplift her family out of poverty and live up to her name.

Mary Kom is a five-time world boxing champion, and the only woman boxer to have won a medal in each one of the six world championships. She is the only Indian woman boxer to have qualified for the 2012 Summer Olympics, winning a bronze medal for her country. She has also been ranked as No. 4 AIBA World Women's Ranking Flyweight category. Having managed that and more, and not content with her own success, 30-year-old Mary—who is married with twin sons—has been teaching boxing to underprivileged youth for free since 2007.

Discuss the following in your group:

1. What were the challenges faced by the woman in the story? Did the society value her before her success?
2. What are the qualities the woman had which helped her overcome challenges and focus on bettering her position in society?

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Shaloo's husband died quite early, leaving her alone with the responsibility of raising their two daughters and a son. Shaloo began working as a cook in several houses, but she could not earn enough.

She decided to explore other lucrative options and became interested in working as a professional driver. In a few months' time, she joined a free driving course organised by a local NGO and learned professional driving. She worked twice as hard to earn money working as a cook while learning how to drive. Along with driving, she was also taught self-defence, spoken Hindi and English, communication skills, women's rights, and sexual health.

Today, Shaloo has a permanent driving licence and a well-paying job at a nearby school. She feels much more respected and liberated and can explore new locations independently. She takes pride in her occupation and loves her vehicle as though it is part of her own family. Her entire community looks at her with awe. She can now also secure a bright future for her children.

Discuss the following in your group:

1. What were the challenges faced by the woman in the story? Did the society value her before her success?
2. What are the qualities the woman had which helped her overcome challenges and focus on bettering her position in society?

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Annexure 5

The Reducing Number of Women and Its Impact on Child Marriages

CASE STUDY 1: Story of Sujata

19-year-old Sujata is married and lives with her loving husband and parents-in-law. Her husband works at a nearby shop and Sujata takes care of all the household work and looks after her ageing parents-in-law. Her husband, along with his parents, kept insisting that she should have a baby as soon as she was married.

In a short time, Sujata became an expectant mother. She is now three months pregnant and her parents-in-laws desperately want her to do an ultrasound scan to find out if the baby is a boy or a girl. What would happen if the baby turns out to be a girl? Sujata is worried and doesn't know with whom she can share her concerns—with her husband or her own parents?

Discuss these questions in your group and present the answers:

1. Why do you think Sujata's parents-in-law want to do a scan?
2. What do you think Sujata should do? Should she agree to undergo the scan?
3. What do you think will be the social and health consequences for Sujata, if the foetus is found to be a female?
4. What stand should Sujata's husband take in this situation?

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CASE STUDY 2: Story of Piyaso


Piyaso is the 12-year-old daughter of Budha Mahto and Jawa Devi of Hesapidi village in Namkum block. Piyaso is illiterate and has never been to school.

Marrying off young daughters at the onset of puberty is a common practice in Hesapidi village and goes unopposed. In recent times, the village has become notorious for being a source of child brides sent to Haryana (Indian state with the lowest sex ratio in the country) and for the high rate of trafficking of child brides. It is reported that much older men from villages in Haryana descend on the village to take away a bride of their choice by paying a token amount towards the cost of the marriage ceremony. In such a bleak scenario, 12-year-old Piyaso's marriage was arranged with a 38-year-old man from Haryana in November 2013 in exchange of a token sum of Rs 50,000. Being illiterate and young, Piyaso was unable to fathom that the proposed marriage was a form of bondage.

Piyaso's impending marriage was announced in the village and an self-help group of women (SHG) who had trained with a local NGO working against child marriage heard about it. The SHG members decided to take action and prevent Piyaso's marriage. They reported the incident to the police and local media with the support of Shri Ramesh Singh Munda, Panchayat Mukhiya. Soon the culprits were arrested, and legal action was initiated against child trafficking.

Increased knowledge and awareness on the negative consequences of child marriage was helpful in changing the perspective of the villagers (Mukhiya, SHG members, police, etc.). Action to prevent child marriage was taken for the first time in the village. It set an example for other community members to take action when faced with similar incidents in the village and neighbouring areas.

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Discuss these questions in the group and present the answer:

1. Why were young girls like piyaso being married off to man from Haryana?
2. What steps did the stakeholders take to prevent child marriage?

Annexure 6

Oath-Taking by Participants

Oath

(Towards ending sexual harassment, child marriage, gender-biased sex selection, dowry, and abuse/violence against women and girls)

I, as a citizen of India take the oath that:

I will marry only after the legal age, which is 21 for boys and 18 for girls.

I will not participate in the marriage ceremony of anyone who is below the legal age of marriage. I will also persuade and inform my parents, relatives, and community not to do so.

I will uphold and honour the rights of the girls and support every action in my family for better education, nutrition and protection of the girls and also ensure that she gets her legal share of property or inheritance.

I will not undertake or ask my wife or any female relative to undergo sex-selective abortion nor will support it in any manner.

I will not take dowry or give dowry.

I will always respect women and girls and never behave in an inappropriate manner with them—whether at home, on the streets, at my workplace or anywhere else. I know that the meaning of being a real man is to respect and honour girls and women.

I will also teach my peers to respect women and girls and never to misbehave with them. I know that being a real man means creating an environment of respect and safety for the girls and women in the home and outside of it.

I will do everything in my power to protect all children from violence and child abuse—physical, emotional or neglect of any other manner.

NOTES

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